Chapter One

Introduction

1.1 Background to the Study

To attain the stated goals of any organization, the performance of its workforce holds crucial importance, encompassing an individual's contributions to their specific role, team dynamics, and the overall success of the organization. Job performance denotes how effectively an employee fulfils his/her duties and responsibilities within the organizational framework. It involves a thorough assessment of an individual's ability in executing job-related tasks, achieving goals, and making valuable contributions to the team or organization's overall success. Consequently, the discussion on job performance of employee in any organization most especially in the educational sector can never be overemphasized, hence, the job performance of teachers will be considered in this study.

Teachers' job performance refers to the effectiveness and competence demonstrated by teachers in fulfilling their roles and responsibilities in both the classroom and the broader educational landscape[1]. It encompasses a diverse range of factors, skills, and attributes that contribute to successful teaching and, consequently, positive outcomes for students and the education system as a whole. In fact, the achievement of the stated educational goals may likely be impossible without teachers with high job performance.

When teachers' job performance is low, it implies that their multidimensional functions which include serving as role models, facilitators, mentors and counselors to students and other administrative duties in the school may not be effectively carried out. In recent times, an apparent decline in the performance of teachers has been observed. This is evident in increased rates of absenteeism, a considerable number of teachers neglecting the writing and use of lesson plans and notes in their teaching, and a

Lead City University Ibadan DO NOT COPY

diminishing practice of incorporating instructional materials. Some teachers seem to prioritize their business activities, such as selling to students and colleagues, over fulfilling their teaching responsibilities[2,3].

Additionally, students have reported instances of teachers displaying a lackadaisical approach towards tasks such as marking notes, managing classrooms, taking attendance, assigning tasks, giving guidance and more[4,5,6]. These were observed by the researcher while gathering information from educational stakeholders for this study. Consequently, these observations are acknowledged as challenges that need to be addressed to attain the specified educational objectives. Hence, it may result to student low enrolment in the school, poor attitude of students to learning, involvement in social vices, low performance of students in external examinations and reduced future manpower in the country. All these are indicators of enormous wastage of both private and public resources that are invested in secondary education, and therefore require urgent attention.

Although, there are several indices that can be used to measure teachers' job performance, this study will focus on instructional effectiveness, classroom management, students assessment, students support and guidance and technology integration, which are basic competencies that teachers are expected to display in the delivery of their duties[7].

Instructional effectiveness refers to the degree to which an educational or instructional programme achieves its intended goals and objectives in facilitating learning and promoting student success[8]. It is a measure of how well the instructional design, delivery methods, and assessment strategies contribute to the acquisition of knowledge, skills, and competencies by learners. Effective teachers are expected to deliver well-planned lessons, employing appropriate teaching methodologies and fostering active

Lead City University Ibadan DO NOT COPY

student participation[8]. A key aspect of their effectiveness lies in their ability to convey complex concepts clearly, stimulate critical thinking, and motivate students to apply their knowledge to real-world scenarios[9]. In recognizing that students possess varying learning styles, abilities, and preferences, proficient teachers adeptly employ instructional practices that accommodate different modalities, such as visual, auditory, kinesthetic, or tactile methods[10]. This ensures that all students have equitable opportunities to grasp and retain the information being presented. The Instruction Effectiveness index highlights the significance of skillful planning, versatile teaching methodologies, and thoughtful consideration of students' individualities in fostering a highly effective and impactful learning environment.

Classroom management, the second index of teachers' job performance in this study, encompasses the skillful creation of a positive and orderly learning environment. Teachers who excel in classroom management possess the ability to maintain discipline, minimize disruptions, and cultivate a sense of respect and cooperation among students[11]. This well-managed classroom not only maximizes learning time but also instills a feeling of safety and comfort for students within their educational space[12]. Classroom management is both an art and a science, involving a variety of strategies and techniques employed by teachers to foster an environment conducive to learning, engagement, and academic achievement[13]. The significance of effective classroom management lies in its role in maximizing instructional time, promoting positive student behavior, in nurturing a sense of community among learners, and providing the foundation for successful teaching and learning experiences[14, 15].

Students Assessment, the third index in this study, is a critical measure of a teacher's proficiency in designing and implementing effective assessments to gauge student learning and progress. Within the educational process, students' assessment

Lead City University Ibadan DO NOT COPY

serves as indispensable components that provide important information into students' achievements, strengths, and areas for improvement. This knowledge enables teachers to make informed decisions regarding instructional strategies and curriculum development. Assessment involves the systematic gathering of information about students' knowledge, skills, and abilities, occurring continuously throughout their learning journey[16]. Evaluation, on the other hand, involves the systematic analysis and interpretation of assessment data to make informed judgments about student performance and the effectiveness of instructional practices[17]. It goes beyond merely assigning grades and seeks to gain deeper insights into the learning process and its outcomes.

Students support and guidance, the fourth index used in this study to measure teachers' job performance, has to do with the ability of teachers to provide ongoing assistance and mentorship to their students. Effective teachers recognize the unique needs and strengths of each student, offering additional support and encouragement as necessary[18]. By cultivating positive and nurturing relationships with their students, teachers can positively impact both academic and personal development[19]. Within the educational experience, students support, and guidance form crucial pillars, focusing on providing comprehensive assistance and direction to students, encompassing their academic, social, emotional, and personal growth. This multifaceted support system ensures that students have the necessary resources, guidance, and encouragement to navigate their educational journey successfully.

In today's digital age, technology integration takes on a crucial role as the fifth index of teacher job performance in this study. Teachers who excel in this area leverage technology as a powerful tool to enhance instruction, engage students, and provide diverse learning opportunities. As technology continues to reshape various aspects of modern life, including education, these teachers stand at the forefront of embracing its

Lead City University Ibadan DO NOT COPY

potential to enrich the learning experience. Effective technology integration goes beyond merely using technology for its own sake; instead, it involves purposefully and thoughtfully incorporating digital tools and resources into the teaching and learning process[20]. These adept teachers understand that technology serves as a valuable supplement to traditional teaching methods, augmenting and improving overall educational outcomes[20].

There are several factors that could be responsible for the poor job performance observed among teachers. Such are poor leadership, a poor work environment, a heavy workload, poor motivation, and poor job enrichment[21,22,23]. However, to the best of the researcher's knowledge, it's just a few studies that have been carried out to examine the influence of motivation and principals' supervision of instructional styles on public secondary school teachers' job performance in Southwest Nigeria, using all the indicators specified in this study. Also, there is limited empirical evidence in literature on the sampled states specified in this study, which creates a gap in the literature that, this study intended to fill. Therefore, the two independent variables for this study are motivation and the principals' supervision of instructional styles.

Motivation is a multifaceted and intricate construct that holds significant sway over human behaviour and accomplishments. It pertains to the impetus driving our actions, aspirations, and necessities, infusing us with the vigor and direction needed to pursue specific goals or objectives[24]. Within the context of education, teacher motivation factors assume a critical role in fostering a successful educational system. A motivated teaching workforce is more inclined to effectively engage students and deliver a higher quality of education[25]. Several indices contribute to motivation, yet this study specifically concentrated on three primary factors: a supportive work environment, professional development opportunities, and teachers' autonomy.

Lead City University Ibadan DO NOT COPY

A Supportive work environment refers to the organizational culture, policies, and practices that create a positive atmosphere where teachers feel valued, respected, and encouraged to excel in their roles[26]. When teachers feel supported, their job satisfaction tends to increase[27]. A positive work environment fosters a sense of belonging and appreciation, reducing feelings of burnout and increasing motivation to perform well in their roles. A supportive work environment may also improve teacher retention rates for instance, when teachers feel valued and supported, they are more likely to stay in their jobs for a more extended period[28]. This, in turn, helps to reduce turnover and the associated costs of recruiting and training new teachers. Also, teaching is a demanding profession, and teachers often face high levels of stress and burnout. A supportive work environment can help mitigate these issues by providing avenues for stress relief, work-life balance, and emotional support. When teachers feel cared for, they are less likely to experience burnout, which positively impacts their performance and longevity in the profession[27].

Professional Development Opportunities (PDOs) play a crucial role in enhancing the job performance of teachers. PDOs encompass a wide range of activities designed to improve teachers' knowledge, skills, and competencies in various aspects of their profession[28]. These opportunities can take the form of workshops, seminars, conferences, graduate courses, online training, peer collaboration, and more. By participating in PDOs, teachers gain access to new teaching strategies, pedagogical techniques, and subject knowledge[28]. This leads to improved instructional practices in the classroom. PDOs also help teachers stay updated with the latest educational trends, technology, and student needs, enabling them to adapt their teaching methods accordingly[29]. Also, teachers who engage in relevant PDOs can create more engaging and interactive lessons, leading to increased student participation and motivation.

Lead City University Ibadan DO NOT COPY

Teachers' autonomy refers to the degree of independence and discretion that teachers have in making decisions about their teaching practices, curriculum content, classroom management, and assessment methods[30]. It recognizes teachers as professionals with expertise and knowledge, and it allows them the freedom to adapt their teaching to the specific needs and interests of their students. Autonomy enables teachers to customize their lessons and instructional strategies to suit the learning styles and abilities of their students, leading to more effective learning outcomes. Autonomous teachers are more likely to experiment with innovative teaching methods and approaches, fostering creativity and engagement in the classroom. Similarly, having control over their teaching practices and seeing positive results can enhance teachers' job satisfaction and commitment to the profession which can better address the unique challenges and contexts of their students and communities, promoting culturally relevant education[31].

Principals' supervision of instructional styles which is the second independent variable in this study refers to the process by which school principals' oversee and support the instructional practices of teachers in their school. It is a critical aspect of effective school leadership, as it directly impacts the quality of teaching and learning in the classroom[32]. The primary goal of principals' supervision of instruction is to improve teacher effectiveness, enhance student achievement, and create a positive and conducive learning environment[33]. Principals' Supervision of Instructional styles refers to the approach or method that a principal adopts to oversee and support the instructional practices of teachers in their school[33]. Different principals' may have varying supervisory styles, which can significantly impact the school's culture, teachers' development, and ultimately, students' achievement. Understanding and utilizing effective supervision styles is crucial for principals' to create a positive and thriving learning environment.

Lead City University Ibadan DO NOT COPY

There are different styles of principals' supervision of instruction, but this study focus on directive, collaborative, transformational, supportive and developmental supervision.

Directive supervision involves principals providing specific instructions, guidelines, and expectations to teachers regarding classroom practices and instructional strategies[34]. While this style may offer clarity and consistency, it can also lead to a lack of teacher autonomy and creativity[34]. Teachers might feel constrained, and the approach may not cater to the diverse needs of students and classrooms. Directive supervision is characterized by a top-down approach, where principals take on a more authoritative role in guiding and directing teachers' instructional practices[34]. This style often involves providing detailed instructions, specific guidelines, and clear expectations to teachers on how they should conduct their classroom activities and deliver lessons. The primary goal of directive supervision is to ensure uniformity in teaching methods and maintain consistency across the school[35].

Collaborative supervision is characterized by a cooperative and partnership-oriented approach. In this method, principals' work closely with teachers, fostering open communication, shared decision-making and mutual goal-setting[36]. The emphasis is on professional dialogue, reflection, and collaborative problem-solving to enhance instructional practices. This style promotes a sense of shared responsibility for student success and encourages teachers to actively contribute to their professional growth. Collaborative supervision recognizes the expertise of both principals and teachers, fostering a supportive and collegial atmosphere that can lead to innovative instructional strategies and a positive school culture.

Transformational supervision involves principals' inspiring and motivating teachers to reach their full potential[37]. It involves principals' focusing on empowering and

Lead City University Ibadan DO NOT COPY

motivating teachers to transcend traditional boundaries and achieve higher levels of instructional effectiveness. Transformational supervision involves cultivating a shared vision, fostering a positive and innovative school culture, and encouraging continuous professional development[38]. Principals' employing this style inspire teachers to embrace change, think creatively, and take risks in their instructional methods. By emphasizing individual growth and collective progress, transformational supervision contributes to a dynamic and forward-thinking educational environment, ultimately enhancing the overall quality of instruction and student learning outcomes.

Supportive supervision entails principals' offering assistance, resources, and encouragement to help teachers enhance their instructional practices. It involves having principals prioritize creating a positive and collaborative work environment where teachers feel supported, valued, and empowered[39]. Supportive supervision involves providing constructive feedback, acknowledging teachers' strengths, and addressing challenges in a manner that fosters professional growth. Principals employing this style prioritize the overall well-being of their teaching staff, recognizing the importance of a positive attitude and a sense of belonging in enhancing instructional effectiveness. This approach helps build trust, encourages open communication, and cultivates a culture of continuous improvement, contributing to a more resilient and motivated teaching faculty.

Developmental supervision focuses on fostering continuous professional growth among teachers. In this approach, principals work collaboratively with teachers to identify individual strengths and areas for improvement, tailoring support and feedback to align with professional development goals[40]. Developmental supervision emphasizes ongoing dialogue, reflective practices, and targeted interventions to enhance instructional strategies[40]. This style recognizes that teachers are lifelong learners, and principals employing developmental supervision prioritize creating a culture of improvement and

Lead City University Ibadan DO NOT COPY

`adaptability within the educational setting. By focusing on the individual needs and aspirations of teachers, developmental supervision contributes to a dynamic and evolving instructional environment that ultimately benefits student learning outcomes.

The impact of gender on the job performance of teachers and the instructional supervision styles employed by school principals has garnered attention in educational research and literature. Gender encompasses the social, cultural, and psychological attributes, roles, behaviors, and expectations associated with being male or female within a given society[41]. Studies indicate that there is gender-specific variations in the job performance of teachers[42,43]. Additionally, research has delved into whether gender plays a role in shaping how school principals' approach instructional leadership, provide feedback to teachers, and support overall teaching practices within their schools[44]. One aspect under scrutiny is communication and interpersonal styles, with some studies suggesting that male and female principals may demonstrate distinct communication patterns when engaging with teachers[45].

Despite these findings, there is a lack of literature on gender differences in the principals' supervision of instructional styles in South-West, Nigeria, a gap that this study aims to address. Consequently, another crucial variable to be examined in this study is gender. The researcher seeks to determine whether there are differences in teachers' job performance and principals' styles of supervision of instruction based on gender. Thus, the aim of this study is to investigate the influence of motivation and principals' supervision of instructional styles on public secondary school teachers' job performance in Southwest, Nigeria.

Lead City University Ibadan DO NOT COPY

1.2 Statement of the Problem

Teachers and principals roles are undoubtedly important in achieving the objectives of secondary education as stated in the national policy on education in Nigeria. However, evidences abound that, teachers' performance is declining in key areas of competencies such as instructional effectiveness, classroom management, assessment techniques, student support and guidance, and the integration of technology into teaching[46,47,48]. The problem has been persistent for some time and needs urgent attention; if not, there will be continuous students dwindling academic performance and poor motivation towards learning, which can eventually jeopardise secondary education system in Nigeria. These consequences of teachers' low job performance are indicators of enormous wastage of both private and public resources that are invested in secondary education. While the problem of teacher's job performance has been attributed to various factors, the focus of this study is on two crucial ones: teachers' motivation and principals' supervision of instructional style. Despite their significance, empirical evidence regarding their combined influence on teacher's job performance remains insufficient, particularly in Southwest, Nigeria. Hence to bridge the gap, this study is set out to investigate the influence of motivation and principals' styles of supervision of instruction on public secondary school teachers' job performance in Southwest Nigeria.

1.3 Aim and Objectives of the Study

The aim of this study is to investigate the influence of motivation and principals' supervision of instructional styles on the job performance of teachers in public secondary schools in Southwest Nigeria. The objectives of this study were to:

Lead City University Ibadan DO NOT COPY

i. identify the level of job performance (instructional effectiveness, classroom management, students assessment, students support and guidance and technology integration) of teachers in public secondary schools in Southwest Nigeria.

ii. examine the extent to which public secondary school teachers in Southwest Nigeria are motivated (supportive work environment, professional development opportunities, and teachers autonomy).

iii. identify the most adopted principals' style of supervision of instruction out of directive, collaborative, transformational, supportive and developmental supervision in public secondary schools in Southwest Nigeria.

iv. examine the combined influence of motivational factors and principals' supervision of instruction styles on job performance of teachers in public secondary schools in Southwest Nigeria.

v. determine the relative influence of motivational factors (supportive work environment, professional development opportunities, and teachers autonomy) and principals' supervision of instructional style (directive, collaborative, transformational, supportive and developmental supervision) on job performance of teachers in public secondary schools in Southwest Nigeria.

vi. ascertain gender difference in job performance of teachers in public secondary schools in Southwest Nigeria.

vii. determine the gender difference in styles of supervision of instruction among principals' of public secondary schools in southwest Nigeria.

1.4 Research Questions

1. What is the level of job performance (instructional effectiveness, classroom management, students' assessment, students support and guidance and technology integration) of teachers in public secondary schools in Southwest Nigeria?

Lead City University Ibadan DO NOT COPY

2. What is the extent to which public secondary school teachers in Southwest Nigeria are motivated (supportive work environment, professional development opportunities, and teachers' autonomy)?

3. Which is the most adopted principal supervision of instructional style out of directive, collaborative, transformational, supportive and developmental supervision in public secondary schools in Southwest Nigeria?

1.5 Hypotheses

$H_0$1: There will be no significant combined influence of motivational factors and principals' supervision of instructional styles on job performance of teachers in public secondary schools in Southwest Nigeria.

$H_0$2: There will be no significant relative influence of motivational factors (supportive work environment, professional development opportunities, and teachers' autonomy) and principals' supervision of instructional styles (directive, collaborative, transformational, supportive and developmental supervision) on job performance of teachers in public secondary schools in Southwest, Nigeria.

$H_0$3: There will be no significant gender difference in job performance of teachers in public secondary schools in Southwest, Nigeria.

$H_0$4: There will be no significant gender difference in styles of supervision of instruction among public secondary school principals' in Southwest, Nigeria.

1.6 Significance of the Study

The study titled "Motivation, Principals' Supervision of Instructional Styles and Public Secondary School Teachers' Job Performance in Southwest, Nigeria" holds

Lead City University Ibadan DO NOT COPY

significant importance for various stakeholders in the education sector. These stakeholders include, the teachers, school principals and administrators, policy makers, students and parents, education researchers, education institutions, teacher training programmes, and the society at large.

The understanding of the level of job performance and the factors that influence it will help teachers in Southwest Nigeria to identify areas of strength and areas that need improvement, by recognizing the impact of motivation and principal styles of instructional supervision. This will encourage teachers to take proactive measures to enhance their teaching effectiveness and overall job satisfaction.

Likewise, school principals play a crucial role in shaping the work environment and providing support to teachers. The findings of this study will assist principals in identifying the most effective supervision styles that can lead to improved teacher performance. Moreover, insights into the motivational factors will help them create a conducive and empowering environment, ultimately benefiting both teachers and students.

On the other hand, the study's results will inform education policies and strategies at the state and national levels. By understanding the key factors influencing teachers' job performance, policymakers can design targeted interventions, such as professional development programmes or support systems, to enhance the overall quality of education in public secondary schools.

Furthermore, students' learning experiences are directly affected by the quality of teaching in schools. Identifying the factors that influence teachers' job performance can lead to improved classroom practices, which, in turn, may positively impact students'

Lead City University Ibadan DO NOT COPY

academic achievement and overall well-being. Parents will also benefit from having more motivated and effective teachers educating their children.

This study will contribute to the existing body of knowledge on teachers' job performance and the impact of motivation and instructional supervision styles. Researchers can build upon these findings to explore further aspects of teacher motivation and performance, potentially leading to more comprehensive theories and practices in education.

Moreover, the study's results will provide valuable insights for educational institutions and teacher training programmes in Southwest Nigeria. By incorporating the identified motivational factors and effective supervision styles into their curricula and training programmes, they can better prepare future teachers to excel in their roles.

In a nutshell, education is a cornerstone of societal development. Ensuring that teachers are motivated and well-supported contributes to the overall growth and progress of society. A more effective education system can lead to a better-equipped future workforce and citizens, positively impacting the nation's development and prosperity.

In all, the significance of this study lies in its potential to inform and guide stakeholders in the education sector towards implementing evidence-based practices that foster a supportive and motivational environment for teachers, leading to improved job performance and ultimate better educational outcomes for students in Southwest, Nigeria.

1.7 Scope of the Study

This study examines the influence of two independent variables, motivation and principals' instructional supervision styles on the job performance of public secondary school teachers in Southwest Nigeria.

Lead City University Ibadan DO NOT COPY

Teachers' job performance, the dependent variable, was assessed using five indicators: instructional effectiveness, classroom management, student assessment, student support and guidance, and technology integration; each representing essential teaching competencies. Motivation was measured through three key indices: a supportive work environment, professional development opportunities, and teacher autonomy while the principals' supervision of instruction was explored using five supervisory styles: directive, collaborative, transformational, supportive, and developmental.

Geographically, the study is confined to public secondary schools in three states within the Southwest geopolitical zone of Nigeria, which are Lagos, Ogun, Oyo, Osun, Ekiti and Ondo States with the aim of understanding how the identified variables influence teachers' job performance in this specific educational context.

1.8 Limitation of the Study

Despite efforts to ensure comprehensive and inclusive data collection, the study encountered certain limitations. Some school principals were unavailable during the data collection period, while a few others declined to participate in the interview sessions. Additionally, the tight schedules of certain teachers limited their accessibility, making it challenging to collect timely responses. Furthermore, incomplete responses from some participants rendered their questionnaires unusable for analysis. Nevertheless, these challenges were mitigated through robust data collection strategies, ensuring that the findings remain both relevant and credible within the context of the study.

1.9 Operational Definition of Terms

Teachers' Job Performance: This refers to the overall effectiveness and competency exhibited by public secondary school teachers in Southwest, Nigeria, in fulfilling their

Lead City University Ibadan DO NOT COPY

professional duties and responsibilities in the classroom setting. In this study, it encompassed the following aspects: instructional effectiveness, classroom management, students' assessment, students' support and guidance, and technology integration.

Instructional Effectiveness: This refers to the ability of teachers to deliver lessons and educational content in a manner that engages students, fosters understanding, and enhances learning outcomes. It involves using appropriate teaching methods, clear communication, and effective use of instructional materials to facilitate student comprehension and academic growth.

Classroom Management: The classroom management refers to the teacher's ability to establish and maintain a conducive and well-organized learning environment in the classroom. It includes strategies to manage student behavior, promote a positive classroom atmosphere, and ensure that instructional activities run smoothly without disruptions.

Students' Assessment: This pertain to the teacher's skill in designing and conducting various forms of assessment, such as tests, quizzes, projects, or assignments, to measure student learning progress and understanding. It also involves the ability to analyze and interpret assessment results to inform instructional decisions and support students' academic development.

Students' Support and Guidance: The Students' support and guidance encompass the teachers' efforts to provide individualized attention, emotional support, and academic guidance to students. It involves recognizing and addressing the unique needs of students, offering mentoring and counseling when required, and fostering a positive and inclusive learning environment.

Lead City University Ibadan DO NOT COPY

Technology Integration: This refers to the extent to which teachers' incorporate educational technology tools and resources into their instructional practices. It involves using digital resources, software applications, interactive media, and other technology-based teaching methods to enhance the learning experience and meet the diverse needs of students.

Motivational Factors: This refers to the elements and conditions that influence and drive public secondary school teachers' enthusiasm, dedication, and commitment to their work in Southwest, Nigeria. These factors play a crucial role in shaping teachers' attitudes, job satisfaction, and overall job performance. In this study, motivational factors are specifically categorized into supportive work environment, professional development opportunities, and teachers' autonomy.

Supportive Work Environment: A supportive work environment refers to the conditions within the school and its administration that foster a positive and encouraging atmosphere for teachers. It includes factors such as collaborative and respectful relationships among staff, effective communication, recognition of teachers' contributions, and the availability of necessary resources and facilities to facilitate teaching and learning.

Professional Development Opportunities: The professional development opportunities pertain to the chances and provisions for teachers to enhance their knowledge, skills, and expertise in education-related areas. This may involve workshops, seminars, conferences, in-service training, online courses, or other forms of continuous learning that contribute to teachers' professional growth and effectiveness in the classroom.

Teachers' Autonomy: This refers to the degree of independence and decision-making authority given to teachers in the teaching and learning process. It involves granting teachers the freedom to select appropriate teaching methods, design lesson plans, and

Lead City University Ibadan DO NOT COPY

make instructional choices that align with the specific needs and interests of their students.

Principals' Supervision of Instructional Styles: Principals' supervision of instructional styles refers to the approach and methodology used by school principals' to oversee and support the instructional practices of public secondary school teachers. In this study, principals' supervision of instructional styles is specifically categorized into five indices: directive, collaborative, transformational, supportive, and developmental supervision.

Directive Supervision: This involves a principal taking a more authoritative and prescriptive approach to supervising teachers' instructional practices. The principal provides clear instructions and specific guidelines for classroom activities, teaching methods, and curriculum implementation. This style may include close monitoring and feedback on teachers' performance, with a focus on ensuring adherence to established standards and practices.

Collaborative Supervision: This entails a principal working closely with teachers to create a partnership-oriented supervisory relationship. The principal collaborates with teachers, encouraging open communication and mutual decision-making regarding instructional strategies and professional development goals. The principal seeks to support teachers' input and involve them in shaping the school's educational direction.

Transformational Supervision: The transformational supervision involves a principal inspiring and motivating teachers to excel beyond the routine by fostering a shared vision and educational goals. The principal encourages innovation, creativity, and reflective teaching practices. This style focuses on empowering teachers to become leaders and change agents, aiming for continuous improvement in the teaching and learning processes.

Lead City University Ibadan DO NOT COPY

Supportive Supervision: This refers to a principal providing emotional encouragement, constructive feedback, and resources to help teachers enhance their instructional abilities. The principal creates a supportive and nurturing environment where teachers feel valued and encouraged to grow professionally. This style emphasizes professional development and individualized support for teachers' needs.

Developmental Supervision: This involves a principal focusing on the ongoing growth and development of teachers' instructional skills and abilities. The principal identifies teachers' strengths and areas for improvement, tailoring professional development plans to address specific needs. This style aims to facilitate long-term growth and continuous learning among teachers.

Gender: This refers to the roles, behaviors, and expectations associated with being male, female. In this binary categorization, male refers to those teachers or principals who identify as men or who were assigned male at birth based on their biological sex, while female refers to those who identify as women or who were assigned female at birth based on their biological sex.

Lead City University Ibadan DO NOT COPY

Endnotes

1. M. Asiati, *Evaluation of Teachers' Job Performance, Appraisal and Motivation in Some Selected Secondary Schools in Kampala, Uganda*, **IAA Journal of Education**, 9(1), 2023, 11-16.

2. E. I. Ejere, *Absence from Work: A Study of Teacher Absenteeism in Selected Public Primary Schools in Uyo, Nigeria*. **International Journal of Business and Management,** *5*(9), 2014, 115–125.

3. K. Adeyemi, & N. E. Akpotu, *Cost Analysis of Teacher Absenteeism in Nigerian Secondary Schools,* **Journal of Social Science,** 21(2), 2009, 137-144.

4. B. Taquilla, *A Sense of Belonging: An Examination of the Impact of Leadership Behaviors on Teacher Morale in Rural Middle Schools*, 2022. Doctor of Education Dissertations. 88

5. N. M. Nombo, A. Nyangarika, & G. N. Nwesiga, *Effect of Absenteeism of Teachers in Public Secondary Schools towards Students' Academic Performance,* **International Journal of Advance Research and Innovative Ideas in Education,** 6(4), 2020, 167-179.

6. N. N. Ukpong & C. C. Uchendu, *Motivational Strategies and Possible Influence on Secondary School Teachers Teaching Performance,* **Global Journal of Educational Research,** 11(2), 2012, 137-142.

7. M. O. Akinwumi, *Job Factors as Predictors of Secondary School Teachers' Performance in Ekiti State,* **AAUA Journal Of Science And Technology Education.** 3(1), 2020, 137-147

8. B. H. Ngu& H. P. Phan, *Differential Instructional Effectiveness: Overcoming the Challenge of Learning to Solve Trigonometry Problems that Involved Algebraic Transformation Skills,* **European Journal of Psychology of Education**, 38(4), 2023, 1505-1525.

9. E. Bardelli, M. Ronfeldt & J. P. Papay, *Teacher Preparation Programs and Graduates' Growth in Instructional Effectiveness*, **American Educational Research Journal,** 60(1), 2023, 183-216.

10. E. Sinakou, V. Donche & P. Van Petegem, *Teachers' Profiles in Education for Sustainable Development: Interests, Instructional Beliefs, and Instructional Practices***, Environmental Education Research,** 30(3), 2023, 1-22.

11. A. J. Jobirovna, *Effective Classroom Management: Strategies for Teachers*, **American Journal of Language, Literacy and Learning in STEM Education** (2993-2769), 1(10), 2023, 444-450.

12. N. J. Wilkins, J. M. Verlenden, L. E. Szucs & M. M. Johns, *Classroom Management and Facilitation Approaches that Promote School Connectedness*, **Journal of School Health,** 93(7), 2023, 582-593.

Leads City University Library DO NOT COPY

13. A. F. Obee, K. C. Hart & G. A. Fabiano, *Professional Development Targeting Classroom Management and Behavioral Support Skills in Early Childhood Settings: A Systematic Review,* **School Mental Health,** 15(2), 2023, 339-369.

14. E. Karagianni, A. Papadaki, Z. Karabatzaki & A. M. Driga, *The Teacher's Key Role in the Challenge of the Effective Classroom Management***, Research, Society and Development,** 12(2), 2023, 1-14.

15. A. A. Jumiaty & H. Kuswoyo, *Undergraduate Students' Perceptions towards Lecturer's Classroom Management in the Indonesian Tertiary Context*, **Linguistics and Literature Journal**, 4(1), 2023, 89-99.

16. F. T. M. Ayasrah, A. Shdouh & K. Al-Said, *Blockchain-Based Student Assessment and Evaluation: A Secure and Transparent Approach in Jordan's Tertiary Institutions,* **Kurdish Studies,** 11(2), 2023, 2036-2049.

17. M. S. Sigurdardottir, G. L. Rafnsdottir, A. H. Jónsdóttir & D. M. Kristofersson, *Student Evaluation of Teaching: Gender Bias in a Country at the Forefront of Gender Equality*, **Higher Education Research & Development,** 42(4), 2023, 954-967.

18. O. K. T. Kilag, M. H. Malbas, J. R. Miñoza, M. M. R. Ledesma, A. B. E. Vestal & J. M. V. Sasan, *The Views of the Faculty on the Effectiveness of Teacher Education Programs in Developing Lifelong Learning Competence*, **European Journal of Higher Education and Academic Advancement,** 1(2), 2024, 92-102.

19. B. Zhang & J. Zhang, *Establishment and Practice of Academic Guidance Mechanism for International Students in the COVID-19 Pandemic: A Case of Dongbei University of Finance and Economics,* **Journal of International Students,** 12(S1), 2022, 105-117.

20. R. D. Obispo, *Educators' Perception of Technology Integration in the Classroom: Basis for the Development of Action Plan*, **International Journal of Multidisciplinary Research and Growth Evaluation,** 4(5), 2023, 110-119.

21. K. Kadarusman & B. Bunyamin, *The Role of Knowledge Sharing, Trust as Mediation on Servant Leadership and Job Performance,* **Management Science Letters**, 11(5), 2021, 1509-1520.

22. Y. Badrianto & M. Ekhsan, *Effect of Work Environment and Job Satisfaction on Employee Performance in Pt. Nesinak Industries,* **Journal of Business, Management, & Accounting,** 2(1), 2020, 85-91.

23. A. da Cruz Carvalho, I. G. Riana & A. D. C. Soares, *Motivation on Job Satisfaction and Employee Performance*, **International Research Journal of Management, IT and Social Sciences,** 7(5), 2020, 13-23.

24. A. Fishbach & K. Woolley, *The Structure of Intrinsic Motivation*, **Annual Review of Organizational Psychology and Organizational Behavior,** 9, 2022, 339-363.

25. C. D. Robinson, *A Framework for Motivating Teacher-Student Relationships*, **Educational Psychology Review,** 34(4), 2022, 2061-2094.

Lead City University Ibadan DO NOT COPY

26. E. Y. Iis, W. Wahyuddin, A. Thoyib, R. N. Ilham & I. Sinta, *The Effect of Career Development and Work Environment on Employee Performance with Work Motivation as Intervening Variable at the Office of Agriculture and Livestock in Aceh*, **International Journal of Economic, Business, Accounting, Agriculture Management and Sharia Administration (IJEBAS),** 2(2), 2022, 227-236.

27. R. H. Taheri, M. S. Miah & M. Kamaruzzaman, *Impact of Working Environment on Job Satisfaction*, **European Journal of Business and Management Research,** 5(6), 2020, 1-5.

28. A. Jentsch, F. Hoferichter, S. Blömeke, J. König & G. Kaiser, *Investigating Teachers' Job Satisfaction, Stress and Working Environment: The Roles of Self-Efficacy and School Leadership,* **Psychology in the Schools,** 60(3), 2023, 679-690.

29. M. B. Purwanto, *Professional Growth and Staff Development (How To Encourage Employees to Pursue Professional Development*, **International Journal of Technology and Education Research,** 1(01), 2023, 153-165.

30. M. S. Al-Ismail, L. M. Naseralallah, T. A. Hussain, D. Stewart, D. Alkhiyami, H. M. Abu Rasheed & Z. Nazar, *Learning Needs Assessments in Continuing Professional Development: A Scoping Review*, **Medical Teacher,** 45(2), 2023, 203-211.

31. R. Ertürk, *The Effect of Teacher Autonomy on Teachers' Professional Dedication*, **International Journal of Psychology and Educational Studies,** 10(2), 2023, 494-507.

32. M. G. Harrison, R. B. King & H. Wang, *Satisfied Teachers are Good Teachers: The Association between Teacher Job Satisfaction and Instructional Quality,* **British Educational Research Journal,** 49(3), 2023, 476-498.

33. O. K. Kilag, *Exploring the Connection of School Leadership, Educational Effectiveness, and Professional Learning: A Focus on School Leader as Researcher,* **International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE),** 1(2), 2024, 57-63.

34. M. Mastur, *Strategy The Principal's Leadership Style in Implementing "Merdeka Belajar" in Schools,* **Kelola: JurnalManajemen Pendidikan,** 10(1), 2023, 10-21.

35. A. Ibrahim, *Directive, Collaborative, or Non-Directive?: Thesis Supervision Approaches in the United Arab Emirates*, **Issues in Educational Research,** 28(3), 2018, 679-700.

36. S. Idoet, N. Ahyani & R. Rohana, *Management of Principal's Academic Supervision in Improving Teacher's Professionalism*, **Journal of Social Work and Science Education,** 4(3), 2023, 980-987.

37. I. Prasetia, A. Akrim & E. Sulasmi, *Developing Collaborative-Based Supervision Model Which Accentuates Listening and Responding Skills*, **AL-ISHLAH: Jurnal Pendidikan,** 14(1), 2022, 709-720.

Lead City University Ibadan DO NOT COPY

38. M. I. Honig & L. R. Rainey, *Supporting Principal Supervisors: What Really Matters?*, **Journal of Educational Administration**, 57(5), 2019, 445-462.

39. M. M. Asad, A. A. Rind & A. A. Abdulmuhsin, *Impact of Transformational Leadership on Educational Institutes Culture: A Quantitative Study in the Context of Pakistan*, **International Journal of Organizational Analysis,** 30(5), 2022, 1235-1250.

40. W. Warman, S. A. Poernomo, S. Januar & L. Amon, *Leadership Style and Principal Supervision in Improving Teacher Performance at State High Schools in KutaiKartanegara Regency, East Kalimantan Province, Indonesia*, **EduLine: Journal of Education and Learning Innovation,** 2(1), 2022, 17-24.

41. D. Kartini, M. Kristiawan, H. Fitria, S. Negeri & M. Sugihan, *The Influence of Principal's Leadership, Academic Supervision, and Professional Competence Toward Teachers' Performance*, **International Journal of Progressive Sciences and Technologies (IJPSAT),** 20(1), 2020, 156-164.

42. S. Wee, D. A. Newman, Q. C. Song & J. A. Schinka, *Vocational Interests, Gender, and Job Performance: Two Person–Occupation Cross-Level Interactions*, **Personnel Psychology,** 74(2), 2021, 323-368.

43. F. O. Ajoku & A. F. Kechinyerum, *Gender Influence on Job Performance among Business Studies Teachers in Junior Secondary Schools in Rivers State,* **International Journal of Education and Evaluation (IJEE),** 8(7), 2022, 50-62.

44. R. Watkins, *The Relationship between Employee Gender, Age, and Veterans Status and Job Satisfaction,* **Open Journal of Business and Management,** 12(01), 2024, 39-50.

45. S. A. Alwaely, A. H. Aboutaleb, H. Alqudah, O. A. Musleh, A. Abusalma, M. Halim & S. R. Darawsheh, *Empowering Educational Leadership: Examining Self-Management of School Leaders and its Impact on Teachers' Participation in Decision-Making within the United Arab Emirates (UAE)* ,**Kurdish Studies,** 12(2), 2024, 2559-2570.

46. E. E. Ibok, O. R. Ogbebe, O. P. Alu, O. E. Joseph, D. M. Udobong, & E. P. Collins, *Teachers' Professional Competencies as Determinants of Students' Academic Achievement in Mathematics in Uyo Education Zone of Akwa Ibom State, Nigeria*, **Global Journal of Educational Research,** *23*(1), 2024, 67-76.

47. E. K. Ogunyinka, T. I. Okeke, & R. C. Adedoyin, *Teacher Education and Development in Nigeria: An Analysis of Reforms, Challenges and Prospects,* **Education Journal,** *4*(3), 2015, 111–122.

48. S. Ahmad, & A. Qureshi, *Teacher's Competencies and The Use of ICT Tools in Secondary Education,* **International Research Journal of Management and Social Sciences,** 5, 2024, 713-734

Lecturer, University Ibadan DO NOT COPY

Chapter Two

Literature Review

This chapter presents the review of literature by various researchers on specific concepts that enhance better understanding of this particular study. The chapter was discussed under the following headings:

2.1 Conceptual Review

2.1.1 Job Performance

2.1.2 Teachers' Job Performance

2.1.3 Teachers' Motivational Factors

2.1.4 Principals' Supervision of Instructional Styles

2.2 Theoretical Framework

2.2.1 Expectancy Theory

2.2.2 Contingency Theory

2.3 Review of Empirical Studies

2.3.1 Motivational Factors and Teachers' Job Performance

2.3.1.1 Supportive Work Environment and Job Performance

2.3.1.2 Opportunities for Professional Development and Job Performance

2.3.1.3 Autonomy and Job Performance

2.3.2 Supervision of Instructional Styles and Job Performance

2.3.2.1 Directive Supervision and Teachers' Job Performance

2.3.2.2 Collaborative Supervision and Teachers' Job Performance

2.3.2.3 Transformational Supervision and Teachers' Job Performance

2.3.2.4 Supportive Supervision and Teachers' Job Performance

2.3.2.5 Developmental Supervision and Teachers' Job Performance

2.3.3 Gender and Job Performance

Lead City University Ibadan DO NOT COPY

2.3.4 Managerial Competencies and Job Performance

2.4 Conceptual Model

2.5 Summary of Literature Reviewed

2.1 Conceptual Review

2.1.1 Job Performance

The concept of job performance is a critical and multifaceted aspect of organizational psychology and human resource management. It refers to the extent to which an employee effectively carries out their job duties and responsibilities in a way that contributes to the achievement of organizational goals[1]. Job performance is a central concern for both employees and employers, as it directly impacts individual career success, team productivity, and organizational success[2].

Job performance is not a one-dimensional construct; rather, it comprises multiple dimensions. Traditionally, job performance has been divided into two primary dimensions: task performance (the core job duties) and contextual performance (extra-role behaviors that contribute to the organization but are not part of the formal job description)[3]. Some argue for even more dimensions, such as adaptive performance (the ability to adapt to change) and counterproductive work behavior (harmful actions towards the organization)[4]. This multidimensionality makes it challenging to measure and evaluate job performance comprehensively. Measuring job performance is not straightforward. It often relies on subjective evaluations by supervisors, peers, or self-assessments. Subjectivity can introduce biases and inaccuracies into performance evaluations, leading to concerns about fairness and reliability. Additionally, the choice of performance metrics can influence employee behavior, potentially encouraging "gaming the system" or focusing on easily measurable tasks to the detriment of more critical, but harder-to-measure, responsibilities[5].

Lead City University Ibadan DO NOT COPY

Job performance does not occur in a vacuum but is influenced by various contextual factors. These include the work environment, resources available, leadership, organizational culture, and individual differences among employees. It is essential to consider these contextual factors when assessing job performance because they can significantly impact an employee's ability to perform their job effectively[6].

An employee's performance should align with the organization's goals and objectives. However, discrepancies can occur when employees are unclear about their job expectations or when their performance metrics do not align with the organization's strategic priorities[7]. Effective communication and goal setting are critical to ensure that employees understand what is expected of them and how their efforts contribute to the broader organizational mission. Job performance is closely linked to employee motivation and engagement. Employees who are motivated and engaged in their work are more likely to perform at a higher level. Employers must consider factors such as job design, autonomy, recognition, and rewards to foster motivation and engagement, which, in turn, positively impact job performance.

A holistic view of job performance includes the idea of continuous improvement. Employees should have opportunities for feedback, coaching, and training to enhance their skills and abilities. Performance appraisals should not solely focus on past performance but also on identifying areas for development and growth[8].

The concept of job performance raises ethical concerns, particularly in the context of performance evaluation and management. Biased or discriminatory practices, favoritism, and unfair treatment can undermine the fairness and integrity of performance appraisal systems, potentially leading to legal issues and employee dissatisfaction[9]. In all, the concept of job performance is a complex and multifaceted aspect of organizational

Lead City University Ibadan DO NOT COPY

psychology and management. It encompasses various dimensions, is influenced by contextual factors, and raises important questions about measurement, fairness, and motivation. A critical discussion of job performance should acknowledge these complexities and consider the broader organizational and ethical implications associated with how it is defined, measured, and managed.

2.1.2 Teachers' Job Performance

The concept of teachers' job performance is a vital aspect of education systems worldwide. It refers to the effectiveness and quality of a teachers' work in facilitating student learning and overall educational outcomes[10]. On the other hand, it is the ability of educators to effectively carry out their responsibilities in the classroom and beyond[11]. Various authors and scholars have provided definitions and perspectives on teacher job performance.

Teachers' job performance encompasses the planning and execution of instructional activities, classroom management, student engagement, and the ability to foster a positive and inclusive learning environment[12]. Teachers' job performance involves not only classroom teaching but also the broader responsibilities of professional development, collaboration with colleagues, and the commitment to ongoing improvement in teaching practices[13]. Teachers' job performance is the extent to which teachers effectively implement research-based instructional strategies, assess student progress, and adjust their teaching methods to meet the diverse needs of students[14]. Teachers' job performance consists of multiple dimensions, including content knowledge, instructional delivery, classroom assessment, and the establishment of positive teacher-student relationships[15].

Lead City University Ibadan DO NOT COPY

Teachers' job performance is the ability to make a significant, positive impact on student learning outcomes, as measured by standardized test scores, while also considering non-cognitive factors and student well-being[16]. Teachers' job performance involves a teacher's capacity to provide equitable opportunities for learning, foster critical thinking, and engage students in meaningful and challenging learning experiences[17]. Teachers' job performance encompasses leadership within and beyond the classroom, including the ability to collaborate with colleagues, engage in professional learning communities, and contribute to school improvement efforts[18]. Teachers' job performance is not solely about the inputs (teaching strategies) but also about the outcomes (student achievement and growth) and the interactions between the teacher, students, and the curriculum. Teachers' job performance extends to the creation of a positive school culture, including factors such as shared decision-making, trust, and a supportive learning environment[19]. Teachers' job performance involves the capacity to be a change agent, continuously improve practice, and engage in reflective teaching that considers both individual and collective goals[20].

These definitions collectively emphasize that teachers' job performance is a multifaceted concept that goes beyond the act of teaching in the classroom. It encompasses various aspects such as instructional strategies, assessment, professional development, collaboration, and the impact on student learning outcomes. Evaluating and understanding teachers' job performance is crucial for educational policymakers, administrators, and teachers themselves to improve the quality of education and support effective teaching practices. Additionally, it acknowledges the dynamic and evolving nature of teaching, highlighting the importance of continuous improvement and adaptability in the teaching profession.

Lead City University Ibadan DO NOT COPY

Teachers' job performance involves demonstrating pedagogical expertise, encompassing elements such as effective lesson planning, classroom management, and the ability to engage students actively in the learning process[21]. It is a multifaceted concept that includes instructional effectiveness, professional conduct, and its impact on student achievement[22]. It emphasizes the importance of data-driven decision-making in assessing teacher performance. This expands the definition of teacher job performance to encompass not only what teachers do within the classroom but also their contribution to a culture of continuous improvement within the school and the teaching profession as a whole[23]. Teachers' job performance involves the skillful use of formative assessment techniques to monitor student progress, offer timely feedback, and adjust instruction to meet individual learning needs[24]. It was emphasize that teachers' job performance extends to creating a safe and inclusive classroom environment that promotes social and emotional learning, interpersonal skills, and responsible behavior among students[25]. Teachers' job performance is a comprehensive concept that includes curriculum alignment, effective utilization of instructional technology, and a commitment to ongoing professional growth and development[26]. It goes beyond classroom instruction to address issues of equity and diversity, adapt to changing demographics, and ensure that all students have access to high-quality education[27]. It is often measuring teachers' job performance by assessing the value-added to student learning, considering factors such as student progress under a teacher's instruction while controlling for prior achievement and other variables[28].

Teachers' job performance has been described as encompassing the ability to build strong teacher-student relationships, foster a positive classroom climate, and effectively manage student behavior[29]. It also focuses on the concept of the "instructional core" within teacher job performance, emphasizing the interaction between the teacher,

Lead City University Ibadan DO NOT COPY

the content being taught, and the students[30]. Improving the quality of this interaction is seen as crucial for enhancing student outcomes. Instructional effectiveness as an index of teacher job performance is a complex and contentious topic in the field of education. While it is important to assess and improve teaching quality, relying solely on instructional effectiveness as a performance metric have its drawbacks and limitations. This critical analysis will explore the strengths and weaknesses of using instructional effectiveness as the primary measure of teacher job performance.

Instructional effectiveness measures can provide valuable insights into how well teachers are helping students achieve learning objectives. High student performance on standardized tests or other assessments may indicate that the teacher is delivering content effectively and ensuring that students grasp the material. Evaluating teachers based on instructional effectiveness holds them accountable for their role in the educational process. This accountability can be an essential factor in maintaining educational standards and ensuring that students receive a quality education. Using instructional effectiveness as a performance index can help identify areas where teachers may need additional training or support. This, in turn, can promote ongoing professional development and improvement in teaching practices[31].

Relying solely on instructional effectiveness ignores the broader aspects of teaching, such as classroom management, fostering a positive classroom environment, and building relationships with students. Effective teaching is multidimensional, and a singular focus on instructional effectiveness may neglect these vital components. Many assessments used to gauge instructional effectiveness are based on standardized tests, which have their own set of limitations[32]. Standardized tests may not accurately reflect a teacher's ability to engage students, stimulate critical thinking, or teach skills beyond rote memorization. Student performance can be influenced by numerous factors beyond a

Lead City University Ibadan DO NOT COPY

teacher's control, such as socio-economic background, prior educational experiences, and parental involvement[33]. Using instructional effectiveness as a primary performance index may unfairly penalize teachers working in challenging environments with disadvantaged students.

The pressure to achieve high instructional effectiveness scores can lead to "teaching to the test," where educators focus narrowly on test preparation at the expense of a more comprehensive education. This can hinder students' ability to think critically, problem-solve, and apply knowledge in real-world contexts. Assessing instructional effectiveness can be subjective and prone to bias, depending on the criteria and methods used. Different observers or evaluators may have varying interpretations of what constitutes effective teaching. Instructional effectiveness is often measured through quantitative data, but this may not capture the full range of teaching practices and outcomes. Qualitative aspects of teaching, such as creativity, passion, and the ability to inspire, can be challenging to quantify but are essential for a well-rounded education[34].

While instructional effectiveness is an important aspect of teacher job performance, it should not be the sole or primary metric for evaluating educators. A more comprehensive approach to teacher evaluation, including classroom observations, peer reviews, student feedback, and consideration of the broader educational context, can provide a more accurate and fair assessment of a teacher's contributions[35]. Additionally, it's essential to recognize that teaching is a dynamic and multifaceted profession and reducing it to a single measure oversimplifies the complexities of the educator's role. Classroom management is a critical component of a teacher's job performance and plays a significant role in determining the effectiveness of teaching and the overall learning environment. Assessing classroom management as an index of teacher job performance has both strengths and limitations, which are important to consider.

Lead City University Ibadan DO NOT COPY

Effective classroom management creates a positive and conducive learning environment. When students feel safe, respected, and supported in the classroom, they are more likely to engage in learning activities and achieve their educational goals[36]. Well-managed classrooms are more time-efficient. Teachers can maximize instructional time when they have effective strategies for handling disruptions, transitions, and administrative tasks, allowing for more focused teaching and learning. Classroom management directly impacts student behavior[37]. A teacher's ability to set clear expectations, enforces rules consistently, and provides appropriate consequences can contribute to improved student behavior and reduced disruptions. Effective classroom management can reduce teacher stress and burnout. When teachers have the skills and strategies to maintain control and order in the classroom, they are more likely to experience job satisfaction and longevity in the profession. Parents and administrators often value effective classroom management as an indicator of teacher performance. When parents perceive that their children are in a well-managed classroom, it can lead to positive relationships with teachers and increased support for the school[38].

Student assessment is a crucial aspect of measuring teacher job performance, as they provide insights into a teacher's ability to facilitate learning, adapt teaching methods, and support students' progress. When used effectively, assessment and evaluation can serve as valuable indices of a teacher's effectiveness[39]. Formative assessment involves ongoing, in-process assessments used by teachers to gather information about student learning. These assessments help teachers make real-time adjustments to their instruction. An effective use of formative assessment can demonstrate a teacher's ability to gauge student understanding and adapt teaching strategies accordingly. Summative assessment measures what students have learned at the end of a unit, course, or school year. It often takes the form of standardized tests, final exams, or project evaluations. A teacher's

Lead City University Ibadan DO NOT COPY

ability to prepare students for these assessments and their students' performance on them can be indicative of their effectiveness[40].

Evaluating student growth and achievement over time can be a key component of assessing teacher performance. Comparing students' progress at the beginning and end of a school year can provide insights into a teacher's impact on their learning. Effective teachers align their instruction and assessments with curriculum standards and learning objectives. An evaluation of how well a teacher aligns their teaching and assessment practices with established standards can be a valuable measure of their performance. Student assessments can provide relatively objective data about student learning and teacher effectiveness. Standardized tests and assessments with clear rubrics can offer quantifiable results. Assessment data can inform instructional decisions. Teachers who use assessment results to adapt their teaching strategies and provide targeted support to struggling students are often more effective[41].

Student assessment can hold teachers accountable for student learning outcomes, ensuring that they are meeting educational standards and expectations. Assessment data can identify areas where teachers may need professional development or support. This can lead to ongoing growth and improvement in their teaching practices. Student support and guidance are integral components of a teacher's role, and assessing them as indices of teacher job performance is essential. These aspects encompass a teacher's ability to provide academic, emotional, and social support to their students[42]. However, evaluating teachers based solely on their effectiveness in student support and guidance has both merits and limitations, which we will critically discuss. Assessing teachers based on their ability to support and guide students acknowledge that education is not just about academic content but also includes social and emotional development. Effective support can contribute to a well-rounded education. Teachers play a crucial role in fostering a

Lead City University Ibadan DO NOT COPY

positive and inclusive classroom environment[43]. Their ability to create a safe, respectful, and supportive space can directly impact students' emotional well-being, which, in turn, can affect their learning outcomes.

Individualized Effective student support often involves recognizing and addressing individual student needs. Teachers who excel in this area can adapt their teaching methods and provide additional resources to help students overcome challenges and reach their potential. The support and guidance provided by teachers can have a lasting impact on students' lives. Teachers who go beyond the curriculum to mentor, counsel, and offer guidance can positively influence students' personal and professional development. Parents often value teachers who are attentive to their children's well-being and academic progress. Positive feedback from parents can be an indicator of a teacher's effectiveness in student support and guidance[44].

Technology integration in education is a topic of increasing importance, and assessing it as an index of teachers' job performance is a complex and evolving challenge. While technology can enhance teaching and learning, evaluating teachers solely on their ability to integrate technology has both strengths and limitations. Technology integration aligns with the demands of the digital age, where digital literacy and technological competence are essential skills. Assessing teachers on their ability to integrate technology can help prepare students for the technology-driven world. Technology can make learning more engaging and accessible. Teachers who effectively use technology in their lessons may see improved student engagement and participation, especially among digital-native generations. Technology can enable personalized learning experiences by providing students with access to a wide range of resources and allowing them to progress at their own pace. Teachers who excel in technology integration may better cater to individual student needs.

Lead City University Ibadan DO NOT COPY

Data-Driven Instruction: Technology can facilitate data collection and analysis, helping teachers identify student strengths and weaknesses more efficiently. Teachers who use technology to inform their instruction can adapt their teaching strategies more effectively. Technology enables students to connect and collaborate with peers and experts worldwide. Teachers who incorporate technology can broaden students' perspectives and expose them to diverse ideas and cultures[45]. This is dramatically reshaping the workforce with increased demand for high skilled employees[46].

2.1.3 Teachers' Motivational Factors

Motivational factors are critical drivers of human behavior and performance across various aspects of life, including education, work, and personal development. These factors can have a profound impact on individual and group outcomes. Motivational factors, such as intrinsic motivation (personal interest and enjoyment) and extrinsic motivation (rewards or recognition), can propel individuals to set and achieve goals. These factors are crucial for driving human progress and accomplishments. Motivated individuals tend to be more productive, efficient, and focused on tasks. They are often better at problem-solving and persisting in the face of challenges, which can lead to higher performance outcomes[47]. Motivation plays a key role in learning and skill development. When individuals are motivated to acquire knowledge or improve their abilities, they are more likely to engage in continuous learning. Motivated individuals often experience higher levels of satisfaction, self-esteem, and well-being.

Pursuing goals and achieving them can lead to a sense of accomplishment and happiness. In work settings, motivation can contribute to a positive work environment, fostering teamwork, innovation, and employee engagement. This, in turn, can lead to organizational success[48]. Motivational factors in this study refer to the elements and

Lead City University Ibadan DO NOT COPY

conditions that influence and drive public secondary school teachers' enthusiasm, dedication, and commitment to their work in Southwest, Nigeria. These factors play a crucial role in shaping teachers' attitudes, job satisfaction, and overall job performance. In this study, motivational factors are specifically categorized into supportive work environment, professional development opportunities, and autonomy and empowerment.

A supportive work environment is a crucial factor in motivating teachers and enhancing their job satisfaction. It encompasses various aspects of the workplace, including administrative support, colleague relationships, and overall working conditions. When teachers feel valued, respected, and supported by administrators, colleagues, and the school community, they are more likely to be motivated and engaged in their work. Retention a positive work environment can help retain experienced teachers and foster a sense of commitment to the school and its mission. Teachers who feel supported are more likely to stay in the profession and with their current school, reducing turnover rates. Supportive work environments encourage collaboration among teachers, which can lead to the exchange of ideas, innovative teaching practices, and professional growth[49]. These opportunities can enhance teacher motivation and effectiveness. Teachers' well-being is closely tied to their motivation and job performance.

A work environment that prioritizes teacher well-being, including mental health support and work-life balance, can lead to increased motivation and job satisfaction. Teacher motivation and job satisfaction can directly impact students' learning experiences. Motivated and satisfied teachers are more likely to create engaging, positive classroom environments, which can improve student outcomes[50]. Assessing the quality of a work environment can be subjective, as perceptions of support and satisfaction can vary from one individual to another. What one teacher considers supportive might not be the same for another. Teachers' motivation and job satisfaction can also be influenced by

Lead City University Ibadan DO NOT COPY

external factors, such as compensation, student behavior, and educational policies[51]. A supportive work environment may not fully compensate for shortcomings in these areas. A supportive work environment can be heavily influenced by school leadership. Changes in leadership, such as a new principal, can impact the work environment and teacher motivation. Resource Constraints: Limited resources, including budgetary constraints and insufficient staffing, can hinder a school's ability to provide necessary support and create an optimal work environment.

Interpersonal Conflicts: Even in supportive environments, interpersonal conflicts can arise among teachers or between teachers and administrators. These conflicts can negatively affect motivation and job satisfaction[52]. A supportive work environment should also consider workload management. Overburdening teachers with administrative tasks or excessive paperwork can diminish their motivation and satisfaction. What constitutes a supportive work environment can vary across cultures and schools. What works in one context may not work in another, making it challenging to establish universal standards. In all, a supportive work environment is a significant factor in motivating teachers and promoting their job satisfaction. However, it should be considered as one of several indices of teacher motivation, as it is subject to subjectivity and can be influenced by external factors. A comprehensive assessment of teacher motivation should also include factors such as compensation, professional development opportunities, workload management, and the broader educational context. Balancing these elements can contribute to a more accurate understanding of teacher motivation and job performance[53].

Professional development opportunities are critical motivational factors for teachers. They encompass various forms of ongoing learning, training, and growth opportunities that help teachers improve their skills, stay current in their field, and

Lead City University Ibadan DO NOT COPY

enhance their job satisfaction. Professional development opportunities provide teachers with the chance to acquire new skills, teaching techniques, and knowledge. This continuous improvement can boost their confidence and effectiveness in the classroom, ultimately motivating them to excel. Education is a dynamic field with evolving teaching methods, technology, and curriculum standards. Professional development helps teachers adapt to these changes, reducing the stress associated with keeping up with new educational trends[54].

The prospect of career advancement, such as promotions or leadership roles, can be a strong motivator. Professional development can provide the necessary qualifications and skills to pursue these opportunities. Teachers who have access to meaningful professional development opportunities tend to report higher job satisfaction. Feeling that their growth and development are supported by their school can boost morale and motivation. Learning and mastering new skills can increase teachers' confidence in their abilities. Confident teachers are more likely to take risks, experiment with innovative teaching methods, and seek out leadership roles[55]. Professional development opportunities that enhance teaching effectiveness can directly benefit students, serving as a motivating factor for teachers.

Professional development opportunities are essential motivational factors for teachers, promoting growth, job satisfaction, and effective teaching practices. However, to be effective, professional development should be high-quality, relevant, and tailored to individual teacher needs. Schools should prioritize providing resources and support for ongoing teacher growth, recognizing that motivated and skilled teachers are more likely to have a positive impact on their students' learning experiences[56].

Lead City University Ibadan DO NOT COPY

Autonomy is a powerful motivational factor for teachers. It refers to the degree of freedom and control teachers have over their teaching methods, curriculum decisions, and professional development. This factor can significantly impact teachers' job satisfaction, performance, and overall motivation. When teachers have autonomy to make decisions about their teaching methods, classroom management, and curriculum choices, they tend to experience higher job satisfaction. They feel a sense of ownership over their work, which contributes to their overall well-being. They are more likely to engage in lifelong learning and continuously improve their teaching skills. Autonomy encourages teachers to experiment with new teaching techniques and adapt their methods to meet the diverse needs of their students. This fosters a culture of innovation and creativity in the classroom. Teachers with autonomy can tailor their instruction to their students' unique strengths, weaknesses, and interests. This personalized approach can lead to better student engagement and improved learning outcomes. Teachers who have autonomy tend to develop a higher sense of teacher efficacy, believing that their actions can positively impact their students' learning. This self-belief can boost motivation and job performance. Schools and districts that offer teachers autonomy are often more successful in retaining experienced teachers and attracting new talent. This can lead to greater overall educational quality. Autonomy is an essential motivational factor for teachers, contributing to their job satisfaction, professional growth, and overall effectiveness. However, achieving the right balance between autonomy and accountability, ensuring equitable distribution, and providing adequate training and support are crucial for maximizing the benefits of autonomy while addressing potential limitations. When implemented thoughtfully, autonomy can create a positive and innovative educational environment that benefits both teachers and students[57]

.

Lead City University Ibadan DO NOT COPY

2.1.4 Principal's Supervision of Instructional Styles

The concept of principal's styles of supervision of instruction is a critical aspect of school leadership and educational administration. It pertains to the way school principals interact with and oversee the teaching and instructional practices within their schools[58]. This concept is of utmost importance as it can significantly impact the quality of education, teacher performance, and overall school effectiveness. The principal's supervision style plays a crucial role in shaping teacher development and improvement. Supportive and constructive supervision can provide teachers with valuable feedback and guidance for enhancing their instructional practices[59]. Effective principal supervision can lead to improved student learning outcomes. When principals actively engage in instructional leadership, they can identify areas of improvement in teaching and curriculum delivery that can positively impact student achievement. Supervision style can influence the school's culture.

Principals who adopt a collaborative and supportive approach tend to foster a positive and inclusive school environment, where teachers feel empowered and motivated to excel. Principals who prioritize instructional supervision are more likely to create opportunities for teacher professional development. This can lead to a staff that is more skilled, motivated, and responsive to the evolving needs of students. Supervision serves as a mechanism for ensuring that teachers adhere to established educational standards and curriculum guidelines. It helps maintain accountability and consistency in instructional practices[60]. School principals often have multiple responsibilities, including administrative tasks, budget management, and student discipline. Limited time may hinder their ability to engage in thorough instructional supervision. Principals may have varying approaches to instructional supervision, and not all may be effective. Some

Lead City University Ibadan DO NOT COPY

principals may adopt a top-down, authoritative style, which can hinder teacher collaboration and morale[61].

The effectiveness of instructional supervision can be subjective, depending on the principal's personal biases and perspectives. What one principal views as effective teaching may differ from another's opinion. Not all principals receive formal training in instructional supervision techniques. Inadequate training can lead to inconsistent or ineffective supervision practices. Teachers may resist certain supervision styles, especially if they perceive them as intrusive or punitive. Resistance can hinder the effectiveness of supervision efforts. Principals who take on a heavy instructional supervision role may experience increased stress and burnout. Balancing instructional leadership with other administrative duties is challenging. Effective instructional supervision may require additional resources, such as professional development opportunities for principals and teachers. Schools with limited resources may struggle to provide adequate support.

In all, the concept of principal style of supervision of instruction is a critical aspect of school leadership. Effective instructional supervision can positively impact teacher development, student outcomes, and school culture. However, it's important to recognize the potential challenges and limitations, including time constraints, subjectivity, and the need for training and resources. Principals should strive to strike a balance between their administrative responsibilities and their role as instructional leaders to create a supportive and effective educational environment[62]. Directive supervision is one of the supervision styles employed by school principals as part of their instructional leadership role. This style involves principals taking a more prescriptive and directive approach to supervising teachers' instructional practices. In directive supervision,

Lead City University Ibadan DO NOT COPY

principals provide clear guidance, specific expectations, and detailed instructions to teachers on how to teach and manage their classrooms[63].

Directive supervision provides clarity by specifying teaching methods, classroom procedures, and expected outcomes. This can lead to greater consistency in instructional practices across the school, ensuring that all students have access to a similar quality of education. Principals using directive supervision can ensure that instructional practices align with established educational standards and curricular guidelines. This can be particularly important for meeting state and district requirements. Directive supervision can be beneficial for novice or less-experienced teachers who may need clear guidance and support as they develop their teaching skills. This style can be effective for holding teachers accountable for following prescribed instructional methods and meeting specific performance benchmarks. It can help identify areas for improvement and guide professional development efforts.

Collaborative supervision is a significant index of principal supervision of instruction style in educational leadership. It represents an approach where school principals and teachers work together in a cooperative and supportive manner to enhance instructional practices, professional growth, and overall school improvement[64]. Collaborative supervision emphasizes shared decision-making, ongoing dialogue, and a partnership between school leaders and educators.

Collaborative supervision empowers teachers by involving them in the decision-making process. Teachers have a voice in shaping instructional practices, curriculum development, and school policies, leading to a greater sense of ownership and job satisfaction. It prioritizes professional growth and development by providing teachers with regular feedback, coaching, and opportunities for reflection. This ongoing support

Lead City University Ibadan DO NOT COPY

can lead to continuous improvement in teaching practices. Collaborative supervision encourages teachers to experiment with innovative teaching methods and strategies. Teachers feel more comfortable taking risks and trying new approaches when they have the support and collaboration of their principals. A culture of collaboration and shared leadership is fostered under this supervision style. It promotes trust, teamwork, and a sense of community among teachers and school leaders, resulting in a positive school culture.

Collaborative supervision allows for a responsive approach to meeting students' diverse needs. Teachers and principals can adapt instructional practices based on real-time feedback and collaborative problem-solving. Collaborative supervision promotes the exchange of ideas and best practices among educators, leading to improved instructional quality and student learning outcomes. Teachers who feel valued and supported through collaborative supervision are often more motivated, engaged, and committed to their profession. Inclusion of teachers in decision-making processes fosters a sense of shared ownership and commitment to the school's goals and initiatives[65]. Collaborative supervision creates opportunities for tailored professional development that directly addresses teachers' needs and interests. Collaboration often leads to innovative solutions to educational challenges, as multiple perspectives and ideas are considered[66].

Transformational supervision is an important index of principal supervision of instruction style in educational leadership. This approach is rooted in transformational leadership theory and focuses on principals inspiring and motivating teachers to improve their instructional practices and enhance student learning outcomes. Transformational supervision emphasizes shared vision, support, and the development of a collaborative and growth-oriented school culture[67].

Lead City University Ibadan DO NOT COPY

Transformational supervision empowers teachers by involving them in decision-making processes, inspiring them to set high standards for themselves and their students, and encouraging innovation in teaching practices. It fosters a shared vision among teachers and administrators, aligning everyone's efforts toward common educational goals and objectives[68]. This shared vision can create a sense of purpose and unity within the school community.

Transformational supervision prioritizes the professional growth and development of teachers. Principals provide ongoing feedback, coaching, and support to help teachers reach their full potential. This supervision style contributes to the creation of a positive school culture that values collaboration, open communication, and a commitment to continuous improvement. Transformational supervision encourages teachers to think creatively and experiment with new teaching methods. It promotes a culture of innovation and adaptability in response to changing educational needs[69].

Transformational supervision can lead to improved instructional quality, as it encourages teachers to reflect on their practices, try new strategies, and continuously seek ways to enhance student learning. Teachers under transformational supervision often experience higher levels of motivation, job satisfaction, and a sense of fulfillment in their professional roles. The collaborative approach to leadership allows teachers to have a voice in decisions affecting their classrooms and school, fostering a sense of ownership and commitment. Collaboration often leads to innovative solutions to educational challenges, as multiple perspectives and ideas are considered[70].

Supportive supervision is another crucial index of principal supervision of instruction style in educational leadership. This approach emphasizes providing teachers with encouragement, guidance, and a nurturing environment to enhance their instructional

Lead City University Ibadan DO NOT COPY

practices and professional development. Supportive supervision aims to create a positive and constructive atmosphere within the school community[71].

Supportive supervision prioritizes teacher well-being, recognizing that motivated and emotionally supported teachers are more likely to be effective in the classroom. It fosters teacher professional growth by offering constructive feedback, mentoring, and opportunities for skill development. This contributes to continuous improvement in teaching practices. Supportive supervision contributes to the creation of a positive school culture characterized by mutual respect, trust, and collaboration among teachers, administrators, and staff[72]. Teachers under supportive supervision often experience higher job satisfaction, which can lead to increased motivation and a sense of fulfillment in their professional roles. A supportive environment encourages teachers to experiment with new teaching methods and take calculated risks, fostering innovation and creativity in the classroom[73].

Supportive supervision can lead to improved instructional quality, as it provides teachers with the guidance and support they need to reflect on their practices and make necessary improvements. Teachers under supportive supervision often feel more motivated and engaged in their work, which can result in increased effort and better outcomes for students. The nurturing environment of supportive supervision can lead to better professional development opportunities and resources tailored to individual teacher needs. It encourages positive relationships between teachers and administrators, fostering open communication and a sense of trust within the school community[74].

Developmental supervision is another essential index of principal supervision of instruction style in educational leadership. This approach is focused on fostering continuous professional growth and development among teachers by providing ongoing

Lead City University Ibadan DO NOT COPY

feedback, support, and opportunities for reflection and improvement. Developmental supervision aims to create a growth-oriented and collaborative environment within the school community.

Developmental supervision prioritizes the professional growth and development of teachers, emphasizing continuous improvement in teaching practices and instructional strategies. It encourages teachers to engage in reflective practice, helping them identify their strengths and areas for improvement and develop strategies for enhancing their teaching effectiveness. This approach respects teacher autonomy and encourages educators to take ownership of their professional development, setting goals and working collaboratively with supervisors.

Developmental supervision contributes to the creation of a positive school culture characterized by trust, open communication, and a commitment to lifelong learning among both teachers and administrators. Teachers under developmental supervision often experience higher job satisfaction, as they feel supported and valued in their professional roles[75].

Developmental supervision can lead to improved instructional quality, as it provides teachers with the guidance and support they need to reflect on their practices and make necessary improvements. Teachers under developmental supervision often feel more motivated and engaged in their work, which can result in increased effort and better outcomes for students. It allows for personalized professional development opportunities and resources tailored to individual teacher needs and goals.

Developmental supervision fosters positive relationships between teachers and administrators, promoting open communication and a sense of trust within the school community. In all, developmental supervision is a significant index of principal

Lead City University Ibadan DO NOT COPY

supervision of instruction style that prioritizes professional growth, reflective practice, and a positive school culture. It can lead to improved instructional practices, increased teacher motivation, and a collaborative learning environment. However, it also presents challenges related to time, resource allocation, and resistance to change, balancing accountability, and the need for effective leadership. Successful implementation of developmental supervision requires skilled and supportive educational leaders who prioritize teacher development and growth within their schools[76].

2.2 Theoretical Framework

2.2.1 Expectancy Theory

Expectancy Theory is a psychological and motivational theory that was developed by Victor Vroom in the year 1964. It is widely used in the fields of psychology, management, and organizational behavior to explain why people choose certain behaviors over others and how they make decisions regarding their efforts and performance. The theory is based on the premise that individuals are rational decision-makers who assess the potential outcomes of their actions and make choices based on the expected value of those outcomes[77].

Components of Expectancy Theory: a. Expectancy (E): Expectancy is the belief that one's efforts will lead to successful performance. In other words, it's the perception of the probability that one's actions will result in the desired outcome. A high expectancy implies that individuals believe their efforts will yield positive results, while a low expectancy suggests skepticism about the link between effort and performance. b. Instrumentality (I): Instrumentality refers to the belief that successful performance will lead to specific outcomes or rewards. It assesses whether individuals believe that if they perform well, they will receive the rewards they desire. If individuals doubt that good performance will lead to desirable outcomes, instrumentality is low, this can undermine

Lead City University Ibadan DO NOT COPY

motivation. c. Valence (V): Valence represents the value or attractiveness of the outcomes or rewards associated with good performance. It's a subjective assessment of how much an individual desires a particular outcome. Outcomes with positive valence are those that individuals strongly desire, while outcomes with negative valence are those they want to avoid.

One of the strengths of Expectancy Theory is its simplicity and intuitive nature. It provides a straightforward framework for understanding motivation based on the perceived link between effort, performance, and rewards. This makes it easy to apply in practical settings. Expectancy Theory recognizes that individuals have different perceptions, values, and goals, which can influence their motivation.

Human behavior and motivation are influenced by a multitude of factors, and the theory does not account for all of them. Additionally, it can be challenging to measure and quantify expectancy, instrumentality, and valence accurately. The theory's applicability can vary across different cultures and organizational contexts. In some cultures, the emphasis on individual effort and rewards may not align with communal values or collective decision-making processes. Moreover, in complex organizational settings, the relationship between effort, performance, and rewards may be influenced by various factors beyond an individual's control. Expectancy Theory offers a valuable framework for understanding motivation and decision-making, but it should be used in conjunction with other theories and models to provide a more comprehensive understanding of human behavior and motivation in diverse settings. It is a useful tool for managers and leaders to consider when designing incentive systems and motivating employees, but it should not be seen as a one-size-fits-all solution to motivation challenges.

Lead City University Ibadan DO NOT COPY

Expectancy in this study refers to teachers' beliefs about the likelihood that their efforts to improve job performance will be successful. It is crucial to examine whether teachers in public secondary schools in Southwest Nigeria believe that their efforts to enhance instructional effectiveness, classroom management, student assessment, student support and guidance, and technology integration will lead to improved job performance. This expectancy is a key factor in their motivation to invest effort in these areas. Instrumentality in this context involves teachers' perceptions of how their improved job performance (measured by instructional effectiveness, classroom management, student assessment, student support and guidance, and technology integration) will lead to specific outcomes or rewards, such as recognition, career advancement, or increased job satisfaction. Teachers must believe that better performance will lead to these desired outcomes to be motivated to improve.

Valence represents the value or attractiveness of the outcomes associated with improved job performance. It is important to consider whether teachers in Southwest Nigeria highly value the potential rewards tied to enhanced job performance. For example, if they highly value recognition and career advancement, these outcomes will have a positive valence and can motivate them to put in the effort. Practically, if teachers believe that their efforts to improve instructional effectiveness, classroom management, student assessment, student support and guidance, and technology integration will lead to better job performance, they are more likely to engage in these activities with motivation. Also, if teachers believe that a supportive work environment, professional development opportunities, and autonomy will lead to improved job performance, it can enhance their motivation to seek and utilize these factors.

Valence comes into play when considering the influence of principal supervision styles. If teachers value a particular style because they believe it leads to improved job

Lead City University Ibadan DO NOT COPY

performance, they may be more motivated to work under principals who employ that style.

In all, Expectancy Theory provides a valuable framework for understanding how teachers in Southwest Nigeria may be motivated to improve their job performance based on their beliefs about the link between effort, performance, and desired outcomes. The study should consider these components of Expectancy Theory when analyzing the data and drawing conclusions regarding the influence of motivation and principal's supervision of instruction styles on teachers' job performance.

2.2.2 Contingency Theory

Contingency theory was developed by an Austrian psychologist during his research on leadership effectiveness in group situations. He is of the opinion that one's effectiveness to lead depended on one's control of the situation and the style of leadership. He believed that effective leadership is contingent upon the situation at hand. Especially, it depends on whether an individual's leadership style befits the situation. He is of the opinion that someone can be an effective leader in one circumstance and an ineffective leader in another. He posits that leaders must be aware of their own leadership style as well as their strengths and weaknesses for the organization to be effectively run, this requires honesty, self-reflection, and vulnerability.

Contingency theory asserts that there is no one-size-fits-all approach to management, and the effectiveness of organizational practices depends on the alignment between various elements and the specific context[78]. In the context of the study, contingency theory can be applied to understand how the relationship between motivation

Lead City University Ibadan DO NOT COPY

factors, principal supervision styles, and job performance outcomes is contingent on the unique educational environment in Southwest Nigeria.

The focus on motivation, particularly within the dimensions of a supportive work environment, professional development opportunities, and autonomy, is well-suited for a contingency theory approach[79]. Contingency theory suggests that the success of motivational strategies is contingent on the fit between these strategies and the specific organizational context. Therefore, examining how these motivation factors interact with the cultural, economic, and social context of Southwest Nigeria can provide insights into the contingent nature of motivation in the region's educational setting[80].

The principal style of supervision, encompassing directive, collaborative, transformational, supportive, and developmental supervision, aligns with the core tenets of contingency theory. The theory posits that the effectiveness of leadership practices depends on the specific situation. Thus, the study can explore how the different supervision styles interact with the local educational culture, societal norms, and the unique needs of teachers in Southwest Nigeria[81]. Understanding the contingent relationship between supervision styles and the motivational factors of teachers is crucial for identifying the most effective approaches that resonate with the local context.

In examining public secondary school teachers' job performance, covering instructional effectiveness, classroom management, student assessment, student support and guidance, and technology integration, contingency theory can be applied to highlight the contextual dependencies of these performance outcomes[82]. The theory emphasizes that there is no universally effective approach to organizational practices, and the study can investigate how the alignment between motivational factors, supervision styles, and

Lead City University Ibadan DO NOT COPY

job performance criteria varies within the specific educational context of Southwest Nigeria.

In conclusion, contingency theory provides a nuanced and adaptable theoretical framework for the study, allowing for an in-depth exploration of the contingent relationships among motivation, principal supervision styles, and public secondary school teachers' job performance in Southwest Nigeria[83]. By recognizing and understanding the unique contextual factors influencing these dynamics, the study can contribute valuable perceptions for developing tailored strategies and recommendations that are better aligned with the specific needs and circumstances of the educational environment in the region.

2.3 Review of Empirical Studies

2.3.1 Motivational Factors and Teachers' Job Performance

The study titled Employee motivation and job performance: a study of basic school teachers in Ghana. They opined that motivation as a meaningful construct is a desire to satisfy a certain want and is a central pillar at the workplace. Thus, motivating employees adequately is a challenge as it has what it takes to define employee satisfaction at the workplace. In this study, they examine the relationship between job motivation factors and performance among teachers of basic schools in Ghana. The study employs a quantitative approach on a sample of 254 teachers from a population of 678 in the Effutu Municipality of Ghana, of which 159 questionnaires were duly answered and returned (representing 62.6% return rate). Using multiple regression and ANOVA, the study finds compensation package, job design and environment and performance management system as significant factors in determining teacher's motivation in the municipality. Thus, these motivation factors were significant predictors on performance when regressed at a decomposed and aggregated levels. These findings support the self-determination theory, more specifically on the explanations advanced under the controlled and autonomous

Lead City University Ibadan DO NOT COPY

motivation factors. Significant differences were also observed in teachers' performance among one of the age cohorts. The study urges the municipal directorate of education to make more room for young teacher trainees and interns who are at the formative stage of their careers to be engaged to augment the experienced staff strength. More should be done to make the profession attain some level of autonomy in the discharge of duty to breed the next genre of innovative educators in the municipality[84].

This study titled effect of motivational strategies on employee performance in Nigerian deposit money banks examines the impact of motivational strategies on employee performance with the mediating role of employee formal recognition. Collected data were analyzed by structural equation modeling. This study reveals that factors such as salary satisfaction, working environment, bonus and fringe benefits, and training and development have positive and significant association with employee performance except for job security. Moreover, these findings suggest that providing formal recognition to employee performance, thereby positively impacting their overall performance. Hence, this study recommends that the management should focus on these motivational factors by creating a positive work environment, attract and retain talented employees, and foster higher levels of job satisfaction, and ultimately contributing to improved organizational performance and success[85].

Likewise, the study titled principals' motivational strategies and their implications on teachers' job performance in public secondary schools in Mombasa County, Kenya. The researcher purposed to assess principals' teacher motivation plans and the implication on teachers' job performance in public secondary schools in Mombasa County, Kenya. The problem statement shows the significance of the aim of the study which found obtainable influence of Principals' motivational approaches on teachers' job accomplishment of their job which is crucial to students' job performance. The following objectives directed the

Lead City University Ibadan DO NOT COPY

study: to establish the effect of rewarding on teachers'; to establish the inference of principals' recognition of teachers' efforts and to determine the implication of principals' support for professional development of teachers' on their job performance in public secondary schools in Mombasa County. The study used expectancy theory of motivation and two-factor motivation theory. A cross sectional survey research design was used in the study. The study targeted principals and teachers of public secondary schools in Mombasa County. A sample size of 228 respondents was used. The main tool for data collection was questionnaire. Pearson Correlation Coefficient (r) was calculated at 0.72 to determine reliability of instruments. The Statistical Package for Social Sciences (SPSS) was used to analyze quantitative ('soft' data); the software has a systematic coding that sort materials into groups based on hierarchy, assigning colors, weights and defining variables to text segments. Quantitative data being the 'hard' data that can be broken down into coherent pieces was analyzed by use of data tabulation techniques and descriptive statistics. It entailed attaining total scores for every subject in the study and presenting statistical data in frequency distribution tables via descriptive statistics. The findings showed the principals and teachers believed rewarding teacher encouraged their job performance positively and extensively. It also found regular recognition of teachers' effort had a positive impact on teachers' job performance. This was also encouraged with positive working environment created by the principal. The study concluded that principals' support reward system, professional development and recognition had positive effect on teachers' job performance. The study recommended that principals should improve the extrinsic motivation factors. The head teachers should also maximize on a more reward-oriented system as opposed to the punitive strategy to facilitate effective teacher job performance[86].

Lead City University Ibadan DO NOT COPY

This study investigated influence of motivation on teachers' job performance in secondary schools, Rivers State, Nigeria. The study adopted a descriptive survey research design. The population of the study consists of 1,213 (male) and 1,208 (female) teachers giving the total population as 2,421selected from 56 public senior secondary schools in Emohua, Obio/Akpor and Port Harcourt local government areas of Rivers State. The sample size of this study comprises 757. Simple random sampling technique was used. The instrument was titled, "Motivation and Teachers' Job Performance Questionnaire (MTJPQ)". Thus, 757 copies of questionnaire were administered and retrieved 585 copies for the analysis of the research questions and test of hypotheses. Mean scores were used to analyze the research questions while Z test was used for the hypotheses. Findings indicated that motivation influences teachers' job performance in respect of building positive attitudes and beliefs towards teaching and learning. Based on the findings, it is therefore concluded that job success of teachers highly depended on the quality, competency and skillfulness generated through motivation. It was recommended that in-service training should be intermittently organized for the teachers to enhance their capacity in teaching and learning. More so, promotion should be given when due for advancement and endowment of creative responsibilities[87].

Lead City University Ibadan DO NOT COPY

2.3.1.1 Supportive Work Environment and Job Performance

A study seeks to explore the impact of career development and work environment on the performance of employees within the Aceh Agriculture and Livestock Service Office[88]. Data for the study were gathered through the distribution of questionnaires to 100 employees, and the analysis was conducted using Structural Equation Modeling (SEM). The findings revealed a significant influence of both career development and the work environment on work motivation and employee performance[88]. Moreover, there was a direct positive impact of career development and the work environment on

performance[88]. Additionally, work motivation was identified as a partial mediator in the relationship between career development, the work environment, and performance[88]. The Agriculture and Livestock Department is encouraged to enhance career development initiatives to cultivate a supportive work environment, ultimately fostering improved employee performance at the Aceh Agriculture and Livestock Service Office.

The objective of another study is to assess the influence of training, work environment, and career development on work motivation, subsequently impacting employee performance at PT. Suryamas Elsindo Primatama in West Jakarta[89]. Utilizing a quantitative approach, the research employed a saturated sampling technique, involving 127 respondents. The analysis encompassed validity and reliability tests, classical assumption tests, regression analysis, correlation coefficient analysis, coefficient of determination analysis, and hypothesis testing. The findings indicated that training significantly affects work motivation by 31.0%, as supported by a t count > t table (7.498 > 1.979) and a significance level of 0.000 < 0.05[89]. Similarly, the work environment demonstrated a significant impact on work motivation, contributing to 41.1%, with a t count > t table (9.343 > 1.979) and a significance level of 0.000 < 0.05. Career development exhibited a significant effect on work motivation by 29.6%, supported by a t count > t table (7.248 > 1.979) and a significance level of 0.000 <0.05[89]. When considered together, training, work environment, and career development collectively exerted a significant influence on work motivation, as indicated by the regression equation Y = 6.565 + 0.226X1 + 0.403X2 + 0.220X3, yielding a determination value of 52.3%[89]. Hypothesis testing further supported this with an F count > F table (44.922 > 2.450) and a significance level of 0.000 <0.05[89]. Finally, work motivation was found to significantly impact employee performance, contributing to 36.4%, with a t count > t table (8.452 > 1.979) and a significance level of 0.000 < 0.05[89]. These results emphasize

Lead City University Ibadan DO NOT COPY

the importance of training, work environment, and career development in enhancing work motivation and subsequently improving employee performance at PT. Suryamas Elsindo Primatama in West Jakarta.

Also, a study seeks to explore how the performance of employees is influenced by factors such as the workplace environment, motivation, remuneration, and work discipline[90]. Data for this investigation were acquired through the utilization of surveys, reviews of existing literature, interviews, and direct observations. The study encompassed all employees in its population determination. Employing a saturated sampling technique, a total of 100 samples were gathered[90]. The collected data underwent analysis using a multiple linear regression model. The findings of the data analysis lead to the following conclusions: Work discipline has a substantial and positive effect on employee performance[90]. Compensation, while having a positive impact, is relatively modest in its influence on employee performance[90]. Motivation demonstrates a significant and positive correlation with employee performance[90]. The work environment is found to have a positive and noteworthy impact on employee performance[90]. Notably, the independent variables—work environment, motivation, compensation, and work discipline—collectively exhibit a positive and significant influence on the dependent variable, employee performance[90].

The primary objective of a study was to assess the impact of the work environment and the utilization of information technology on the performance of teachers functioning as educators in the current era of digitalization[91]. In this age where effectiveness in information technology use is crucial, along with the need for a conducive work environment, this research aimed to explore their combined influence[91]. The research employed a quantitative-descriptive approach, utilizing a questionnaire as the research instrument. The study involved 45 teachers from SMA Muhammadiyah 1

Lead City University Ibadan DO NOT COPY

Ponorogo. Demographically, the majority of respondents fall within the productive age range (37.8%), with the remaining being seniors, and there is a predominant female representation among the teaching staff. The tenure of the respondents predominantly ranged from 0 to 10 years[91]. The educational background of the teachers is generally good, with a mix of bachelor's and master's degrees supporting their performance[91]. The study highlighted that the proficiency in information technology usage and the quality of the physical work environment are indicative of the prevailing conditions in the school[91]. These factors actively contribute to facilitating the learning process and enhancing teacher performance in fulfilling their responsibilities.

Moreover, the objective of another study was to investigate the impact of the work environment and employee competence on the performance of employees at the People's Credit Bank or BPR Batam City, incorporating motivation as a mediating variable[92]. The research encompassed a population of five BPRs, ranked 1 to 5 based on their profit and loss in Batam City. A total of 210 samples were selected using a proportionate stratified random sampling technique, ensuring representation from the heterogeneous population. The research employed Partial Least Square (PLS) analysis through Smart PLS software. The findings of the study revealed that both the work environment and employee competence significantly influence the mediating variable, motivation[92]. Moreover, motivation was found to have a positive impact on employee performance[91]. However, it was observed that the work environment and employee competence alone did not significantly affect employee performance[92]. It is noteworthy that the research faced limitations, primarily the confined scope of the population, which focused solely on BPR employees in Batam City. Additionally, the study acknowledged the potential influence of other variables that were not explored, which could impact the research outcomes.

Lead City University Ibadan DO NOT COPY

Furthermore, a research study was subsequently conducted to evaluate the influence of leadership, work environment, and motivation on employee performance within the IT Directorate of PT Telkomsel[93]. Data for the study were collected through questionnaires distributed via Google Form and were subjected to analysis using the Likert scale and structural equation model partial least squares. The findings revealed that leadership factors exhibited a positive impact on employee performance, emphasizing the importance of leaders in influencing positive outcomes[93]. Interestingly, the merger of the Indi Home business line did not significantly affect the performance of the IT director[93]. Key indicators of effective leadership included the leaders' ability to foster creativity, skill development, and collaboration among the team. Furthermore, the research highlighted the significance of the work environment, particularly harmonious relationships between managers and employees, in positively influencing employee performance[93]. The availability of conducive work facilities was identified as a crucial factor in supporting employee productivity[93]. Additionally, motivation emerged as a positive influence on employee performance, underscoring the importance of fostering motivation to enhance overall work output[92]. The comprehensive study shed light on the multifaceted factors contributing to employee performance within the IT Directorate of PT Telkomsel following the acquisition.

2.3.1.2 Opportunities for Professional Development and Job Performance

A study was conducted to investigate the potential relationship between Continuous Professional Development and Job Performance, as well as to explore whether there are significant differences in job performance based on sex, age, and clinical experience[94]. The research employed a correlational research design, involving the convenient sampling of 164 registered nurses in Ghana. A self-constructed survey questionnaire was utilized to measure Continuous Professional Development, while the

Lead City University Ibadan DO NOT COPY

Six-Dimension Scale of Nursing Performance (SDNS) by Schwirian (1978) was adopted and modified to assess nurses' job performances[94]. Statistical analyses, including Pearson Correlation, T-Test, and ANOVA, were employed to address the research questions. The findings indicated a moderate positive and significant relationship between Continuous Professional Development and job performance[94]. Moreover, no significant differences in job performance were observed when considering age, sex, and clinical experience. The study suggests that healthcare administrators should actively promote and advocate for nurses' participation in continuous learning to enhance their knowledge and skills. Institutions should align policies to support nurses in fulfilling their professional roles through continuous development[94]. The research also recommends further exploration of additional variables related to continuous professional development that could contribute to improving nurses' job performance.

Another study investigated the association between teachers' professional development and their job performance in secondary schools within Ibadan Municipality[95]. Employing a cross-sectional descriptive survey design with a quantitative approach, the study collected, analyzed, interpreted, and presented data to explore this relationship[95]. The target population included head teachers, teachers, and directors of studies; with a sample size determined using Morgan and Krecjie's table of sample size determination comprising 19 head teachers, 470 teachers, and 20 directors of studies[95]. The sample was selected through a combination of simple random sampling and purposive sampling methods, and data were gathered using a closed-ended questionnaire. The findings unveiled a positive correlation between professional development and teachers' performance[95]. The study emphasized the significance of teachers' professional development, indicating that it plays a crucial role in enhancing subject mastery, teaching methods, overall attitude, beliefs towards work, and engagement in diverse learning

Lead City University Ibadan DO NOT COPY

activities[95]. Based on the outcomes, the study proposes a structured approach to professional development activities for all teachers. The study recommended that school administrations allocate a specific budget for teachers' professional development and those supervisory bodies, such as Board Governors and district education officers, take deliberate measures to ensure the continuous professional development of teachers[95]. Introducing a promotional criterion that considers the extent of professional development could serve as an additional measure for schools to encourage and recognize ongoing teacher development efforts.

Furthermore, another related study explored the relationships among professional development, participatory management, and teachers' job performance in public secondary schools in Ogun State, Nigeria[96]. The sample size consisted of 504 participants, selected through a multi-stage sampling technique from a pool of 12,745 teachers across 217 public secondary schools[96]. The study tested two null hypotheses at a 0.05 level of significance and utilized two researcher-designed instruments: the Participatory Management and Professional Development Questionnaire (PM/PDQ) and the Teachers' Job Performance Scale (TJPS)[96]. Data analysis was conducted using the Pearson Product-Moment Correlation statistical tool. The results indicated a significant and positive correlation between teachers' job performance and both professional development and participatory management[96]. Consequently, the study concluded that the implementation of these two management intervention strategies could contribute to enhancing teachers' job performance. The recommendations stemming from the study include the improvement of existing professional development programs for teachers and the promotion of participatory management practices among educators[96]. These measures, according to the study, have the potential to positively impact teachers' job performance in public secondary schools in Ogun State, Nigeria.

Lead City University, Ibadan DO NOT COPY

Additionally, a study investigated the impact of professional development and instructional supervision on teachers' job performance in secondary schools in Ogun State[97]. Employing a descriptive survey research design, the study sampled 208 teachers from Ogun State public secondary schools using a multi-stage sampling technique[97]. Three revalidated questionnaires were utilized for data collection: the Instructional Supervision Scale ($\alpha = 0.88$), Teachers Professional Development Scale ($\alpha = 0.82$), and Job Performance Scale ($\alpha = 0.74$)[97].Data analysis involved simple percentage calculations and multiple regression analysis (MRA). Findings revealed significant relationships among the variables under study, including professional development and instructional supervision ($r = 0.262$, $p < 0.05$), professional development and job performance ($r = 0.182$, $p < 0.05$), and job performance and instructional supervision ($r = 0.078$, $p < 0.05$)[97]. The study also demonstrated that both professional development and instructional supervision significantly contribute to teachers' job performance in Ogun State secondary schools ($F = 1.550$, $p < 0.05$). Furthermore, professional development individually ($F(1,205) = 1.257$, $p < 0.05$) and instructional supervision ($F(1,205) = 1.257$, $p < 0.05$) significantly contributed to teachers' job performance[97].The study concludes that continuous improvement in job performance among teachers is achievable through appropriate training and effective supervision. It recommends the provision of timely and tailored training to address teachers' needs, thereby enhancing their overall job performance.

Again, another study aims to assess how staff professional development influences the job performance of library staff at the Federal University of Oye Ekiti[98]. The research utilized a descriptive survey research design, and the study population included all library staff/attendants in the Federal University Oye - Ekiti, covering departmental, faculty, and university libraries[98]. The sample, consisting of 77 library staff

Lead City University Ibadan DO NOT COPY

members, was selected using purposive sampling. The researchers developed three questionnaires for data collection: the Staff Development Programme Questionnaire (α = 0.79), Staff Performance Questionnaire (α = 0.81), and Challenges of Staff Professional Development and Training Questionnaire (α = 0.82)[98]. The data analysis involved descriptive statistics (frequency counts, percentages, mean, and standard deviation) and inference statistics (correlation and one-way ANOVA) at a 5% significance level. The findings revealed that the job performance of library staff at the Federal University Oye-Ekiti is generally high[98]. There is a positive and statistically significant relationship between the professional development of library staff and their job performance. Additionally, various forms of professional development and training, including orientation, in-house training, seminars, on-the-job training, and instructor-led training, were found to significantly impact job performance[98]. While the study was limited to the university libraries in the Federal University Oye - Ekiti, the recommendations emphasize the need for diverse professional development programs such as Distance Educational Programmes, Conferences/Workshops, Study visits, Formal professional library education, and TETFUND Programmes for university library staff. The study suggests that universities should consistently organize staff professional development programs to enhance the job performance of library staff.

Moreover, a study aimed to explore the relationship between self-actualization needs and professional development on job performance among technology and livelihood education (TLE) teachers[99]. The research employed a descriptive correlational method and utilized a survey questionnaire to achieve its objectives[99]. The study focused on 54 TLE teachers in the Sto. Tomas South District, the majority of whom were female, aged 26-30 years old, with four years or more of service in the Department of Education, holding master's units, and having attended ten or more training sessions[99]. The results

Lead City University Ibadan DO NOT COPY

indicated that the TLE teachers' self-actualization needs were notably linked to active participation in school meetings conducted by the school head. Professional development among the respondents predominantly centered on developing skills for creating an appropriate learning environment, emphasizing the importance of using Mother Tongue, Filipino, and English in teaching and learning[99]. The study concluded that the input variables, self-actualization needs, and professional development significantly correlated with each other. Additionally, teachers' professional development was found to have a significant relationship with various aspects of job performance[99]. In light of these findings, the study recommends that educators engage in assessments to cultivate characteristics related to life satisfaction and personal growth. Furthermore, providing instruction on the effective implementation of teaching materials and activities could contribute to enhanced job performance among TLE teachers. These recommendations aim to support the professional growth and effectiveness of educators in the field.

Lastly, the primary aim of a similar study was to establish the relationship between teachers' continuous professional development practices and their job performance[100]. This co-relational study was conducted across the three education zones of the state, with a population of 4,500 teachers from public secondary schools[100]. The sample for the study included 450 teachers, representing 10% of the population, selected from the three education zones[100]. A researcher-developed instrument titled "Questionnaire on Teachers' Continuous Professional Development Practices and Job Performance (QTCPDJP)" was employed to gather information from the respondents[100]. The instrument underwent face validation by three experts from the Department of Educational Foundations at Ebonyi State University, Abakaliki. Reliability was established through a test-retest procedure involving twenty teachers in public secondary schools in Enugu State, yielding a reliability index of 0.87 using the Pearson product-

Lead City University Ibadan DO NOT COPY

moment correlation coefficient[100]. The researcher administered the instrument directly to the respondents with the assistance of three research assistants. The study was guided by one research question and one null hypothesis, and data were analyzed using the Pearson product-moment correlation coefficient[100]. The findings indicated a moderate positive correlation between teachers' continuous professional development practices and their job performance in secondary schools in Ebonyi State[100]. Among the recommendations, the study suggests that teachers should show interest in their professional growth and development by actively participating in regular workshops, seminars, and conferences[100]. This engagement is proposed as a means to enhance their job performance. The study's implications underscore the importance of continuous professional development in contributing to the overall effectiveness and performance of teachers in the secondary education system.

2.3.1.3 Autonomy and Job Performance

A study explored the role of job autonomy in organizations and its relationship with employee performance[101]. The objective is to provide a critical review of the existing management literature on this topic. Over the recent years, job autonomy has garnered increasing importance in the field of Human Resource Management[101]. Some studies assert a direct impact of job autonomy on job performance and its various indicators, such as job satisfaction, motivation, job engagement, and job commitment[101]. The current paper aims to investigate the influence of job autonomy on employee performance through a critical examination of the works of human resource scholars. The primary research questions addressed by the authors are: Is there a meaningful relationship between job autonomy and employee's job performance, as indicated in existing literature?[101]. If so, what impact can be anticipated from job autonomy on employee's job performance?[101]. The critical review presented in this paper aims to contribute to a deeper

Lead City University Ibadan DO NOT COPY

understanding of the complex dynamics between job autonomy and employee performance, shedding light on their interdependence as discussed in the existing management literature.

Also, another study investigated the relationship between daily autonomy and job performance[102]. The researchers integrate Person-Organization (P-O) fit and Job Demands-Resources theories to propose that P-O fit, characterized by value congruence between an individual and an organization, acts as a crucial resource facilitating the accumulation and activation of situational job resources[102]. The main hypothesis posits that P-O fit enhances the well-established positive relationship between job autonomy and job performance. Objective measures of P-O fit were gathered from 43 Norwegian naval cadets before they embarked on a training mission aboard a sailing ship[102]. Throughout the mission, the researchers collected daily self-reported autonomy measures and peer-rated assessments of task and contextual performance for 30 consecutive days. As anticipated, multilevel modeling analyses revealed that the relationship between daily autonomy and (a) next-day task performance (b) next-day contextual performance was more strongly positive for individuals with high P-O fit compared to those with low P-O fit[102]. Additionally, the effects of the daily autonomy – P-O fit interaction were evident on performance for several days following the initial observation. The study concludes by discussing the theoretical and practical implications of these findings, shedding light on the nuanced interplay between P-O fit, job autonomy, and job performance[102].

Another related study delves into the moderating role of psychological capital (PsyCap) in the curvilinear relationship between job autonomy and job performance within the financial services industry[103]. Data collection involved the utilization of a time lag technique, spanning four weeks and gathering responses from 509 managers across various financial services organizations[103]. The study underscores a curvilinear

Lead City University Ibadan DO NOT COPY

association between job autonomy and job performance, with a particular focus on the positive relationship between psychological capital and job performance[103]. The findings indicate that psychological capital marginally moderates the curvilinear link between job autonomy and job performance, offering valuable insights for business managers in the financial services sector[103]. This research contributes to the understanding of the nuanced dynamics between job autonomy, psychological capital, and job performance in the context of the financial services industry.

Furthermore, a related study investigated the influence of job autonomy on employee performance within the context of the county government of Isiolo[104]. Recognizing employees as a strategic asset, the research aims to understand how job autonomy impacts their performance in a public sector setting[104]. The study adopts a descriptive research design with a mixed-method approach, incorporating both structured self-administered questionnaires and interviews. The target population consists of employees in the county government of Isiolo, and a sample of 140 employees is selected through stratified sampling[104]. Descriptive statistics and chi-square analysis, facilitated by SPSS, are employed for data analysis[104]. The findings reveal a high level of job autonomy among employees in the county government of Isiolo, and the sample exhibits high employee performance. The study further identifies a significant relationship ($\chi 2$ = 27.602, df = 16, p = 0.035) between job autonomy and employee performance[104]. In conclusion, the study asserts that job autonomy does influence employee performance in the county government of Isiolo. As a recommendation, human resource managers in the public sector are encouraged to enhance job autonomy by providing employees with increased control over their tasks[104]. This finding underscores the importance of autonomy as a factor in promoting employee performance in the public sector.

Lead City University, Ibadan DO NOT COPY

Additionally, another related study delves into the impact of core self-evaluations, job autonomy, and intrinsic motivation on employees' perceptions of their in-role job performance[105]. Conducted through a cross-sectional survey involving 283 employees in a Fortune Global 100 company in Korea, the research yields several key findings[105]. The results indicate that higher core self-evaluations and intrinsic motivation are associated with employees perceiving higher in-role job performance[105]. Moreover, intrinsic motivation is identified as a partial mediator in the relationship between core self-evaluations and job performance[105]. It also serves as a full mediator in the relationship between job autonomy and job performance. This suggests that to enhance motivation and job performance, managers and Human Resource Development (HRD) professionals should adopt an integrated strategy[105]. This strategy may encompass improvements in selection methods, elements of job redesign, and interpersonal developmental practices such as coaching and mentoring[105]. By addressing these aspects, organizations can foster an environment that promotes higher core self-evaluations, intrinsic motivation, and ultimately, improved job performance among employees.

Lastly, a study focused on the relationship between autonomy, workload, work-life balance, and job performance[106]. The study employs a quantitative research approach and targets female lecturers at private universities in Tangerang, Indonesia[106]. Purposive sampling is utilized for participant selection, and the analytical tool applied is multiple regression through the SPSS program[106]. The findings indicate a positive relationship between autonomy and job performance. In contrast, the workload shows a negative relationship with job performance, while work-life balance demonstrates a positive relationship with job performance[106]. The managerial implications suggest that this research can provide valuable insights for private university managers in managing the performance of female lecturers during the COVID-19 pandemic[106]. Future researchers

Lead City University Ibadan DO NOT COPY

are encouraged to expand their investigations to include lecturers at both private and non-private universities[106]. The overall contribution of this research lies in offering input to university managers, particularly in private institutions, to effectively manage the performance of female lecturers amid the challenges posed by the COVID-19 pandemic.

2.3.2 Supervision Styles of Instruction and Job Performance

A study aimed to examine the leadership style and instructional supervision strategies employed by department heads to predict the job performance of instructors in local colleges in Cavite[107]. Specifically, it investigated the correlations between department heads' leadership style and instructional supervision strategies, leadership style and instructors' job performance, and instructional supervision strategies and instructors' job performance[107]. Additionally, the study explored the predictive capacity of department heads' leadership style and instructional supervision strategies, either individually or in combination, on instructors' job performance in local colleges in Cavite. The results revealed that leadership style did not significantly forecast instructors' job performance[107]. However, a sub-variable within instructional supervision, specifically non-directive strategies, significantly predicted instructors' job performance[107]. Consequently, a model was established to illustrate the causal relationship between instructors' job performance and instructional supervision strategies. The study concluded that department heads in local colleges employed diverse leadership styles and instructional supervision strategies to enhance instructors' teaching[107]. The appropriateness of the leadership style used by department heads influenced their choice of instructional supervision strategies. Furthermore, the study found that a higher level of job performance among instructors was associated with the use of effective leadership styles and proper instructional supervision strategies by department heads.

Lead City University Ibadan DO NOT COPY

Another study aimed to explore the impact of supervisory styles employed by head teachers on the job performance of teachers in public basic schools within the Mankessim Education Circuit of the Mfantseman Municipality, Central Region, Ghana[108]. A mixed-methods descriptive survey was utilized, involving 134 participants, including 16 head teachers and 118 teachers[108]. Purposive and stratified sampling techniques were employed for participant selection. Quantitative data were gathered through two sets of questionnaires, one each for head teachers and teachers, while qualitative data were obtained from semi-structured interviews with 10 conveniently sampled respondents, including both head teachers and teachers. Analysis of the quantitative data involved the use of means, standard deviation, t-test, one-way ANOVA, and multiple regressions. Concurrently, content analysis was applied to analyze the qualitative data. The findings indicated that head teachers predominantly utilized the directive control supervisory style, with lesser emphasis on collaborative, directive informational, and non-directive styles[108]. Overall, teachers demonstrated a very good level of job performance. The study also highlighted that head teachers' supervisory styles significantly predicted teachers' job performance. In conclusion, the study emphasized the importance of head teachers' supervisory styles as influential factors in shaping teachers' job performance within schools. One of the recommendations proposed was the implementation of in-service training through workshops and seminars for both head teachers and teachers, emphasizing the necessity of effective supervision in public basic schools in the Mankessim Education Circuit to achieve educational objectives.

Also, another research aimed to establish the correlation between principals' supervisory methods and teachers' job performance in secondary schools in Anambra State, Nigeria[109]. Two research questions guided the study, and two null hypotheses were tested at a significance level of 0.05, employing a correlation research design. The study

Lead City University Ibadan DO NOT COPY

population comprised 5,286 teachers, with 529 respondents selected through a multi-stage sampling procedure[109]. For data collection, the researchers employed two sets of instruments, namely the "Principals Supervisory Technique Questionnaire (PSTQ)" and the "Teachers' Job Performance Questionnaire (TJPQ)," both developed by the researchers. The instruments underwent face validation by three experts and were subjected to reliability testing using Cronbach's alpha, resulting in reliability coefficients of 0.77 and 0.74 for Clusters I and II of PSTQ, respectively, and 0.76 for TJPQ[109]. Pearson's Product Moment Coefficient was utilized to answer the research questions, and t-tests were employed to test the hypotheses. The study's findings revealed, among other things, a significantly positive relationship between principals' classroom observation techniques and teachers' job performance in secondary schools in Anambra State[109]. Based on these results, one of the recommendations suggested was for the Post-Primary School Service Commission to organize training programmes in supervision for principals. This training would enable them to update their knowledge and skills in applying classroom observation techniques, ultimately enhancing teachers' job performance.

2.3.2.1 Directive Supervision and Teachers' Job Performance

The study titled the impact of directive supervisory practices on job performance of teachers in public primary schools: a case study of Ibanda Municipality, Uganda explores the relationship between directive supervisory practices of head teachers and the job performance of teachers in selected Public Primary Schools in Ibanda Municipality, Ibanda District, Uganda. Employing a correlation research design, the study examines the monitoring methods employed by head teachers and their impact on teacher performance. Both quantitative and qualitative data were collected, with primary school teachers responding to questionnaires and head teachers participating in interviews. A mixed-

Lead City University Ibadan DO NOT COPY

methods approach was utilized to provide a comprehensive analysis. A sample size of 162 respondents was selected using Krejcie and Morgan's table of sample selection from a population of 251. The findings indicate that Directive Supervisory Practices positively influence teachers' performance and are perceived as effective in promoting positive outcomes. Recommendations include further investigation into the impact of head teachers' supervisory practices on variables such as teachers' effectiveness, pupils' attitudes, and the overall school climate, as well as exploring the influence of teachers' performance on pupils' academic achievement. Additionally, the study suggests that school head teachers could benefit from employing both directive supervisory practices to enhance teacher performance[110].

Another study was carried out to determine the relationships between supervision and teachers' performance and attitude in secondary schools in Kuala Lumpur, Malaysia. This is a quantitative study where the 5-point Likert-type-scale questionnaire was used to analyze data using descriptive and inferential statistics. Simple random sampling was used to select the respondents. This study entailed respondents from various schools in one of the districts in Kuala Lumpur which comprises 200 teachers and 50 supervisors. Descriptive statistics were used to describe the status of supervision practices, teachers' attitude toward supervision, and teachers' level of performance after supervision. Multiple regression analysis was used to test the relationships between supervision (supervisory practices–directive, collaborative, and nondirective approach) and teachers' performance and attitude. The current status of supervisory practices, teachers' attitude toward supervision, and teachers' performance after supervision is found at moderate level in secondary schools in Malaysia. As a whole, supervisory practices are not correlated with teachers' performance and attitude. But worthy to mention, directive supervision is positively and significantly related to teachers' performance and attitude.

Lead City University Ibadan DO NOT COPY

This study result will benefit the policy makers, school supervisors and headmasters to choose the right kind of supervisory practices which can contribute to better teaching performance[111].

However, it is noteworthy that directive supervision exhibited a positive and significant relationship with both teachers' performance and attitude[111].

Lastly, a study titled Directive, collaborative, or non-directive thesis supervision approaches in the United Arab Emirates investigated graduate students' perceptions of and satisfaction with the approaches used by their thesis or dissertation supervisors, and contrasted student perceptions with those of their supervisors. Students reported that their supervisors used collaborative supervision more often, and a statistically significant relationship was found between this approach and their satisfaction. In contrast, faculty believed that they used directive supervision more frequently and were convinced that students preferred this approach. Qualitative findings connected this to supervisors' initial low perceptions of students' developmental levels. Over time, however, they became less directive, aiming to encourage students to develop as independent scholars. Students did not seem to fully comprehend the meaning of collaborative supervision and perceived their supervisors as being more directive during writing the problem and methodology sections than during writing other sections of the thesis or dissertation. The study recommends that supervisors be ready to use different approaches to adapt to the different needs and abilities of students[112].

Lead City University Ibadan DO NOT COPY

2.3.2.2 Collaborative Supervision and Teachers' Job Performance

A study aims to examine the effect of collaborative supervision approaches and collegial supervision techniques on teacher intensity using performance-based learning in the learning process. In addition, its purpose is also to examine the impact on student

learning outcomes. This study was conducted in East Java, Indonesia, with a descriptive correlational research design. The research samples were obtained in three cities, namely Malang, Blitar, and Batu, with a total sample of 146 primary education teachers. The data collection techniques used in this research were questionnaires and documentation, while the data analysis techniques used were descriptive statistics, product-moment correlation, regression and path analysis. The results show that the collaborative supervision approach and collegial supervision techniques have a significant influence on performance-based learning, but has no effect on student learning outcomes, either directly or indirectly. Performance-based learning applied by teachers strongly affects students' learning outcomes[113].

Another study on the impact of collaborative peer supervisory competencies on enhancing instructional supervision for English teachers in public secondary schools in Kakamega County, Kenya. The study sought to establish the extent to which teachers of English are equipped with collaborative peer supervisory competencies, to enable them utilize collaborative peer supervision (CPS) model, in public secondary schools in Kakamega County, Kenya. The study was guided by Social Learning Theory proposed by Albert Bandura. The study adapted the Convergent Mixed Methods Research Design. The target population was 417 English teachers from public secondary schools in Kakamega county. Yamane formula was used to calculate the sample size of 286 teachers. Purposive sampling was used to select the respondents. The questionnaire and interview guide were used to collect the data. Reliability and validity of questionnaires was tested by conducting a pilot study. Quantitative data were analyzed using descriptive and inferential statistics, while Qualitative data was analyzed thematically using NVIVO12 Software. The findings showed that there exists a positive relationship between supervisory knowledge and skills and teacher effectiveness ($\beta = .316$, $p < 0.05$). The positive

Lead City University Ibadan DO NOT COPY

association suggests that teachers who possess greater supervisory knowledge and skills tend to be more effective in their teaching roles. As educational systems continually strive for improved teacher performance and student achievement, the importance of investing in teacher training and development programs centered on enhancing supervisory skills becomes increasingly evident[114].

2.3.2.3 Transformational Supervision and Teachers' Job Performance

A study titled the effect of the dimensions of transformational leadership on the teachers' performance in the Yemeni public schools was conducted to determine the dimensions of transformational leadership that influence schools to achieve productivity growth and improve the performance of teaching as well as gaining access to new high-quality education. Although schools have been competing to gain high-quality education, empirical evidence shown that many educational processes with regards to teaching performance were not successful particularly in Yemen. Consequently, the study is often concentrated on identifying the paths to enhance teaching performances. The most important factor to successfully increase high-quality education is providing appropriate transformational leadership during the process of reform, particularly in the important period of the teaching process. In order to accept changes and focus on attaining ambitious goals, it is necessary for leaders of transformational school to provide rewards and support the teachers. This paper investigated the influence of various dimensions of transformational leadership on performance of teachers in Yemeni public schools. In order to guarantee the sample's representativeness, the questionnaires were distributed to Yemeni public schools in Sana'a, Republic of Yemen. A total of 374 respondents were selected which include staff and teachers as the sample. The instrument used was a Likert 5-point scale from the questionnaire which was examined using smartpls3. The results

Lead City University Ibadan DO NOT COPY

revealed that all the dimensions of transformational leadership have a positive influence on the teachers' performance[115].

Another study investigated the relationship between principals' transformational leadership style (TLS) and teachers' job performance in secondary schools in Awka South Local Government Area from a population of 600 teachers. Three research questions were formulated to guide the study. A questionnaire titled: Observed Principal Leadership Practices and Teacher Job Performance Questionnaire (OPLPTJPQ) was used to collect data. Means and Person Product Moment Correlation were utilized in the study. Findings showed that Transformational Leadership Style was strongly and positively correlated with Teacher Job Performance among male and female teachers (r=0.56, and 0.82). Finally it was recommended that principals should adopt transformational leadership style (TLS) in order to create a climate of mutual respect, commitment, collaboration, and trust in the schools for optimal goal achievement[116].

Likewise, this study aimed at establishing the influence of the transformational leadership on the teachers' performance in public county schools in Nyandarua County. The study used both qualitative and quantitative research approaches. The cross-sectional survey and the phenomenology design were used to collect the data. Stratified, simple random sampling was employed to select the schools while stratified and systematic random was used to select the teachers and the students. Academic deans, the principals of selected schools and Education County Director were automatically included. Data was collected using questionnaires, document analysis guide and interview guide. Qualitative and quantitative data were concurrently collected and analysed. Descriptive (frequencies, percentage, mean and standard deviation) and inferential statistics (independent t-test, ANOVA) methods were used to analyse the quantitative data. The study upheld the non-maleficence, benefice and truthfulness as the research ethics requires. The study found

Lead City University Ibadan DO NOT COPY

that principal scored lowest in individualised consideration. The study concluded that teachers' performance was important for the school perfomance and principals play key roles in the enhancement of teachers' performance especially through challenging teachers by their actions. The study recommended that principals should challenge teachers with their performance. The county should have induction training at school level for the newly emplored teachers[117].

Lastly, this study analyzes the effect of transformational leadership for improving teacher's performance during the Covid-19 pandemic. This research is a sequential explanatory study using a combination research method (mixed methods) starting with the quantitative research stage and continuing with qualitative research. Data collection was carried out by observation, questionnaires and interviews. The questionnaire was tested using a Likert scale with regression techniques to 50 private teachers in Bandung. The results showed that transformational leadership improving teacher performance by 44%. The higher implications of transformational leadership, the higher teacher's performance improving. The research evidence more clearly shows that transformational leadership can move followers to exceed expected performance. Transformational leadership gives rise to greater effort, commitment, and satisfaction of his subordinates. Improving teacher's teaching performance can be optimized by developing the capacity of the teacher (capacity building) itself. Capacity building is the process of improving the ability of knowledge and skills, as well as the attitudes and behavior of teachers in educational organizations. In this process it can certainly be done in various ways, both through competency-based education and training, clear career pattern development, all of which are to improve the performance of teachers in carrying out their duties. Therefore, capacity building is closely related to teacher's abilities, institutional capabilities, and organizational system capabilities. With improving teacher's

Lead City University Ibadan DO NOT COPY

performance, it is expected that educational goals can be achieved effectively and efficiently[118].

2.3.2.4 Supportive Supervision and Teachers' Job Performance

A study titled status of support supervision and performance of primary school teachers' in Uganda: A qualitative perspective was carried out to examine Supportive supervision as critical in the performance of primary school teachers and learners. For primary school teachers to effectively fulfill their tasks, they need professional development-oriented support supervision. This paper explored expert views from education administration in the four districts of Teso sub region of Soroti, Bukedea Serere and Amuria. Information was provided by 34 respondents who included, Head teachers (n = 20), CCTs (n = 6), DISs (n = 4) and DEOs (n = 4). Data was collected using key–informant interviews and open-ended questionnaires and analyzed using Pragmatic Content Analysis. The findings show that support is not done to improve the professional competence of teachers but just a duty to satisfy the MOES. Supervision was irregular and was less developmentally inclined. While teachers registered some improvement in some of their teaching roles, it was not quality enough to significantly affect learner performance. Teachers did not produce learners who can explore, manipulate, experiment, question, and search for answers by themselves. The results provide important lessons to improve the support supervision model being used in Uganda. Therefore, the experiential and professional development model should be infused into all primary schools done by Head teachers and heads of departments. Using this model will reduce inefficiencies in the current practices of support supervision that are largely based on theoretical orientations[119].

Lead City University Ibadan DO NOT COPY

This study reviewed the published literature from Sub-Saharan Africa on the effects of supportive supervision on quality of care, and health worker motivation and performance. Search strategy: A systematic review of seven databases of both qualitative and quantitative studies published in peer-reviewed journals. Selected studies were based in primary healthcare settings in Sub Saharan Africa and present primary data concerning supportive supervision. Thematic synthesis where data from the identified studies were grouped and interpreted according to prominent themes. Main results: Supportive supervision can increase job satisfaction and health worker motivation. Evidence is mixed on whether this translates to increased clinical competence and there is little evidence of the effect on clinical outcomes. Results highlight the lack of sound evidence on the effects of supportive supervision owing to limitations in research design and the complexity of evaluating such interventions. The approaches required a high level of external inputs, which challenge the sustainability of such models[120].

2.3.2.5 Developmental Supervision and Teachers' Job Performance

A study titled Developmental Supervision Practices on Classroom Observations of School Heads was carried out as an approach to teacher supervision to focus on improving the quality of instruction. It involves using ongoing formative assessment to help teachers recognize and develop their strengths, as well as to identify areas for improvement. The purpose of the study was to explore the Developmental Supervision Practices of School Heads on Classroom Observations as a platform for determining the best practices that motivate, support, and improve the performance of teachers in the effective delivery of instruction. It investigated the strengths and weaknesses including the issues and concerns of School Heads in classroom observations. The researchers inquired into the educational theories and related studies to look closely at the concerns of School Heads as to classroom observation. This study employed descriptive–correlational

Lead City University Ibadan DO NOT COPY

research design. Descriptive correlational design is used in research studies that aim to provide static pictures of situations as well as establish the relationship between different variables. Furthermore, the correlational study involved three variables such as the level of implementation of developmental supervision practices, teachers' performance, and learners' performance will be studied to establish their relationship. Areas of classroom supervision like planning and preparations, organizational and implementation post-instructional supervision will be patterned with the Styles of developmental supervision such as directive, non-directive, and correlational which are all anchored on the RPMS Standards on Classroom Observations. The study recruited 280 elementary School Heads of the Schools Division of Ilocos Sur and Balanga City. Simple random sampling was used to select the respondents. Mean was used to determine the instructional supervisory practices of schools. Frequency and percentage were used to rate teachers and students. Pearson r correlation was used to assess the association between supervision (directive, collaborative, and nondirective approaches) and teacher and student performance. Quantitative findings showed that most responders had good instructional supervision. Teachers and students performed well. Instructional supervisory effectiveness indirectly influences teachers and students. Participants' narratives revealed six themes. After integrating both strands, three overarching themes emerged: seamless use of technology for excellent education, performance is boosted via professional development, and collaboration from all stakeholders to help teachers and learners[121].

Lead City University Ibadan DO NOT COPY

2.3.3 Gender and Job Performance

A study explored the relationship between gender and job performance using the impact of high-performance work systems (HPWS) on overall performance[122]. Recently, there has been a shift in focus toward investigating the more detailed aspects of this relationship, utilizing the ability–motivation–opportunity (AMO) framework as a

valuable perspective[122]. However, the empirical outcomes of these studies have been inconsistent. The research examined whether considering the context can help elucidate these contradictory findings[122]. The study explored the impact of context at two levels – the descriptive (situated demography, specifically gender) and the analytical (societal, particularly national culture) – on employees' behavior within the HPWS–job performance relationship using survey data gathered from a selection of organizations in New Zealand[122]. The findings indicate that the gender demographic of employees may have a significant influence, with ability emerging as the most crucial predictor of job performance for males and opportunity being the most robust predictor for females[122]. Acknowledging the relevance of cultural context in examining gendered behaviors, this study also evaluates the impact of New Zealand's national culture[122]. From a practical standpoint, by illustrating the interplay between trait expressive work behaviors and job features, this study challenges the notion of universalism. In line with a contingency view, practitioners are advised to ensure alignment between the characteristics of their organizational context and the desired behavioral outcomes from their HPWS[122]. Notably, this study suggests that research designs on HPWS would benefit from a comprehensive analysis of contextual variables rather than considering them solely as control factors.

Furthermore, a study investigated the correlation between gender, organizational commitment, and job performance among sub-county chiefs in the Ugandan local government[123]. Existing literature primarily discusses the impact of gender on organizational commitment, gender on job performance, and the relationship between organizational commitment and job performance[123]. A total of 320 sub-county chiefs participated in the study, selected through multi-stage stratified random sampling[123]. Data were collected using a self-administered questionnaire, measuring variables such as organizational commitment, job performance, and demographic factors including gender,

Lead City University Ibadan DO NOT COPY

age, educational level, and tenure[123]. The data were entered into the computer using the SPSS program. Factor analysis revealed distinct components of job performance, including cooperation, time consciousness, organizational citizenship behavior (OCB), and communication. Established components of organizational commitment, including affective, continuance, and normative commitment, were also used. T-tests, Pearson correlation, and regression analyses were conducted to test the hypotheses[123]. Results indicated that gender does not significantly influence organizational commitment, including its components of affective, continuance, and normative commitment. Furthermore, there was no significant difference between males and females in terms of overall job performance and its components, such as cooperation, time consciousness, organizational citizenship behavior, and communication[123]. Positive and significant relationships were observed between overall job performance and affective commitment, as well as normative commitment. Moreover, only affective commitment emerged as a significant predictor of job performance[123]. The findings suggest that employees who value hard work and demonstrate commitment and active participation in organizational activities are likely to be outstanding performers[123]. However, focusing on a single employee attitude may not suffice to improve performance; a combined approach targeting various work attitudes is essential for achieving desired goals.

2.3.4 Managerial Competencies and Job Performance

A research explored the correlation between the managerial competencies of school principals and the job performance of teachers in senior secondary schools within Nasarawa West Senatorial District, Nigeria[124]. The investigation was guided by three research questions, each accompanied by corresponding hypotheses. The chosen research design was a cross-sectional survey, and the study encompassed a total population of 2829 teachers[124]. The sample size comprised 605 respondents selected from 24 secondary

Lead City University Ibadan DO NOT COPY

schools across four inspectorate offices in the Western Senatorial District. To collect data, the researchers employed the 'Teachers' Questionnaire on the Influence of Principals' Managerial Competencies on Teachers' Job Performance (TQIPMCTJP)'. The validity index for the instrument was established at 0.77, and the reliability index was determined to be 0.75[124]. Descriptive statistics, specifically mean and standard deviation, were utilized to address the research questions, while Pearson's Product Moment Correlation was employed to test the hypotheses at a significance level of 0.05.The study's findings revealed a significant correlation between principals' communication skills and teachers' job performance in public senior secondary schools in Nasarawa West Senatorial District[124]. Additionally, a significant relationship was identified between principals' supervisory skills and teachers' job performance in the same schools[124]. In light of these findings, the study recommends that principals in secondary schools within Nasarawa West Senatorial District, Nasarawa State, undergo compulsory training programs. These programmes aim to equip them with the necessary knowledge and skills required for effective communication and interaction with teachers, ultimately enhancing their job performance.

Another paper investigated the influence of principals' managerial conceptual skills on the job performance of teachers in secondary schools in Nigeria and beyond, relying on secondary data from both print and online sources[125]. The compiled results indicate that 83% of respondents acknowledged the impact of principals' managerial conceptual skills on teachers' job performance in secondary schools. In light of these findings, the study offered the following recommendations: First, the government is advised to develop training programmes specifically tailored for school principals[125]. These programmes should focus on imparting the knowledge and application of appropriate managerial styles and skills to handle diverse situations in school

Lead City University Ibadan DO NOT COPY

administration effectively[125]. Additionally, it is recommended that principals take an active role in supervising, guiding, and assisting teachers to enhance their professional skills[125]. This support involves providing the necessary resources and creating an environment conducive to professional growth and development among teachers.

Again, a quantitative study highlighted the significance of professional appointments as a starting point for individuals aspiring to become adept headmasters[126]. Employing a qualitative descriptive approach, the study focuses on generating data descriptions encompassing verbal expressions and behavioural patterns. The findings revealed that professionalism correlated with exemplary performance, highlighting the principal's competence in enhancing both teacher performance and professionalism. The start of a comprehensive programme that involves every member of the school community demonstrates a leadership style that values human resources and places a strong emphasis on respect for one another[126]. As an example of adaptive leadership, the principal of MI Al-Ma'arifBojongsari School has delegated authority to teachers and administrative staff in order to fulfill the institution's vision and mission[126]. In order to improve the pedagogical proficiency of educators, MI Al-Ma'arifBojongsari's principal has put strategies into place[126]. Teachers view teaching as an ongoing learning process and work to increase their pedagogical competency through both individual and school-led initiatives.

Furthermore, another study that was carried out in Delta state, which utilized a correlational survey research design to explore the relationship between principals' managerial skills and teachers' job performance in secondary schools within the Owa communities of Delta State, Nigeria[127]. Two research questions and three hypotheses provided the framework for the investigation, with the study population encompassing all secondary schools in the Owa communities of the North Senatorial District of Delta State.

Lead City University Ibadan DO NOT COPY

A sample of ten principals and seventy-eight teachers was selected using random sampling. Data collection involved a questionnaire with two sections: the 'Principals' Managerial Skills Questionnaire (PMSQ)' and the 'Teachers' Job Performance Questionnaire (TJPQ).' The instruments underwent face and content validation by two educational management professors. Reliability coefficients of 0.78 for PMSQ and 0.82 for TJPQ were determined through the split-half technique, employing the Cronbach Alpha formula[127].Research questions were addressed using mean and standard deviation scores, while hypotheses were tested with Pearson Product Moment Correlation (r) statistics at a significance level of 0.05[127]. The findings indicated that public secondary school principals' managerial skills influencing teachers' job performance include communication, human relations, and technical skills[127]. Teachers' job performance was deemed moderate, and a significant relationship was observed between principals' communication, human relations, and technical skills and teachers' job performance in secondary schools in Owa communities, Delta State, Nigeria[127]. The study suggested the need for capacity building among principals, particularly in enhancing technical skills related to modern techniques and innovative methods in school administration, aiming to improve teachers' job performance[127].

Lead City University Ibadan DO NOT COPY

2.4 Conceptual Model

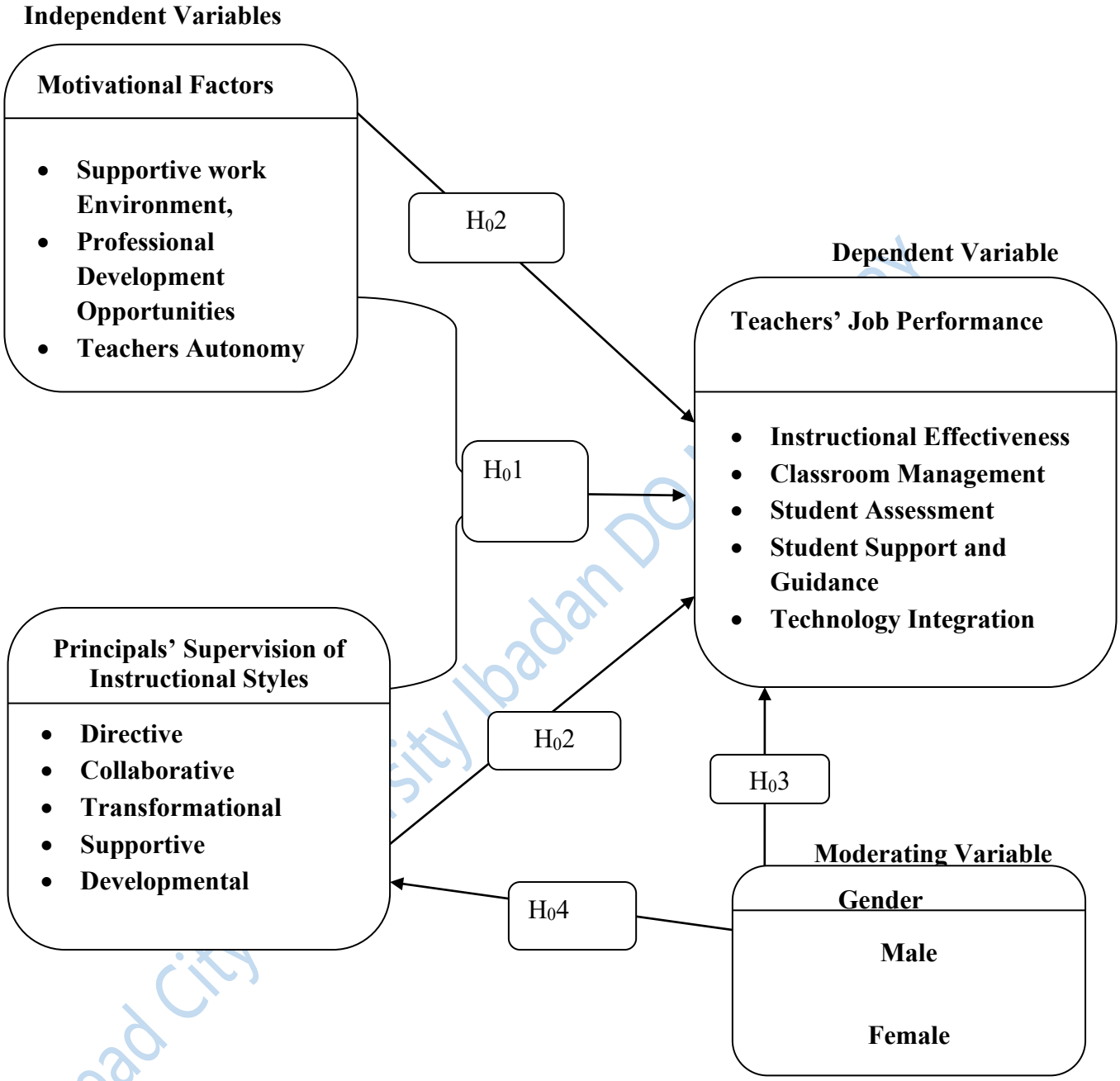


Fig.2.1 Conceptual Model of Motivational Factors, Principals' Supervision of Instructional Styles and Public Secondary Schools Teachers' Job Performance in Southwest, Nigeria.

Source: The Researcher, 2024

Lead City University Ibadan DO

The conceptual model presented above shed light on the combined influence of motivational factors and principal supervision styles on the job performance of teachers, alongside investigating potential gender differences in both job performance and supervision styles.

The integration of motivational factors and principal supervision styles within the proposed conceptual model represents a holistic approach to understanding the intricate dynamics affecting teacher performance in Southwest Nigeria. Motivational factors, including a supportive work environment, professional development opportunities, and teachers autonomy, are pivotal in shaping the overall job performance and engagement levels of teachers. These factors, when effectively managed and integrated, have the potential to significantly enhance the job performance of teachers within the region.

Furthermore, the influence of principals' supervision styles, such as directive, collaborative, transformational, supportive, and developmental supervision, further reinforces the model's depth by highlighting the critical role of administrative leadership in fostering a conducive environment for effective teaching and learning. The varying styles of principal supervision serve as key determinants in shaping the overall instructional practices and professional development initiatives undertaken within the public secondary school system.

A critical aspect of this conceptual model pertains to the investigation of potential gender differences in both job performance and the supervision styles predominantly adopted by public secondary school principals in Southwest Nigeria. Understanding how gender dynamics intersect with job performance is essential in addressing any potential disparities or inequalities that may exist within the educational setting.

Lead City University Ibadan DO NOT COPY

Furthermore, the exploration of gender-specific preferences in principal supervision styles offers insights into the underlying social and cultural factors that might influence administrative decision-making processes within the educational context. By acknowledging and analyzing these differences, policymakers and educational stakeholders can implement targeted interventions to ensure equitable opportunities and support systems for all teachers, regardless of gender.

The conceptual model provides a comprehensive framework for examining the combined influence of motivational factors and principals supervision of instructional styles on the teachers' job performance in public secondary schools within Southwest Nigeria. By incorporating an analysis of gender differences in job performance and supervision styles, the model offers valuable insights into the complex dynamics shaping the educational landscape of the region. The findings derived from this model are expected to inform evidence-based policies and strategies aimed at enhancing the overall quality of education and promoting equitable practices within the public secondary school system.

2.5 Summary of Literatures Reviewed

This chapter consists of four major sections which are; conceptual review, theoretical framework, reviews of empirical studies and conceptual model. The conceptual review gave insights into relevant and useful concepts of the study such as motivation, principals' supervision of instructional styles and public secondary school teachers' job performance in South West Nigeria. The topic has two independent variables (Motivation and Principals Supervision of Instructional Styles) and one dependent variable (Teachers Job Performance).

Lead City University Ibadan DO NOT COPY

Motivation plays a pivotal role in the performance of an employee, teachers are not exempted. Teachers job performance rest on motivation and principals' supervision of instructional styles in the school settings. Teachers who are intrinsically motivated, deriving satisfaction from the act of teaching itself, tend to exhibit higher job satisfaction, which positively influences their job performance[78]. External rewards such as salary increases, promotions, appreciation and recognition, supportive work environment, professional development opportunities, and teachers autonomy are significantly impact teachers' job performance,

Supportive work environment included clear communication, accessible leadership, responsive problem- solving, organizational culture, collaboration and teamwork among teachers which can lead to improved job performance. This may eventually minimise administrative burdens on teachers, allowing them to focus more on teaching and less on paperwork.

Professional development opportunities focus on knowledge of subject mastery which contributes to teachers' expertise in their subject areas. Continuous professional development opportunities can motivate teachers by helping them improve their skills and stay updated, ultimately improving job performance[82]. It enhances teachers' pedagogical skills, leading to more effective classroom instruction.

Autonomy of teachers has a lot to do in terms of motivating teachers in discharging effective teaching. Teachers who are given autonomy and decision-making power in the classroom tend to be more motivated and exhibit better job performance[81]. Autonomy allows teachers to be more creative in their teaching methods, leading to innovative approaches that can improve student engagement and job performance. Empowered teachers have the freedom to make decisions related to classroom

Lead City University Ibadan DO NOT COPY

management and curriculum, which often results in better-informed choices and improved job performance[100].

The second independent variable is principals' supervision of instructional styles. Principal is recognized as the supervisory head of the school. He is charged with the responsibility of planning, organizing, controlling, and directing the affairs of secondary school. The style of principal's supervision of instruction employed, determine the level of teachers job performance. Teachers who receive supportive and constructive instructional supervision from their principals tend to exhibit improved job performance due to increased confidence and motivation. Likewise principal who provide regular, specific, and actionable feedback to teachers positively influence their instructional practices, leading to better job performance[104].

Instructional supervision that aligns with the school's mission and goals can help teachers see the purpose behind their efforts, resulting in improved job performance in support of those goals. So also, supervision styles that emphasize professional development opportunities and support teachers in accessing relevant resources can lead to improved job performance. Principals who recognize and appreciate teachers' efforts during supervision can boost teacher morale and motivation,

The second section examined theories related to the study such as expectancy theory and contingency theory. Expectancy Theory is a psychological and motivational theory that was developed by Victor Vroom in the 1964. It is widely used in the fields of psychology, management, and organizational behavior to explain why people choose certain behaviors over others and how they make decisions regarding their efforts and performance. The theory is based on the premise that individuals are rational decision-

Lead City University Ibadan DO NOT COPY

makers who assess the potential outcomes of their actions and make choices based on the expected value of those outcomes[77].

The contingency theory on the other hand was developed by Austrian psychologist Fred E. Fiedler in 1964 during his research of leader effectiveness in group situations. Fiedler is of the opinion that one's effectiveness to lead depended on one's control of the situation and the style of leadership. He believed that effective leadership is contingent upon the situation at hand. Especially, it depends on whether an individual's leadership style befits the situation. He is of the opinion that someone can be an effective leader in one circumstance and an ineffective leader in another. He posits that leaders must be aware of their own leadership style as well as their strengths and weaknesses for the organization to be effectively run.

The literature also looked at some empirical reviews by researchers. Several related studies were carried out on the subject matter; the literature reviewed showed scarcity of studies on the joint contribution of motivation and principals supervision of instructional styles on public secondary school teachers job performance in South West Nigeria. This study was therefore carried out to address this gap in knowledge.

Lead City University Ibadan DO NOT COPY

Endnotes

1. H. A. Soodmand & M. Moradifar, *The Structural Interplay Between Critical Cultural Awareness, Institutional Identity, Self-Efficacy, Reflective Teaching and Job Performance of EFL Teachers,* **International Journal of Society, Culture & Language,** 9(1), 2021, 14-29.

2. J. A. Forson, E. Ofosu-Dwamena, R. A. Opoku & S. E. Adjavon, *Employee Motivation and Job Performance: A Study of Basic School Teachers in Ghana*, **Future Business Journal,** 7(30), 2021, 1-12.

3. S. Pamuji & S. Limei, *The Managerial Competence of The Madrasa Head in Improving Teacher Professionalism and Performance at Mi Al-MaarifBojongsari, Cilacap District,* **Pengabdian: JurnalAbdimas,** 1(2), 2023, 66-74.

4. K. Parveen, P. Quang Bao Tran, T. Kumar & A. H. Shah, *Impact of Principal Leadership Styles on Teacher Job Performance: An Empirical Investigation*, **In Frontiers in Education**, 7, 2022, 814159.

5. S. Khan, R. Rasheed, A. Rashid, Q. Abbas & F. Mahboob, *The Effect of Demographic Characteristics on Job Performance: An Empirical Study from Pakistan*, **The Journal of Asian Finance, Economics and Business,** 9(2), 2022, 283-294.

6. Y. Rachmawati & S. Suyatno, *The Effect of Principals' Competencies on Teachers' Job Satisfaction and Work Commitment,* **Participatory Educational Research,** 8(1), 2021, 362-378.

7. L. J. M. S. L. Loan, *The Influence of Organizational Commitment on Employees' Job Performance: The Mediating Role of Job Satisfaction,* Management, **Science Letters,** 10(14), 2020, 3307-3312.

8. S. N. A. A. Kamaruddin, K. Omar, J. Saputra, E. Shakur, N. A. A. A. Rahim & M. Razal, *Determinants of Female Employees' Job Performance in Malaysia*, **Management Science Letters,** 11(1), 2021, 233-238.

9. H. Erlangga, S. Sos & H. Erlangga, *The Influence of Motivation, Ability, Organizational Culture, Work Environment on Teachers Performance,* **Turkish Journal of Computer and Mathematics Education,** 12(4), 2021, 99-108.

10. J. A. Forson, E. Ofosu-Dwamena, R. A. Opoku & S. E. Adjavon, *Employee Motivation and Job Performance: A Study of Basic School Teachers in Ghana*, **Future Business Journal,** 7(30), 2021, 1-12.

11. S. M. Oke & O. S. Pitan, *Professional Development Opportunities: A Tool for Enhancing Secondary School Teachers' Job Performance*, **Prestige Journal of Education,** 8(1), 2025, 84-94.

Lead City University Ibadan DO NOT COPY

12. D. Kemethofer, C. Weber, S. Brauckmann-Sajkiewicz & P. Pashiardis, *Examining the Trident: How Data from the PISA Study can be Used to Identify Associations among Context, School Leadership and Student Outcomes,* **Journal of Educational Administration,** 61(2), 2023, 162-177.

13. M. Imran & N. Akhtar, *Impact of Ethical Leadership Practices on Teachers' Psychological Safety and Performance: A Case of Primary School Heads in Karachi-Pakistan*, **Academy of Education and Social Sciences Review,** 3(2), 2023, 172-181.

14. R. G. Jimenez & L. S. Galicia, *School Heads' Instructional Leadership and Emotional Competencies, and Teachers' Work Performance in Selected Public Junior High Schools,* **Technium Education and Humanities,** 5(2023), 2023, 45-68.

15. T. Mehmood, D. H. C. Hassan & S. Taresh, *The Role of the Interpersonal Skills of the School Principals in Optimizing Positive School Climate: A Concept Paper,* **International Journal of Emerging Issues in Social Science, Arts and Humanities (IJEISSAH),** 1(2), 2023, 38-54.

16. S. A. Hanks, *School Administrator Instructional Leadership Self-Efficacy Influence on Work Engagement: A Qualitative Descriptive Inquiry*,(Doctoral dissertation, Grand Canyon University), 2023.

17. R. Duhé, *You Belong Here: Teachers' Perspective on Incorporating a Culturally Responsive Approach to Increase Engagement for Students of Color in Advance Placement Courses,* (Doctoral dissertation, Northeastern University), 2023.

18. H. S. Mehnaz, M. Iqbal & A. John, *Impact of Instructional Leadership on Student Achievement Through Teachers' Behavior: A Multilevel Study,* **Journal of ISOSS,** 8(1), 2022, 363-374.

19. V. Dutta & S. Sahney, *Relation of Principal Instructional Leadership, School Climate, Teacher Job Performance and Student Achievement*, **Journal of Educational Administration,** 60(2), 2022, 148-166.

20. M. Akram, A. A. Shah & A. Rauf, *Head Teachers' Instructional Leadership Practices and School Climate at Secondary Schools,* **Journal of Arts and Social Sciences,** 5(2), 2018, 63-83.

21. P. Hallinger, S. Gümüş & M. S. Bellibaş, *Are Principals Instructional Leaders Yet? A Science Map of the Knowledge Base on Instructional Leadership, 1940–2018,* **Scientometrics,** 122(3), 2020, 1629-1650.

22. S. M. Gningue, R. Peach, A. M. Jarrah & Y. Wardat, *The Relationship Between Teacher Leadership and School Climate: Findings from A Teacher-Leadership Project*, **Education Sciences,** 12(11), 2022, 1-17.

23. S. Hejres, A. Braganza & T. Aldabi, *Investigating the Effectiveness of Leadership Styles on Instructional Leadership and Teachers Job Expectancy in Kingdom of Bahrain,* **American Journal of Educational Research**, 5(7), 2017, 694-709.

24. X. Ma & R. Marion, *Exploring How Instructional Leadership Affects Teacher Efficacy: A Multilevel Analysis,* **Educational Management Administration & Leadership**, 49(1), 2021, 188-207.

25. I. Jalapang & A. Raman, *Effect of Instructional Leadership, Principal Efficacy, Teacher Efficacy and School Climate on Students' Academic Achievements,* **Academic Journal of Interdisciplinary Studies,** 9(3), 2020, 82-92.

26. J. E. Sanchez, J. M. Paul & B. W. Thornton, *Relationships Among Teachers' Perceptions of Principal Leadership and Teachers' Perceptions of School Climate in the High School Setting,* **International Journal of Leadership in Education,** 25(6), 2022, 855-875.

27. G. Özdemir, S. Sahin & N. Öztürk, *Teachers' Self-Efficacy Perceptions in Terms of School Principal's Instructional Leadership Behaviours,* **International Journal of Progressive Education,** 16(1), 2020, 25-40.

28. N. Tahseen, *The Relationship Between Principal's Leadership Style and Teacher Occupational Stress*, **Journal of Research & Reflections in Education (JRRE),** 4(2), 2010, 1-19.

29. J. Sebastian & E. Allensworth, *Linking Principal Leadership to Organizational Growth and Student Achievement: A Moderation Mediation Analysis*, **Teachers College Record,** 121(9), 2019, 1-32.

30. P. A. Smith, P. Escobedo & W. S. Kearney, *Principal Influence: A Catalyst for Positive School Climate*, **International Journal of Education Policy and Leadership,** 16(5), 2020, 1-16.

31. P. Hallinger & R. Hosseingholizadeh, *Exploring Instructional Leadership in Iran: A Mixed Methods Study of High-And-Low-Performing Principals*, **Educational Management Administration & Leadership,** 48(4), 2020, 595-616.

32. A. Saleem, S. Aslam, Y. B. Yin & C. Rao, *Principal Leadership Styles and Teacher Job Performance: Viewpoint of Middle Management,* **Sustainability,** 12(8), 2020, 1-15.

33. M. Abu Nasra & K. Arar, *Leadership Style and Teacher Performance: Mediating Role of Occupational Perception*, **International Journal of Educational Management,** 34(1), 2020, 186-202.

34. T. Noor & A. Nawab, *Are School Leaders Working as Instructional Leaders? Exploration of School Leadership Practices in Rural Pakistan,* **Cogent Education,** 9(1), 2022, 1-15.

35. E. Groenewald, O. K. Kilag, M. C. Cabuenas, J. Camangyan, J. M. Abapo&C. F. Abendan, *The Influence of Principals' Instructional Leadership on the Professional Performance of Teachers*, **Excellencia: International Multi-disciplinary Journal of Education** (2994-9521), 1(6), 2023, 433-443.

36. S. Chen, *Influence of Functional and Relational Perspectives of Distributed Leadership on Instructional Change and School Climate,* **The Elementary School Journal,** 119(2), 2018, 298-326.

37. X. Ma & R. Marion, *Exploring How Instructional Leadership Affects Teacher Efficacy: A Multilevel Analysis*, **Educational Management Administration & Leadership,** 49(1), 2021, 188-207.

38. B. Hu, Y. Li, C. Wang, B. L. Reynolds & S. Wang, *The Relation Between School Climate and Preschool Teacher Stress: The Mediating Role of Teachers' Self-Efficacy*, **Journal of Educational Administration,** 57(6), 2019, 748-767.

39. H. A. Bada, T. F. TengkuAriffin & H. B. Nordin, *The Effectiveness of Teachers in Nigerian Secondary Schools: The Role of Instructional Leadership of Principals*, **International Journal of Leadership in Education,** 27(1), 2020, 1-28.

40. M. Qadach, C. Schechter & R. A. Da'as, *Instructional Leadership and Teachers' Intent to Leave: The Mediating Role of Collective Teacher Efficacy and Shared Vision,* **Educational Management Administration & Leadership**, 48(4), 2020, 617-634.

41. Y. M. Chen, *Understanding Foreign Language Learners' Perceptions of Teachers' Practice with Educational Technology with Specific Reference ToKahoot! And Padlet: A Case from China,* **Education and Information Technologies,** 27(2), 2022, 1439-1465.

42. C. Attard & K. Holmes, *An Exploration of Teacher and Student Perceptions of Blended Learning in Four Secondary Mathematics Classrooms,* **Mathematics Education Research Journal,** 34(4), 2022, 719-740.

43. A. Z. Al Rawashdeh, E. Y. Mohammed, A. R. Al Arab, M. Alara & B. Al-Rawashdeh, *Advantages and Disadvantages of Using E-Learning in University Education: Analyzing Students' Perspectives*, **Electronic Journal of E-learning**, 19(3), 2021, 107-117.

44. I. R. G. Barus, M. B. Simanjuntak & I. Resmayasari, *Reading Literacies Through Evieta-Based Learning Material: Students' Perceptions (Study Case Taken from Vocational School–IPB University),* **Journal of Advanced English Studies,** 4(1), 2021, 15-20.

45. R. M. I. Khan, N. R. M. Radzuan, S. U. H. Farooqi, M. Shahbaz & M. S. Khan, *Learners' Perceptions on WhatsApp Integration as a Learning Tool to Develop EFL Vocabulary for Speaking Skill*, **International Journal of Language Education,** 5(2), 2021, 1-14.

46. O. S. Pitan, and C. Muller, *Assessment of Strategies for Preparing Graduates for the Disruptive Workplace: Evidence from Nigeria and South Africa.* **Journal of Teaching and Learning for Graduate Employability,** 14(1), 2023*,* 15–30.

47. X. Zhang, W. Admiraal & N. Saab, *Teachers' Motivation to Participate in Continuous Professional Development: Relationship with Factors at the Personal and School Level,* **Journal of Education for Teaching**, 47(5), 2021, 714-731.

48. S. Yalçınkaya, G. Dağlı, F. Altınay, Z. Altınay & U. Kalkan, *The Effect of Leadership Styles and Initiative Behaviors of School Principals on Teacher Motivation,* **Sustainability,** 13(5), 2021, 1-18.

49. L. Bardach & R. M. Klassen, *Teacher Motivation and Student Outcomes: Searching for the Signal*, **Educational Psychologist,** 56(4), 2021, 283-297.

50. S. Tobón, L. G. Juárez-Hernández, S. R. Herrera-Meza & C. Núñez, *Assessing School Principal Leadership Practices. Validity and Reliability of A Rubric*, **Educación XX1,** 23(2), 2020, 187-210.

51. A. Ahmadi, M. Noetel, P. Parker, R. M. Ryan, N. Ntoumanis, J. Reeve & C. Lonsdale, *A Classification System for Teachers' Motivational Behaviors Recommended in Self-Determination Theory Interventions*, **Journal of Educational Psychology**, 115(8), 2023, 1158-1176.

52. J. A. Forson, E.Ofosu-Dwamena, R. A. Opoku & S. E. Adjavon, *Employee Motivation and Job Performance: A Study of Basic School Teachers in Ghana*, **Future Business Journal,** 7(30), 2021, 1-12.

53. C. J. de Brabander & F. J. Glastra, *The Unified Model of Task-Specific Motivation and Teachers' Motivation to Learn About Teaching and Learning Supportive Modes of ICT Use,* **Education and Information Technologies**, 26, 2021, 393-420.

54. M. E. Ş. E. Esra & C. Sevilen, *Factors Influencing EFL Students' Motivation in Online Learning: A Qualitative Case Study*, **Journal of Educational Technology and Online Learning,** 4(1), 2021, 11-22.

55. M. R. Mahaputra & F. Saputra, *Literature Review the Effect of Headmaster Leadership on Teacher Performance, Loyalty and Motivation,* **Journal of Accounting and Finance Management, 2**(2), 2021, 103-113.

56. J. L. Berger & C. Girardet, *Vocational Teachers' Classroom Management Style: The Role of Motivation to Teach and Sense of Responsibility*, **European Journal of Teacher Education,** 44(2), 2021, 200-216.

57. J. Wang, D. E. Tigelaar & W. Admiraal, *Rural Teachers' Sharing of Digital Educational Resources: From Motivation to Behavior*, **Computers & Education,** 161, 2021, 1-17.

58. O. B. Walson, *Demographic and Personality Correlates of Principals' Performance in Instructional Supervision in the Management of Secondary Schools in South-South, Nigeria,* **International Journal of Contemporary Research**, 3(3), 2021, 131-150.

59. O. N. Jacob & A. T. Solomon, *Supervision of Secondary School Education in Nigeria: Problems and Suggestion*, **European Journal of Humanities and Educational Advancements,** 2(6), 2021, 71-76.

60. A. A. Hiliya, U. Tambari, Y. Sarkingobir, A. Hamza & N. A. Ashafa, *Instructional Supervision and Teacher Effectiveness In Senior Secondary Schools In Tambuwal Local Government Area, Sokoto State, Nigeria,* **International Journal on Research in STEM Education,** 4(2), 2022, 58-74.

61. W. Ominini, *Demographic and Personality Correlates of Principals' Performance in Instructional Supervision in the Management of Secondary Schools in South-South, Nigeria,* **International Journal of Contemporary Research,** 3(3), 2021, 1-20.

62. O. J. Ndubueze & N. S. Oputa, *The Influence Of Principals' communication Styles On Administrative Effectiveness In Public Secondary Schools In Onitsha North Local Government Area In Anambra State, Nigeria,* **COOU Journal of Educational Research,** 6(1), 2021, 199-219.

63. N. J. Ogunode, J. A. Olowonefa & V. O. Ayoko, *Task-Oriented Leadership Style and Performance of Educational Institutions in Nigeria*, **Ta'limVaRivojlanishTahliliOnlaynIlmiyJurnali,** *3*(3), 2023, 12-22.

64. L. U. Akah, N. N. Osaji, E. Ahueansebhor, & S. U. Akpa, *Resource Supervision and Teaching Effectiveness: Perspectives of Physical and Health Education Lecturers in Train-The-Trainer Institutions in Nigeria,* **Global Journal of Educational Research**, 21(1), 2022, 63-70.

65. K. A. Ojewale, *Achieving Sustainable Development Through Teaching and Learning of Social Studies in Secondary Schools in Oyo State, Nigeria*, **Trailblazer International Journal of Educational Research,** 4(1), 2023, 1-10.

66. A. R. Oluwakemi, *Teachers' Professional Development and Instructional Supervision as Contributory Factor to Job Performance in Ogun State Secondary Schools, Nigeria,* **Journal of Education in Black Sea Region**, 8(2), 2023, 68-79.

67. G. Maheshwari, *Influence of Teacher-Perceived Transformational and Transactional School Leadership on Teachers' Job Satisfaction and Performance: A Case of Vietnam,* **Leadership and Policy in Schools,** 21(4), 2022, 876-890.

68. J. I. Okoro, *Principals' Leadership Behaviour and Students' Academic Performance in Public Senior Secondary Schools in Rivers State, Nigeria,* **International Journal of Institutional Leadership, Policy and Management**, 4(1), 2022, 104-146.

69. M. I. Imakpokpomwan, A. Erhabor & J. Adeyemi, *Principal Leadership Styles as Correlates of Secondary School Teachers Work Attitude in South Senatorial District of Edo State, Nigeria,* **Integrity Journal of Education and Training,** 6(5), 2022, 106-113.

70. A. Lefstein, D. Vedder-Weiss & A. Segal, *Relocating Research on Teacher Learning: Toward Pedagogically Productive Talk*, **Educational Researcher,** 49(5), 2020, 360-368.

71. K. Obiekwe, O. A. Mbonu & I. F. Ikedimma, *Comparative Analysis of Male and Female Principals' Leadership Role Performance in Secondary Schools in Anambra State*, **GPH-International Journal of Educational Research**, 4(10), 2021, 64-71.

72. L. Lutfi, N. Khodijah & A. Hawi, *The Effect of Headmasters' Leadership Style, Supervision Ability and Work Climate on the Performance of Islamic Religious Education Teachers in Prabumulih City,* **Conciencia**, 21(2), 2021, 121-144.

73. M. A. Ishola, Y. Suleiman, A. O. Ibrahim, Y. L. Ibrahim & L. A. Aliyu, *Nexus Between Principals' Leadership Styles and Peace Education in Secondary Schools in Kwara State, Nigeria*, **Journal of Education Naresuan University,** 24(3), 2022, 86-96.

74. A. J. Chukwuemeka & O. N. Sarah, *Principals' Leadership Styles and Teachers' Job Performance in Secondary Schools in Anambra State*, **International Journal of Innovative Social & Science Education Research**, *9*(2), 2021, 88-98.

75. E. N. Jideofor, *Influence of Principals' Leadership Styles on Teachers' Job Satisfaction in Secondary Schools in Nnewi Education Zone of Anambra State,* **Journal of Educational Research & Development,** 5(1), 2022, 257-266.

76. T. A. Ateb, A. L. Atsu & C. A. Atah, *Internal Supervisory Functions of Principals in Public Secondary Schools*, **International Journal of Education and Evaluation**, 7(5),2021, 1-13

77. T. R. Mitchell, *Expectancy-Value Models in Organizational Psychology. In Expectations and Actions,* **Routledge,** 2021, 293-312.

78. M. S. Bhatia & S. Kumar, *An Empirical Analysis of Critical Factors of Industry 4.0: A Contingency Theory Perspective*, **International Journal of Technology Management**, 91(1-2), 2023, 82-106.

79. A. Safari & A. S. Saleh, *Key Determinants of SMEs' Export Performance: A Resource-Based View and Contingency Theory Approach using Potential Mediators,* **Journal of Business & Industrial Marketing,** 35(4), 2020, 635-654.

80. M. V. Sunder & A. Prashar, *Empirical Examination of Critical Failure Factors of Continuous Improvement Deployments: Stage-Wise Results and A Contingency Theory Perspective,* **International Journal of Production Research,** 58(16), 2020, 4894-4915.

81. D. Li, D. K. Duys & W. P. Vispoel, *Transitional Dynamics of Three Supervisory Styles using Markov Chain Analysis*, **Journal of Counseling & Development,** 98(4), 2020, 363-375.

82. V. Venkatesh, F. D. Davis & Y. Zhu, *A Cultural Contingency Model of Knowledge Sharing and Job Performance*, **Journal of Business Research,** 140, 2022, 202-219.

83. B. Shala, A. Prebreza & B. Ramosaj, *The Contingency Theory of Management as A Factor of Acknowledging the Leaders-Managers of Our Time Study Case: The Practice of the Contingency Theory in the Company Avrios,* **Open Access Library Journal,** 8(9), 2021, 1-20.

84. J. A. Forson, E. Ofosu-Dwamena, R. O. Opoku, and S. E. Adjavon, *Employee Motivation and Job Performance: A Study of Basic School Teachers in Ghana***, Future Bus Journal** 7(1), 2021, 30.

85. T. Akinsola, H. A. Saidu, J. O. Akande, & A. O. Adekunle, *Effect of Motivational Strategies on Employee Performance in Nigerian Deposit Money Banks,* **International Journal of Professional Business Review** 9(2), 2024, 1-27.

86. D. W. Okwatsa, *Principals' Motivational Strategies and Their Implications on Teachers' Job Performance in Public Secondary Schools in Mombasa County, Kenya*, A Research Project Submitted to the School of Education, Department of Educational Management, Policy and Curriculum Studies, in Partial Fulfillment for the Award of Degree of Master of Education of Kenyatta University. 2021, 1-99.

87. N. P. Ndukwu, & B. L. Edo, *Influence of Motivation on Teachers' Job Performance in Secondary Schools, Rivers State, Nigeria,* **International Journal of Innovative Psychology & Social Development** 8(3), 2020, 105-111.

88. E. Y. Iis, W. Wahyuddin, A. Thoyib, R. N. Ilham & I. Sinta, *The Effect of Career Development and Work Environment on Employee Performance with Work Motivation as Intervening Variable at the Office of Agriculture and Livestock in Aceh*, **International Journal of Economic, Business, Accounting, Agriculture Management and Sharia Administration (IJEBAS),** 2(2), 2022, 227-236.

89. E. Sugiarti, *The Influence of Training, Work Environment and Career Development on Work Motivation That Has an Impact on Employee Performance at PT. SuryamasElsindo Primatamain West Jakarta*, **International Journal of Artificial Intelligence Research,** 6(1), 2022, 1-11.

Lead City University Ibadan DO NOT COPY

90. R. Sesario, F. M. Lubis, A. Z. Abidin & M. Munizu, *Analysis of the Influence of Compensation, Work Discipline and Work Environment on Performance of National Agribusiness Company Employees,* **JEMSI (JurnalEkonomi, Manajemen, dan Akuntansi),** 10(1), 2024, 78-83.

91. W. Widhianingrum, R. Kurniasih & R. Riawan, *The Role of Information Technology and Work Environment in Improving Teacher Performance*, **The Innovation of Social Studies Journal,** *5*(2), 2024, 162-167.

92. J. Goh, A. Sentoso & A. Setyawan, *The Influence of Work Environment and Employee Competency on Employee Performance Mediated by Motivation, BALANCE*, **Economic, Business, Management, and Accounting Journal,** 21(1), 2024, 33 – 48

93. G. Primanda, *Leadership, Work Environment, and Work Motivation on Employee Performance at PT Telkomsel's IT Directorate*, **Indonesian Journal of Multidisciplinary Science,** 3(4), 2024, 373-384.

94. S. A. Osei, A. F. Boahemaa, W. K. Peprah, A. A. Marfo-Kusi & B. N. Pinamang, *Continuous Professional Development on Job Performance of Registered Nurses in Ghana*, **Abstract Proceedings International Scholars Conference**, 7(1), 2019, 116–128.

95. D. Ngabirano, R. Twebaze, N. Nyemara & I. Aheisibwe, *Teachers' Professional Development and Job Performance in Selected Secondary Schools in Ibanda Municipality Uganda*, **East African Journal of Education Studies,** 6(1), 2023, 245–253.

96. A. F. Grace, M. A. Oladejo & M. A. Oladejo, *Participatory Management, Professional Development, and Teachers' Job Performance in Public Secondary Schools in Ogun State, Nigeria,* **Journal of Learning for Development,** 7(2), 2020, 161–173.

97. A. R. Oluwakemi & A. H. Olusola, *Teachers' Professional Development and Instructional Supervision as Contributory Factor to Job Performance in Ogun State Secondary Schools, Nigeria,* **Journal of Education in Black Sea Region,** 8(2), 2023, 68–79.

98. M. P. Osiesi, V. T. Odobe, K. T. Sanni, A. B. Adams, C. C. Oke, U. S. Omokhabi & N. C. Okorie, *An Assessment of the Impact of Professional Development and Training on Job Performance of Library Staff in Federal University Oye Ekiti Libraries,* **Nigeria, Library Management,** 43(3–4), 2022, 228–239.

99. A. Obediente, *Influence of Self-Actualization Needs and Professional Development on the Job Performance Among Technology and Livelihood Education (TLE) Teachers,* **Journal of General Education and Humanities,** 2(4), 2023, 313–322.

Lead City University Ibadan DO NOT COPY

100. P. Nwakpa, *Relationship between Teachers Continuous Professional Development Practices and their Job Performance in Secondary Schools in Ebonyi State, Nigeria,* **Asian Journal of Applied Sciences,** 6(6), 2019, 1-6.

101. S. Khoshnaw & H. Alavi, *Examining the Interrelation Between Job Autonomy and Job Performance: A Critical Literature Review*, **Multidisciplinary Aspects of Production Engineering,** 3(1), 2020, 606–616.

102. H. O. Sørlie, J. Hetland, A. B. Bakker, R. Espevik & O. K. Olsen, *Daily Autonomy and Job Performance: Does Person-Organization Fit Act as a Key Resource?,* **Journal of Vocational Behavior,** 133(2022), 2022, 1-15.

103. M. B. Shahzad, Role of Psychological Capital in the Curvilinear Association Between Job Autonomy and Job Performance, **Performance Improvement Quarterly,** 34(4), 2022, 603–625.

104. L. N. Mworia, W. Wachira & P. Mwaura, *Job Autonomy and Employee Performance in the County Government of Isiolo, Kenya*, **European Journal of Social Sciences Studies,** 6(6), 2021, 1-15.

105. B. K. Joo, C. W. Jeung & H. J. Yoon, *Investigating the Influences of Core Self-Evaluations, Job Autonomy, and Intrinsic Motivation on In-Role Job Performance,* **Human Resource Development Quarterly,** 21(4), 2010, 353–371.

106. Y. F. C. P. Meilani, I. Bernarto & F. H. Nahar, *The Relationship Between Autonomy, Workload, and Work-Life Balance to Job Performance of Female Lecturers at Private Universities during Pandemic Covid -19*, **JournalAplikasiManajemen**, 20(3), 2022, 477-487.

107. M. L. SAlcances, A. R. Yango & P. J. V. Bermudo, *Leadership Style, Instructional Supervision Strategies, and Job Performance of College Instructors in the Local Colleges in Cavite*, **Technium Social Sciences Journal,** 44, 2023, 477–497.

108. A. K. Appiah & K. Esia-Donkoh, *Teacher Job Performance: The Role of Head Teachers' Supervisory Styles in Public Basic Schools in MankessimCircuit,* **International Journal of Educational Studies,** 1(3), 2018, 195–205.

109. R. U. Ezinine, *Relationship Between Principals' Supervisory Techniques and Teachers Job Performance in Secondary Schools in Anambra State,* **Academic Journal of Current Research,** 8(1), 2021, 27-36.

110. A. Johnson, K. Stella, K. Wilson, & J. Kule, *The impact of Directive Supervisory Practices on Job Performance of Teachers in Public Primary Schools: A Case Study of Ibanda Municipality, Uganda,* **Newport International Journal of Research in Education (NIJRE),** 4(1), 2024. 1-13

111. K. E. Hoque, H. B. Bt Kenayathulla, M. V. D/O Subramaniam, & R. Islam, *Relationships Between Supervision and Teachers' Performance and Attitude in Secondary Schools in Malaysia,* **Sage Open,** *10*(2), 2020. 1-11

Lead City University Ibadan DO NOT COPY

112. A.Ibrahim, *Directive, Collaborative, or Non-Directive?: Thesis Supervision Approaches in the United Arab Emirates*, **Issues in Educational Research,** 28(3), 2018, 679-700.

113. B. B. Wiyono, A. Rasyad, & Maisyaroh. *The Effect of Collaborative Supervision Approaches and Collegial Supervision Techniques on Teacher Intensity Using Performance-Based Learning,* **Sage Open**, *11*(2), 2021, 21582440211013779

114. D. B. Wakasa, *The Impact of Collaborative Peer Supervisory Competencies on Enhancing Instructional Supervision for English Teachers in Public Secondary Schools in Kakamega County, Kenya,* **Journal of Research in Education and Technology,** *1*(2), 2023, 66-75.

115. M. Alzoraiki, O. B. A. Rahman, & M. A. Mutalib, *The Effect of the Dimensions of Transformational Leadership on the Teachers' Performance in the Yemeni Public Schools,* **European Scientific Journal,** *14*(25), 2018, 322-334.

116. G. O. Uzoechina, & A. Oguegbu, *Relationship Between Principals' Transformational Leadership Style and Teacher Job Performance*, **International Journal of Research,** *9*(1), 2015.

117. J. K. Kariuki, Sr. Piliyesi, & F. Ateka, *Principal's Transformational Leadership and Teachers' Performance among Public County Secondary Schools in Nyandarua County, Kenya,* **Journal of Education and Practice.** *2*(1), 2018, 1-25.

118. E. Savitri, & A. Sudarsyah, *Transformational Leadership for Improving Teacher's Performance During the Covid-19 Pandemic*. In *4th International Conference on Research of Educational Administration and Management (ICREAM 2020) Atlantis Press,* **Advances in Social Science, Education and Humanities Research,** 526, 2021, 308-312.

119. H. S. Okia, E. F. Naluwemba, & G. W. Kasule*, Status of Support Supervision and Performance of Primary School Teachers in Uganda: A Qualitative Perspective,* **International Journal of Education and Social Science Research.** 4(3), 2021, 115-134.

120. C. Bailey, C. Blake, M. Schriver, V. K. Cubaka, T. Thomas, & A. M. Hilber, *A Systematic Review of Supportive Supervision as a Strategy to Improve Primary Healthcare Services in Sub-Saharan Africa,* **International Journal of Gynecology & Obstetrics,** 132(1), 2016, 117-125.

121. J. De Castro, *Self-care for Filipino Nurses Postpandemic,* **Filipino Multidisciplinary Research Journal in Education,** 2(2), 2023, 1-6.

122. F. Edgar, N. M. Blaker & A. M. Everett, *Gender and Job Performance: Linking the High Performance Work System with the Ability–Motivation–Opportunity Framework*, **Personnel Review**, 50(1), 2021, 47–63.

123. L. Matagi, P. Baguma, M. Rutanga & M. Baluku, *Gender, Organizational Commitment and Job Performance in the Ugandan Local Government*, **European Journal of Business and Management**, 12(14), 2020, 24-36.

124. G. O. Eziuzo, O. P. Chiamaka & C. N. Eziamaka, *Principals' Managerial Competencies and Teachers' Job Performance in Senior Secondary Schools in Nasarawa West Senatorial District, Nigeria***, International Journal of Education and Evaluation (IJEE),** 10(1), 2024, 115-125

125. C. U. Ukozor & I. N. Edet, *Principal's Managerial Conceptual Skills and Teachers Job Performance in Secondary Schools in Nigeria***, International Journal of Learning Development and Innovation,** *1*(1), 2024, 1-8.

126. S. Pamuji & S. Limei, *The Managerial Competence of the Madrasa Head in Improving Teacher Professionalism and Performance At Mi Al-MaarifBojongsari, Cilacap District*, **Pengabdian: JurnalAbdimas,** *1*(2), 2023, 66–74.

127. D. A. Akporehe & R. I. Asiyai*, Principals' Managerial Skills and Teachers' Job Performance: Evidence from Public Secondary Schools in Delta State, Nigeria***, European Journal of Education and Pedagogy,** *4*(3), 2023, 78-84

Lead City University Ibadan Digital Copy

Chapter Three

Methodology

This chapter presents the methodology that was used for this study. The chapter was organized based on the following sub-headings: Research Design, Population of the Study, Sample and Sampling Technique, Description of Research Instrument, Validity of the Instrument, Reliability of the Instrument, Method of Data Collection, Method of Data Analysis and Ethical Approval.

3.1 Research Design

This study adopted a mixed – method research design, which comprised both quantitative and qualitative approaches to provide a comprehensive understanding of the research problem. Methodological triangulation was employed to enhance the validity and reliability of the findings by corroborating results from different perspectives. Quantitative data were collected from public secondary school teachers using a structured questionnaire, while qualitative data were obtained through oral interviews with principals of selected public secondary schools in Southwest Nigeria. A convergent parallel mixed design was employed, in which both quantitative and qualitative data were collected and analysed simultaneously, and the results were compared and interpreted together to draw well-rounded conclusions[1].

3.2 Population of the Study

The study population included all the teachers and principals in public secondary schools in Southwest Nigeria. As of the time of this study, there were two thousand, two hundred and sixty-two (2,262) public secondary schools in the six states of Southwestern Nigeria. In these schools, there were fifty-six thousand eight hundred and twenty-seven

Lead City University Ibadan DO NOT COPY

(56,827) teachers while the number of principals was two thousand, two hundred and sixty-two (2,262).

(see Table 3.1 below).

Table 3.1: Population of the Study

S/N	Southwest States	Senatorial Districts	No of Public Secondary Schools	No of Public Secondary School Principals'	No of Public Secondary School Teachers'
1.	Lagos	Lagos Central	74	74	1,580
		Lagos East	88	88	2,338
		Lagos West	160	160	4,922
		Sub-Total	322	322	8,840
2.	Ogun	Ogun Central	100	100	5,164
		Ogun East	134	134	4,782
		Ogun West	108	108	3,016
		Sub-Total	342	342	12,962
3.	Oyo	Oyo Central	244	244	5,398
		Oyo North	171	171	3,156
		Oyo South	210	210	5,954
		Sub-Total	625	625	14,508
4.	Osun	Osun Central	112	112	2,406
		Osun East	159	159	1,493
		Osun West	123	123	1,394
		Sub-Total	394	394	5,338
5.	Ekiti	Ekiti Central	159	159	2,872
		Ekiti East	57	57	2,042
		Ekiti North	64	64	1,753
		Sub-Total	280	280	6,667
6.	Ondo	Ondo Central	103	103	4,415
		Ondo North	89	89	2,047
		Ondo South	107	107	2,050
		Sub-Total	299	299	8,512
		Grand Total	2,262	2,262	56,827

Source:[2]

3.3 Sample Size and Sampling Techniques

The sample size consists of two thousand one hundred and eighty-seven (2187) teachers', and one hundred and seventy-eight (178) principals' in Ogun, Ondo, and Oyo States out of the six States of Southwest, Nigeria.

Lead City University Ibadan DO NOT COPY

Multistage sampling procedure which consisted of several sampling methods was employed to sample a fraction of the population. At stage one, all six states in Southwest Nigeria were grouped into three strata, which are Osun and Oyo, Ondo and Ekiti and Lagos and Ogun States. Osun and Oyo formed a stratum because Osun state was carved out of old Oyo state and likewise Ekiti state was carved out of Ondo state. These states that were formally together are known to share boundaries and similar characteristics such as culture and political history. Lagos and Ogun States formed a stratum based on their proximity. After that, Simple Random Sampling Technique was used to select one state from each stratum. Oyo states, Ondo states and Ogun states were selected from each stratum.

At stage 2, schools were purposively sampled from the senatorial districts of the sampled states using formulated criteria of year of establishment and number of teachers in the schools. In other words, public secondary schools with a forty-year existence or longer and not fewer than sixty teachers were chosen. This is due to the fact that the researcher assumed that these schools have been operating for a substantial time frame and are likely to have experienced principals and teachers who will be able to provide pertinent information to accomplish the study's goals.

At the third stage, Taro Yamane formula of sample size determination, n= N/ (1+N (e) ^{2}) was used to decide the sample size in each sampled school[3]. In this formula, 'n' depicts the sample size, 'N' depicts population of the study while 'e' depicts margin error (0.05). At stage four, Simple Random Sampling Technique was used to pick the respondents based on the determined sample size in each senatorial district.

Lead City University Ibadan DO NOT COPY

Table 3.2: Sample Number of Southwest States (n = 3)

S/N	Southwest States	Senatorial Districts	No of Public Secondary Schools	No of Public Secondary School Principals'	No of Public Secondary School Teachers'
1.	Ogun	Ogun Central	100	100	5,164
		Ogun East	134	134	4,782
		Ogun West	108	108	3,016
		Sub-Total	342	342	12,962
2.	Ondo	Ondo Central	103	103	4,415
		Ondo North	89	89	2,047
		Ondo South	107	107	2,050
		Sub-Total	299	299	8,512
3.	Oyo	Oyo Central	244	244	5,398
		Oyo North	171	171	3,156
		Oyo South	210	210	5,954
		Sub-Total	625	625	14,508
		Grand Total	1,266	1,266	35,982

Source:[2]

Table 3.2 shows that the three selected states which are Ogun, Ondo and Oyo states have one thousand two hundred and sixty-six (1,266) principals and thirty-five thousand nine hundred and eighty-two (35,982) teachers in public secondary schools.

Lead City University Ibadan DO NOT COPY

Table 3.3 Sampled Schools in each Senatorial District

S/N	Southwest States	Senatorial Districts	No of Public Secondary Schools	No of Sampled Public Schools
1	Ogun	Ogun Central	100	15
		Ogun East	134	21
		Ogun West	108	11
		Sub-Total	342	47
2	Ondo	Ondo Central	103	16
		Ondo North	89	14
		Ondo South	107	18
		Sub-Total	299	48
3	Oyo	Oyo Central	244	31
		Oyo North	171	24
		Oyo South	210	28
		Sub-Total	625	83
		Grand Total	1,266	178

Source:[2]

The number of schools that were chosen in each senatorial district of each sampled state is shown in Table 3.3. According to the table, one hundred and seventy-eight (178) were chosen from the 1,266 public secondary schools.

Lead City University Ibadan DO NOT COPY

Table 3.4 Total Number of Teachers' and Principals' in the Sampled Schools

S/N	Southwest States	Senatorial Districts	No. of Sampled Public Schools.	Number of Teachers' in the Sampled Public Schools.	Number of Principals' in the Sampled Public Schools.
1.	Ogun	Ogun Central	15	652	15
		Ogun East	21	715	21
		Ogun West	11	512	11
		Sub-Total	47	1,879	47
2.	Ondo	Ondo Central	16	513	16
		Ondo North	14	489	14
		Ondo South	18	671	18
		Sub-Total	48	1,673	48
3.	Oyo	Oyo Central	31	721	31
		Oyo North	24	672	24
		Oyo South	28	691	28
		Sub-Total	83	2,084	83
		Grand Total	178	5,636	178

Source:[2]

Presented in table 3.4 is the total number of teachers and principals in the sampled schools. It revealed that there are one hundred and seventy-eight (178) principals and five thousand six hundred and thirty-six (5,636) teachers in the sampled public secondary schools.

Lead City University Ibadan DO NOT COPY

Table 3.5 Summary of Sample

S/N	Southwest States	Senatorial Districts	Number of Teachers' in the Sampled Public Schools.	No. of Sampled Teachers' in Public Schools	Number of Sampled Principals'
1.	Ogun	Ogun Central	652	248	15
		Ogun East	715	257	21
		Ogun West	512	225	11
		Sub-Total	1,879	730	47
2.	Ondo	Ondo Central	513	225	16
		Ondo North	489	220	14
		Ondo South	671	251	18
		Sub-Total	1,673	696	48
3.	Oyo	Oyo Central	721	257	31
		Oyo North	672	251	24
		Oyo South	691	253	28
		Sub-Total	2,084	761	83
		Grand Total	5,636	2,187	178

Source: [2]

Table 3.5 presents summary of sample using Taro Yamane sampling formula[3]. Two thousand one hundred and eighty-seven (2,187) teachers and one hundred and seventy-eight (178) principals were sampled.

3.4 Description of Research Instrument

For the quantitative aspect of the study, Questionnaire on Secondary School Teachers' Job Performance (QoSSTeJoP) was used for data collection while the "The Principal Interview Guide (PIG)" was employed to elicit information for the qualitative aspect of the study. Both the quantitative and qualitative research instruments are described below.

Lead City University Ibadan DO NOT COPY

3.4.1 Description of Research Instrument for the Quantitative Aspect of the Study

The quantitative aspect of this study employed an adapted four-point Likert scale questionnaire titled "Questionnaire on Secondary School Teachers' Job Performance (QoSSTeJoP)[4,5,6,7,8]. The instrument was divided into four sections (A–D), each addressing distinct aspects relevant to the study.

Section A was used to gather respondents' demographic information of gender, age, years of teaching experience, and educational qualifications.

Section B comprised 25 items designed to assess teachers' job performance across five core areas of teaching competence: instructional effectiveness, classroom management, student assessment, student support and guidance, and technology integration. Respondents rated their frequency of engagement in these activities using a four-point Likert rating scale: Always (4), Seldom (3), Rarely (2), and Never (1).

Section C included 15 items, which focused on motivational factors. The items were structured around three areas of motivational factors of supportive work environment, professional development opportunities, and teacher autonomy. Responses were rated on a four-point agreement scale: Very True (4), True (3), Partially True (2), and Not True (1).

Section D also consisted of 15 items examining principals' supervision styles, aimed at identifying the most prevalent approaches among directive, collaborative, transformational, supportive, and developmental supervision. Responses were again recorded using the frequency scale: Always (4), Seldom (3), Rarely (2), and Never (1).

Lead City University Ibadan DO NOT COPY

The instrument was designed to ensure reliable measurement of the study's key constructs and to facilitate quantitative analysis of the relationships between motivation, supervision styles, and teachers' job performance.

3.4.2 The Principal Interview Guide" (PIG) for the Qualitative Aspect of the Study

The second instrument in this study "The Principal Interview Guide" (PIG) is a qualitative data collection instrument designed to gather detailed insights about the level of job performance, motivational factors, and principals' supervision styles in public secondary schools in Southwest Nigeria. It consists of three sections, each focusing on different aspects of the study.

Section 1: Job Performance of Teachers.

This section aimed to understand the job performance of teachers in public secondary schools. It explores five key dimensions: Instructional Effectiveness, Classroom Management, Students' Assessment, Students' Support and Guidance, and Technology Integration. Through a series of open-ended questions, principals were asked to provide their opinions, observations, and examples related to each dimension. This section sought to uncover the teachers' strengths and areas for improvement in the performance of their roles as teachers.

Section 2: Motivational Factors in Public Secondary Schools.

The second section delved into teachers' motivational factors influencing teachers within the schools. It examined three dimensions: Supportive Work Environment, Professional Development Opportunities, and Teachers' Autonomy. Principals were encouraged to share their perspectives on these factors, provide examples of initiatives or practices, and assess how well the school addresses the needs of its teaching staff to maintain their motivation and well-being.

Lead City University Ibadan DO NOT COPY

Section 3: Principals' Supervision of Instructional Styles

The third section investigated the public secondary school principals' supervision styles. It covers five supervision styles: Directive, Collaborative, Transformational, Supportive, and Developmental Supervision. Principals were asked to reflect on their own supervisory approaches, describe instances where they've utilized each style, and assess the impact of these styles on teacher performance and development.

3.5 Validity of the Instrument

To establish the content and face validity of both the teachers' questionnaire and the principals' interview guide, the drafted instruments were initially presented to the researcher's supervisor for a thorough review. The supervisor assessed the structure, adequacy, and relevance of the items to ensure their alignment with the research objectives and to avoid biased questions. Additionally, Faculty members within, including experts in measurement and evaluation, were consulted to provide further input. Their collective feedback helped in ensuring the accuracy, clarity, and appropriateness of the instruments. All necessary corrections and refinements were made based on their recommendations before the questionnaire and interview guide were finalised and administered.

3.6 Reliability of the Instrument

An instrument is considered reliable when it consistently measures what it was intended to measure under the same circumstances[9,10]. To ensure the reliability of the instrument used in this study, a pilot study was conducted by administering questionnaires to a group of fifty (50) teachers from five schools in Oyo town in Oyo state, which were deliberately exempted from the actual study. The reliability of the

Lead City University Ibadan DO NOT COPY

instrument was assessed using the Cronbach alpha coefficient, and reliability value of 0.795 was generated to ascertain the degree of reliability of the quantitative instrument.

3.7 Administration of the Research Instrument

A letter was obtained from the Researcher's department at Lead City University, Ibadan which was shown to the principals of the selected schools to seek permission and approval for administration of the instruments. The instruments were administered by the researcher and five research assistants, who were trained on the distribution and retrieval of the instruments.

3.8 Method of Data Collection

A total of 2,187 questionnaires were administered to the sampled public secondary school teachers. Of these, 1,946 were retrieved, representing an 89.0% return rate. Out of the retrieved questionnaires, 1,773 were found valid and suitable for analysis, resulting in a usable response rate of 81.1%. Likewise, 178 principals were selected for the interview phase. Of these, 143 were successfully interviewed, and their responses were deemed suitable for analysis, yielding a completion rate of 80.3%.

3.9 Method of Data Analysis

After the instruments have been retrieved, the questionnaires were coded numerically using their scale values and entered into the IBM SPSS Statistics 25 software for data analysis. Analysis of the data was done using both descriptive and inferential statistics. Descriptive statistics of frequency and percentage counts were used to analyse the demographic information of the respondents while frequency counts, percentages, mean ($\bar{x}$) and standard deviation (SD) were used to provide answers to the three research questions. For hypothesis testing, inferential statistics were applied; Multiple Regression Analysis was used to test hypotheses 1 and 2 while the independent samples t-test was

Lead City University Ibadan DO NOT COPY

used to test hypotheses 3 and 4 all at the 0.05 level of significance. The qualitative interviews were analysed using content analysis.

3.10 Ethical Approval

The researcher obtained letters of introduction from his institution, Lead City University to formally request permission from the selected schools to conduct the study. Informed consent were sought and obtained from all participants, and participation was entirely voluntary. Respondents were provided transparent information about the purpose of the study and the use of the data after which they were assured that the study is strictly for academic purposes, and that all information provided will be treated with strict confidentiality.

Lead City University Ibadan DO NOT COPY

Endnotes

1. T. V. S. Padmaja, *The Evolution of Mixed Methods Research: Integrating Qualitative and Quantitative Approaches. AG Advanced Research Techniques-Theories, Methods, and Practices, (1)*, 2024, 1-10.

2. Teaching Service Commissions (TESCOM), 2022

3. T. Yamane, *Statistics: An Introductory Analysis.* 2nd Edition, New York: Harper and Row, 1967.

4. İ. Limon & Ş. Sezgin-Nartgün, *Development of Teacher Job Performance Scale and Determining Teachers' Job Performance Level,* **Journal of Theoretical Educational Science,** 13(3), 2020, 564-590.

5. H. T. Bayefa-Asaowei, *Classroom Management Practices for Quality Instructional Delivery in Secondary Education in Nigeria,* **International Journal of Institutional Leadership, Policy and Management,** 6(4), 2024, 506-517.

6. L. B. Pacursa, A. D. Almoite, D. B. Bata, and C. G. Blando, *Student Teachers' Perspectives on Teaching: The Making of Teaching Profession as a First Choice,* **Open Access Library Journal,** 10**,** 2023 1-12.

7. O. E., Atieno, *Effectiveness of Principals' Instructional Supervision in Enhancing Teacher Professional Development in Public Secondary Schools in Nairobi and Kajiado Counties, Kenya.* An Unpublished Ph.D. Thesis, Kenyatta University, Kenya, 2019, 1-277.

8. F. I., Ofoegbu, *Teacher Motivation as an Essential Factor for Classroom Effectiveness and School Improvement,* **College Student Journal,** *3*(1), 2004, 54-69.

9. A. Al Jaghsi., M. Saeed., S.A. Fanas., A.Y. Alqutaibi & T. Mundt, *Validity and Reliability of New Instruments for Measuring Patient Satisfaction with Removable Dentures,* **Arabic Version BMC Oral Health,** 21(446), 2021, 1-10.

10. K. Kulsum & T. Suryadi, *Validity and Realiabity Test for Research Instruments Regarding Health Professional Student Satisfaction Towards Online Learning During the Covid-19 Pandemic,* **European Journal of Molecular & Clinical Medicne**, 7(10), 2020, 2802-2817.

Lead City University Ibadan - NOT COPY

Chapter Four

Results and Discussion of Findings

4.1 Instrument Response Rate

Table 4.1: Qualitative Instrument Response Rate

S/N	Instrument Response Rate	Frequency	Percentage
1	Interview Proposed	178	100
2	Interview Conducted	143	80.3

Source: Researcher's Field Survey, 2024

Table 4.1 revealed that out of the 178 interviews proposed to be carried out on principals, 143 were eventually conducted, indicating a response rate of 80.3% suitable for the analysis.

Table 4.2: Quantitative Instrument Response Rate

S/N	Instrument Response Rate	Frequency	Percentage
1	Distributed	2,187	100
2	Retrieved	1946	89
3	Found Useful for Analysis	1773	81.1

Source: Researcher's Field Survey, 2024

Table 4.2 revealed that out of the 2,187 questionnaires administered to teachers, 1,946 were returned, indicating a response rate of 89%. After carefully reviewing the responses for accuracy and completeness, 1,773 questionnaires were considered valid and suitable for analysis, accounting for 81.1% of the total distributed.

4.2 Demographic Data Analysis

This section presents demographic information of respondents

Lead City University Ibadan DO NOT COPY

Table 4.3: Demographic Data of Teachers'

Gender	Frequency	Percent
Male	847	47.8
Female	926	52.2
Total	**1773**	**100.0**
Age Range		
20 Years or Less	15	0.8
21-30 Years	341	19.2
31-40 Years	557	31.4
41-50 Years	425	24.0
50 Years and Above	435	24.5
Total	**1773**	**100.0**
Years of Experience		
1-10 Years	447	25.2
11-20 Years	484	27.3
21-30 Years	541	30.5
31 Years and Above	301	17.0
Total	**1773**	**100.0**
Educational Qualification		
TCI/TCII/NCE	415	23.4
ND	319	18.0
HND	203	11.4
Bachelor's degree	302	17.0
Master's degree	498	28.1
MPhil/PhD	36	2.0
Total	**1773**	**100.0**

Source: Researcher's Field Survey, 2024

Lead City

The demographic data of teachers presented in Table 4.3 provides insight into their gender distribution, age range, years of experience, and educational qualifications. The data reveals that there is a relatively balanced gender distribution among the teachers, with 47.8% being male (847 teachers) and 52.2% being female (926 teachers). This indicates that there are slightly more female teachers than male teachers that participated in the research.

In terms of age distribution, the largest proportion of teachers falls within the 31-40 years age range (31.4%), followed by those aged 50 years and above (24.5%) and 41-50 years (24.0%). A smaller percentage of teachers belong to the 21-30 years category (19.2%), while only 0.8% are 20 years old or younger. This suggests that the majority of teachers are in their mid-career stages, with a substantial number in senior positions, contributing to a workforce that is experienced and mature.

The years of experience among the teachers vary, with the highest percentage (30.5%) having 21-30 years of teaching experience. Additionally, 27.3% have 11-20 years of experience, while 25.2% have between 1-10 years. The remaining 17.0% have over 31 years of experience, indicating that a significant proportion of teachers have spent decades in the profession. This distribution suggests a blend of relatively new teachers and seasoned professionals, which may contribute to a dynamic teaching environment with a balance of fresh perspectives and extensive expertise.

Regarding educational qualifications, the largest proportion of teachers hold a Master's Degree (28.1%), followed by those with TCI/TCII/NCE (23.4%). Additionally, 18.0% have an ND (National Diploma), while 17.0% hold a Bachelor's Degree and 11.4% possess an HND (Higher National Diploma). Notably, only 2.0% of teachers have an MPhil or PhD, indicating that very few have attained the highest academic

Lead City University Ibadan DO NOT COPY

qualifications. This suggests a potential need for further academic advancement among teachers, particularly in pursuing doctoral degrees to enhance their qualifications and research expertise.

Table 4.4: Demographic Data of Principals'

Gender	**Frequency**	**Percent**
Male	100	69.9
Female	43	30.1
Total	**143**	**100.0**
Age Range		
31-40 Years	13	9.1
41-50 Years	85	59.4
Above 50 Years	45	31.5
Total	**143**	**100.0**
Years of Experience		
1-10 Years	7	4.9
11-20 Years	10	7.0
21-30 Years	75	52.4
31 Years and Above	51	35.7
Total	**143**	**100.0**
Educational Qualification		
HND	11	7.7
Bachelor's Degree	64	44.8
Master's Degree	61	42.7
MPhil/Ph.D	7	4.9
Total	**143**	**100.0**

Source: Researcher's Field Survey, 2024

Lead City Univ

The demographic data of principals presented in table 4.4 revealed that a larger proportion were male, representing 69.9% of the respondents, while females accounted for 30.1%. In terms of age distribution, the majority of the principals (59.4%) were within the 41–50 years age bracket, followed by 31.5% who were above 50 years, and 9.1% between the ages of 31 and 40. This suggests that most of the principals were in their mid to late career stages. Regarding years of experience, more than half (52.4%) had served between 21 and 30 years, while 35.7% had over 30 years of experience, indicating a highly experienced leadership group. Only 11.9% had fewer than 20 years of experience. With respect to educational qualifications, 44.8% of the principals held a Bachelor's degree, 42.7% possessed a Master's degree, 7.7% had a Higher National Diploma (HND), and a small fraction (4.9%) had either an MPhil or Ph.D. This shows that the majority of the principals were well-qualified, with a considerable number having attained postgraduate education.

4.3 Presentation of Data

4.3.1 Answers to Research Questions

This sub-section contains tables showing analysis of responses to answer the formulated research questions.

Research Question One: What is the level of job performance of teachers in public secondary schools in Southwest Nigeria?

Lead City University Ibadan DO NOT COPY

Table 4.5a: Level of Job Performance of Teachers' in Public Secondary Schools in Southwest Nigeria

S/n	Item: I;	AL (%)	S (%)	R (%)	N (%)	M	SD
	Instructional Effectiveness						
1	communicate complex concepts in a clear and understandable manner during lectures	812 (45.8)	635 (35.8)	188 (10.6)	138 (7.8)	3.20	0.915
2	use varied instructional strategies to cater for different learning styles within the classroom	845 (47.7)	451 (25.4)	285 (16.1)	192 (10.8)	3.10	1.030
3	encourage critical thinking and problem-solving skills through my teaching methods	1202 (67.8)	364 (20.5)	78 (4.4)	129 (7.3)	3.49	0.880
4.	connect the lesson content to real-life examples, making it relevant and engaging for students	779 (43.9)	541 (30.5)	344 (19.4)	109 (6.1)	3.12	0.930
5.	manage to maintain a pace that ensures all students grasp the material without feeling rushed or overwhelmed.	652 (36.8)	704 (39.7)	226 (12.7)	191 (10.8)	3.02	0.962
	Total	**858 (48.4)**	**539 (30.4)**	**224 (12.7)**	**606 (34.2)**	**3.19**	
	Classroom Management						
6	establish and communicate clear classroom rules and expectations to the students	918 (51.8)	582 (32.8)	182 (10.3)	91 (7.8)	3.31	0.854
7	handle disruptions and behavior issues in a fair, respectful, and effective manner	1304 (73.5)	326 (18.4)	37 (2.1)	106 (6.0)	3.60	0.801
8	create a positive and inclusive classroom environment that encourages active participation and mutual respect among students	842 (47.5)	594 (33.5)	204 (11.5)	133 (7.5)	3.21	0.920
9	manage transitions between activities, maximizing instructional time and minimizing disruptions	907 (51.2)	497 (28.0)	159 (9.0)	210 (11.8)	3.18	1.020
10	ensure balance between maintaining a structured classroom and allowing for flexibility to accommodate students' individual needs	872 (49.5)	532 (30.0)	198 (11.2)	171 (9.6)	3.19	0.977
	Total	**969 (54.6)**	**506 (28.6)**	**156 (8.8)**	**142 (8)**	**3.30**	

LeadCity University Ibadan, DO NOT COPY

	Student's Assessment						
11	design assessments that align with the learning objectives and adequately measure students' understanding of the material	571 (32.2)	404 (22.8)	305 (17.2)	493 (27.8)	2.59	1.201
12	provide timely and constructive feedback on assignments and assessments to help students improve	645 (36.4)	264 (14.9)	318 (17.9)	546 (30.8)	2.57	1.261
13	use a variety of assessment methods to assess different skills and knowledge areas	685 (38.6)	301 (17.0)	304 (17.1)	483 (27.2)	2.67	1.241
14	involve students in self-assessment and reflection, promoting meta-cognition and ownership of their learning	507 (28.6)	371 (20.9)	443 (25.0)	452 (25.5)	2.53	1.154
15	adjust my teaching based on assessment results to address areas where students may be struggling	326 (18.4)	600 (33.8)	528 (29.8)	319 (18.0)	2.53	0.989
	Total	**547 (30.8)**	**388 (21.9)**	**380 (21.4)**	**459 (25.9)**	**2.58**	
	Students' Support and Guidance						
16	make myself available for one-on-one discussions or assistance outside of class time when students have questions or concerns	606 (34.2)	428 (24.1)	447 (25.2)	292 (16.5)	2.76	1.094
17	show empathy and understanding towards students' individual needs, backgrounds, and challenges	795 (44.8)	268 (15.1)	404 (22.8)	306 (17.3)	2.88	1.163
18	provide academic and personal guidance, helping students set goals and develop strategies to achieve them	840 (47.4)	590 (33.3)	192 (10.8)	151 (8.5)	3.20	0.941
19	communicate with parents/guardians to keep them informed about students' progress and address any concerns	1105 (62.3)	367 (20.7)	149 (8.4)	152 (8.6)	3.37	0.957
20	foster a sense of belonging and emotional well-being among students, creating a supportive classroom atmosphere	864 (48.7)	529 (29.8)	207 (11.7)	173 (9.8)	3.18	0.982
	Total	**842 (47.5)**	**436 (24.6)**	**280 (15.8)**	**215 (12.1)**	**3.08**	

Lead City University Ibadan DO NOT COPY

	Technology Integration						
21	incorporate technology tools and resources to enhance instructional content and engage students in the learning process	771 (43.5)	611 (34.5)	221 (12.5)	170 (9.6)	3.12	0.964
22	ensure that technology is used purposefully and aligns with the learning objectives of the lesson	945 (53.3)	437 (24.6)	239 (13.5)	152 (8.6)	3.23	0.980
23	address technical issues that may arise during technology-based activities without causing significant disruptions	796 (44.9)	296 (16.7)	428 (24.1)	253 (14.3)	2.92	1.121
24	promote digital literacy and responsible use of technology among students	916 (51.7)	483 (27.2)	262 (14.8)	112 (6.3)	3.24	0.927
25	adapt my teaching methods when technology-related challenges arise	747 (42.1)	721 (40.7)	163 (9.2)	142 (8.0)	3.17	0.897
	Total	**835 (47.1)**	**510 (28.8)**	**262 (14.8)**	**166 (9.4)**	**3.14**	
	Weighted Mean = 3.06						

Source: Researcher's Field Survey, 2024

KEY: AL=Always (4), S=Seldom (3), R=Rarely (2), N=Never (1), M=Mean, and SD = Standard Deviation

Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

Table 4.5b: Summary of the Level of Job Performance of Teachers' in Public Secondary Schools in Southwest Nigeria

S/n	Job Performance Indices	AL (%)	S (%)	R (%)	N (%)	M
1.	Instructional Effectiveness	858 (48.4)	539 (30.4)	224 (12.7)	606 (34.2)	3.19
2	Classroom Management	969 (54.6)	506 (28.6)	156 (8.8)	142 (8)	3.30
3.	Student's Assessment	547 (30.8)	388 (21.9)	380 (21.4)	459 (25.9)	2.58
4.	Students' Support and Guidance	842 (47.5)	436 (24.6)	280 (15.8)	215 (12.1)	3.08
5.	Technology Integration	835 (47.1)	510 (28.8)	262 (14.8)	166 (9.4)	3.14
	Weighted Mean = 3.06					

Source: Researcher's Field Survey, 2024

KEY: AL=Always (4), S=Seldom (3), R=Rarely (2), N=Never (1), M=Mean, and SD = Standard Deviation

Lead City University Ibadan DO NOT COPY

Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

Tables 4.5a and b present the level of job performance of teachers in public secondary schools in Southwest Nigeria, revealing an overall high level with a weighted mean of 3.06. This suggests that, on average, teachers effectively fulfill their professional responsibilities across the five key performance areas investigated in this study viz-a-viz instructional effectiveness, classroom management, student's assessment, students' support and guidance and technology integration.

As revealed in Table 4.5a, where teachers demonstrated strong instructional effectiveness, were particularly in encouraging critical thinking and problem-solving skills (3.49), clearly communicating complex concepts (3.20), and connecting lesson content to real-life examples (3.12). However, there is room for improvement in using varied instructional strategies (3.10) and maintaining an appropriate lesson pace (3.02).

Classroom management is another area where teachers demonstrated high job performance, as shown by their ability to handle disruptions effectively (3.60), establish clear classroom rules (3.31), and create a positive classroom environment (3.21). They also manage transitions between activities (3.18) and balance structure with flexibility (3.19) to a considerable extent.

Student assessment practices, however, show moderate performance. The lowest-rated aspects include involving students in self-assessment and reflection (2.53), adjusting teaching based on assessment results (2.53), and designing effective assessments (2.59). Providing timely feedback on assessments (2.57) and using a variety of assessment methods (2.67) also need improvement.

In terms of student support and guidance, teachers actively communicate with parents or guardians (3.37) and provide academic and personal guidance (3.20). They

Lead City University Ibadan DO NOT COPY

also create a supportive classroom atmosphere (3.18). However, their availability for one-on-one student discussions (2.76) and ability to show empathy toward students' individual needs (2.88) are slightly lower.

Technology integration was rated high, with teachers ensuring technology use aligns with learning objectives (3.23) and promoting digital literacy (3.24). However, addressing technical issues without disruptions (2.92) and adapting teaching methods during technological challenges (3.17) show some limitations.

Table 4.5b revealed that, teachers in public secondary schools in Southwest Nigeria perform well, in the following order; classroom management (54.6)%, instructional effectiveness (48.4)%, student support and guidance (47.5)%, technology integration (47.1)%, and student assessment (30.8)%. However, improvements in assessment strategies, personalized student support, and technology management could further enhance their performance.

Content Analysis of Principals' Responses on the Level of Job Performance of Teachers' in Public Secondary Schools in Southwest Nigeria

Principals in public secondary schools across Southwest Nigeria generally recognize that teachers are dedicated and committed to their work, though they acknowledge there are areas that still need improvement. One principal remarked, "Our teachers are passionate about their work, but the diverse needs of the students often pose a challenge." Teachers are often praised for delivering their lessons effectively, using clear explanations and relatable examples that help students grasp the subject matter. One principal commented, "The way our teachers simplify complex concepts makes a huge difference in student understanding. But we need more teachers to incorporate interactive methods." Many teachers make a conscious effort to keep lessons engaging,

Lead City University Ibadan DO NOT COPY

but principals noted that not all teachers manage to fully adapt their methods to meet the diverse learning needs of their students. Another principal shared, “Some teachers still rely too much on traditional methods and miss opportunities to engage students actively in learning.” While lessons usually align with curriculum objectives, some teachers struggle with making their teaching more interactive and student-centered. Principals emphasized that ongoing training is essential to help teachers refine their methods and make learning more impactful and inclusive for all students. “Continuous professional development is key for our teachers to stay relevant,” one principal stated.

In terms of classroom management, principals expressed general satisfaction with how teachers maintain discipline and structure in their classrooms. One principal noted, “Our teachers do a good job of keeping the classroom organized and focused, but disruptions are inevitable, especially with large classes.” Teachers are able to enforce rules and establish an environment conducive to learning. However, some teachers face difficulties when dealing with disruptive students or unmotivated learners. “It’s always a struggle with some students who just don’t want to learn. Our teachers sometimes feel like they are fighting a losing battle,” one principal admitted. Experienced teachers are generally more adept at handling such challenges, but others still require guidance and support. Another principal added, “We have some great veteran teachers who manage classroom disruptions with ease, but newer teachers often need more support.” While some schools offer training in classroom management techniques, principals believe there is still more that can be done to equip teachers with strategies to handle difficult situations effectively without disrupting the flow of teaching. “We need to implement regular workshops on dealing with difficult students and maintaining focus in class,” suggested one principal.

Lead City University Ibadan DO NOT COPY

When it comes to student assessment, most teachers predominantly rely on written tests and assignments as their main form of evaluating students' progress. “In our schools, written exams are still the norm, but we know they don’t capture everything,” one principal said. While these methods provide a basic gauge of student understanding, principals feel they often fail to capture the true depth of student learning. Many teachers lack the training or exposure to alternative assessment methods like project-based learning, peer reviews, or continuous formative assessments. “Teachers are used to the traditional exam methods, and it’s hard to get them to see the value of other assessment tools,” another principal observed. Additionally, large class sizes and overwhelming workloads make it difficult for teachers to provide detailed and personalized feedback to each student. “Teachers are often stretched thin, so giving one-on-one feedback to each student is a luxury we can’t afford,” shared one principal. Principals pointed out that while some teachers take assessment seriously and use it as an opportunity to guide students, others treat it as a routine task with minimal effort to help students improve. “Some teachers simply mark the papers and move on, but there’s a need for more in-depth feedback to help students grow,” commented another principal.

Beyond academics, teachers play a vital role in supporting students emotionally and socially. Principals acknowledged that many teachers go beyond the call of duty to mentor and guide students, particularly those struggling with personal or academic challenges. “We have teachers who genuinely care about their students’ well-being and make an effort to be there for them,” one principal said with pride. However, the level of personalized support varies widely across schools. “While some teachers take time to connect with students individually, others are too overwhelmed with their own work to offer personalized support,” another principal noted. Some schools have well-established guidance counseling services, while others rely solely on the teachers'

Lead City University Ibadan DO NOT COPY

individual efforts. “We have a counseling department, but it’s not enough; we need teachers to play a more active role in supporting students,” a principal commented. Principals emphasized the need for a more structured approach to emotional and academic support, one where teachers, school management, and external organizations collaborate to better address students’ needs. “A more coordinated approach between teachers, counselors, and external agencies could help ensure no student is left behind,” one principal suggested.

The integration of technology into teaching is another area where many schools face challenges. “The world is changing, but most of our schools are still lagging behind when it comes to tech integration,” said one principal. While some teachers are open to incorporating digital tools into their classrooms, many lack the skills and resources to do so effectively. “Some of our teachers are eager to use technology, but they don’t have the training or tools to make it work,” another principal shared. Some schools do not even have enough functional computers or internet access, which makes the integration of technology into teaching nearly impossible. “We’re lucky if we have enough computers for the staff, let alone for the students,” a principal commented. Even in schools where technology is available, only a few teachers make full use of it due to a lack of digital literacy training. “The few who use technology effectively are doing wonders, but they’re the exception, not the rule,” said one principal. Principals acknowledged that for teachers to embrace technology in their classrooms, they need proper training and access to the necessary tools. Unfortunately, funding remains a significant barrier, and most schools struggle to provide even basic infrastructure, let alone modern technological tools. “If the government could provide funding for technology, our teachers would be able to integrate it effectively into lessons,” one principal suggested.

Lead City University Ibadan DO NOT COPY

Despite these challenges, principals expressed appreciation for the efforts of teachers, noting that most teachers are doing their best with limited resources. “Teachers here go above and beyond, often spending their own money to buy supplies or staying late to help students,” one principal remarked. Many teachers sacrifice their personal time and money to buy teaching materials or stay after school hours to assist struggling students. Principals believe that with better funding, enhanced professional development opportunities, and a more supportive system, teachers would be able to improve their performance and make an even greater impact. “With proper support and resources, our teachers could do much more,” one principal said. They remain hopeful that increased investment from the government and other stakeholders will empower teachers to deliver high-quality education and contribute positively to the academic and personal development of their students. “We just need the right investment in education,” one principal concluded.

Research Question Two: What is the extent to which public secondary school teachers in Southwest Nigeria are motivated?

Table 4.6a: Extent to which Public Secondary School Teachers’ in Southwest Nigeria are Motivated

S/n	Item: My school:	VT (%)	T (%)	PT (%)	NT (%)	M	SD
	Supportive Work Environment						
1	enjoys overall sense of collaboration and friendship among colleagues.	879 (49.6)	588 (33.2)	160 (9.0)	146 (8.2)	3.24	0.926
2	administration values and recognises my contributions as a teacher.	917 (51.7)	417 (23.5)	164 (9.2)	275 (15.5)	3.11	1.103

Lead City University Ibadan DO NOT COPY

3	peers and superiors give constructive feedback and encouragement to me as a teacher	712 (40.2)	592 (33.4)	281 (15.8)	188 (10.6)	3.03	0.992
4	provides and am satisfied with the availability of resources and facilities that support effective teaching.	739 (41.7)	552 (31.1)	236 (13.3)	246 (13.9)	3.01	1.051
5	leadership approach to address concerns and create an atmosphere of open communication satisfies me as a teacher.	763 (43.0)	511 (28.8)	295 (16.6)	204 (11.5)	3.03	1.028
	Total	**802 (45.2)**	**532 (30)**	**227 (12.8)**	**212 (12)**	**3.08**	
	Professional Development Opportunities						
6	participate in and enjoy workshops and seminars that are offered by my school to enhance my teaching skills	823 (46.4)	593 (33.4)	162 (9.1)	195 (11.0)	3.15	0.986
7	encourage me through financial support to participate in external professional development events	784 (44.2)	479 (27.0)	298 (16.8)	212 (12.0)	3.03	1.043
8	provides varieties and relevant professional development opportunities that satisfies me as a teacher	955 (53.9)	380 (21.4)	252 (14.2)	186 (10.5)	3.19	1.033
9	aligns professional development with individual teacher's needs and the broader goals of the institution	756 (42.6)	510 (28.8)	346 (19.5)	161 (9.1)	3.05	0.991
10	sees the insights and knowledge gained from professional development at improving my teaching practices	678 (38.2)	606 (34.2)	236 (13.3)	253 (14.3)	2.96	1.042
	Total	**799 (45.1)**	**514 (29)**	**259 (14.6)**	**201 (11.4)**	**3.08**	

Lead City University Ibadan DO NOT COPY

	Teachers' Autonomy						
11	gives the freedom to adapt my teaching methods and curriculum	845 (47.7)	557 (31.4)	228 (12.9)	143 (8.1)	3.19	0.945
12	supports me in experimenting with innovative teaching approaches and trying new instructional strategies	1065 (60.1)	464 (26.2)	107 (6.0)	137 (7.7)	3.39	0.906
13	welcomes input in decisions related to curriculum design, classroom policies, and school initiatives	791 (44.6)	553 (31.2)	217 (12.2)	212 (12.0)	3.08	1.020
14	administration involve teachers in the decision-making processes that affect the teaching and learning environment	935 (52.7)	454 (25.6)	208 (11.7)	176 (9.9)	3.21	0.999
15	empowered me to make meaningful contributions to the educational direction of the school	842 (47.5)	517 (29.2)	252 (14.2)	162 (9.1)	3.15	0.980
	Total	**896 (50.5)**	**509 (28.7)**	**202 (11.4)**	**166 (9.4)**	**3.20**	

Weighted Mean = 3.12

Source: Researcher's Field Survey, 2024

KEY: VT=Very True (4), T= True (3), PT= Partially True (2), NT=Not True (1), M=Mean, and SD = Standard Deviation

Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

Lead City University Ibadan DO NOT COPY

Table 4.6b: Summary of The Extent to which Public Secondary School Teachers' in Southwest Nigeria are Motivated

S/n	Motivational indices	VT (%)	T (%)	PT (%)	NT (%)	M
1.	Supportive Work Environment	802 (45.2)	532 (30)	227 (12.8)	212 (12)	3.08
2.	Professional Development Opportunities	799 (45.1)	514 (29)	259 (14.6)	201 (11.4	3.08
3.	Teachers' Autonomy	896 (50.5)	509 (28.7)	202 (11.4)	166 (9.4)	3.20
Weighted Mean = 3.12						

KEY: VT=Very True (4), T= True (3), PT= Partially True (2), NT=Not True (1), and M=Mean

Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

Table 4.6a revealed that public secondary school teachers in Southwest Nigeria experienced a high level of motivation, as indicated by a weighted mean of 3.12. This suggests that while teachers generally feel supported and encouraged in their roles, there are still areas that could be enhanced to further strengthen their motivation and job satisfaction. Teachers experience a supportive work environment, as they appreciate collaboration and friendship among colleagues (3.24) and feel that administrators recognize their contributions (3.11). They also receive constructive feedback from peers and superiors (3.03) and express moderate satisfaction with the availability of resources and facilities (3.01). The leadership's approach to addressing concerns and fostering open communication is also rated positively (3.03).

Regarding professional development opportunities, teachers are generally satisfied, particularly with the variety and relevance of training programmes (3.19) and their ability to participate in workshops and seminars (3.15). However, financial support for external professional development (3.03) and aligning training with both individual and institutional goals (3.05) could be improved. Teachers see professional development

Lead City University Ibadan DO NOT COPY

as beneficial, but its direct impact on improving teaching practices is rated slightly lower (2.96).

In terms of teachers' autonomy, respondents feel supported in experimenting with new instructional strategies (3.39) and given freedom to adapt teaching methods (3.19). They also believe they have input in curriculum decisions and school initiatives (3.08) and are involved in decision-making processes (3.21). Additionally, teachers feel empowered to contribute to the school's educational direction (3.15). Overall, teachers in public secondary schools in Southwest Nigeria experience a high level of motivation, particularly in areas of autonomy and professional development.

Table 4.6b summaries that, teachers autonomy took the lead among the indicators of teachers motivating factors in public secondary schools in Southwest Nigeria with (50.5%), while supportive work environment followed (45.2%) and professional development opportunities been the least motivating factor (45.1%). However, increased administrative support, better alignment of training programmes with teachers' needs, and more financial backing for professional growth could further enhance their motivation.

Content Analysis of Principals' Responses on the Level of Motivational Factors in Public Secondary Schools in Southwest Nigeria

Principals in public secondary schools across Southwest Nigeria have a lot to say about what motivates teachers. The reality is that, while many teachers are passionate about their work, the conditions they face significantly influence how motivated they feel. Some schools foster environments where teachers feel supported and valued, but others struggle with low morale due to a lack of resources, overwhelming workloads, and poor administrative support.

Lead City University Ibadan DO NOT COPY

A common theme among the principals is the importance of a supportive work environment. In schools where this is present, teachers rely on each other for encouragement and support. There is a strong sense of camaraderie, where colleagues exchange lesson plans, discuss challenges, and even step in for one another when needed. One principal shared, "Our teachers work together as a team, and that makes a big difference. When one of them is struggling, others are quick to offer help." Some principals make deliberate efforts to build a positive school culture by organizing regular meetings where teachers can voice their concerns, recognize hard work, and foster teamwork. Another principal added, "We try to create an open atmosphere where teachers feel they can share their issues and know they'll be heard." However, not all schools have this positive dynamic. In some schools, teachers feel disconnected from school leadership. One principal admitted, "Due to limited funding and bureaucracy, I cannot always provide the level of support I would like. Some of our teachers feel like they are on their own." This lack of support often leads to teachers feeling isolated and unsupported, making it harder for them to stay motivated.

Professional development opportunities are another critical area where principals see room for improvement. While government-organized training programmes exist, they are infrequent, and when they do take place, they tend to be generic and not directly relevant to the challenges teachers face in the classroom. "The training we get is too general. It does not address the real problems we encounter with students every day," said one principal. Some schools organize in-house workshops, but these tend to be sporadic, and the quality varies. In many cases, teachers must seek training on their own and often bear the financial burden themselves. "We know teachers want to improve, but it's difficult when they have to pay out of their own pocket for training," shared another principal. Some principals try to informally assess teachers' training needs through one-

Lead City University Ibadan DO NOT COPY

on-one discussions, but there is no consistent system in place to ensure teachers receive the relevant support they need. A principal said, “We try to get a sense of their needs, but we lack a formal structure to address these gaps effectively.” As a result, many teachers continue to struggle with outdated methods or new challenges they’re not properly equipped to handle.

Autonomy and empowerment also remain significant concerns. While most principals agree that teachers should have the freedom to be creative and explore new teaching methods, the reality is that many face constraints. One principal explained, “Teachers should have the space to be creative, but the system doesn’t always allow for that. They have to stick to rigid guidelines, which limits their ability to innovate.” In some schools, teachers who do take initiative to introduce creative teaching methods or student-centered programmes do not always receive the support they need to make these changes sustainable. “I have seen teachers try new things, but when they do not get backing, they quickly abandon those ideas,” a principal noted. On the other hand, in schools with more flexible leadership, some teachers have successfully introduced better assessment techniques or led extracurricular activities. “When the leadership is open to new ideas, teachers thrive and bring positive changes,” one principal said. Still, this level of support is not always present, and many teachers feel trapped in outdated teaching methods simply to meet administrative expectations.

Work-life balance is another persistent issue for teachers. In many cases, teachers juggle lesson planning, grading, supervision duties, and other responsibilities, leaving little time for personal life. One principal shared, “We try to give teachers flexible schedules to ease their workload, but it’s often not enough. They are stretched too thin.” The pressure of handling large classes, inadequate teaching materials, and increasing administrative duties often leads to teacher burnout. “It’s overwhelming,” said another

Lead City University, Ibadan DO NOT COPY

principal. “Teachers are exhausted, and it’s taking a toll on their well-being.” Some teachers have developed coping strategies to manage their workload, but for many, the stress leads to frustration and burnout. “I have seen some teachers struggle to keep up. They are giving their all, but it’s just not sustainable,” another principal commented.

Despite these challenges, many teachers remain deeply committed to their work because they genuinely care about their students. One principal noted, “Even with all the difficulties, our teachers push through because they love teaching and care about the students.” However, principals agree that passion alone is not enough to sustain motivation. As one principal put it, “Teachers need more than just enthusiasm to perform well. They need support.” If teachers are to remain motivated and perform at their best, they need stronger administrative support, regular and meaningful professional development, more autonomy in their classrooms, and a better work-life balance. Without addressing these critical issues, many teachers will continue to do their best out of sheer determination, but their full potential will remain untapped. One principal concluded, “With the right support and resources, our teachers could do so much more. It is just a matter of investment and care.”

Research Question Three: Which is the most adopted principal supervision of instructional style in public secondary schools in Southwest Nigeria?

Lead City University Ibadan DO NOT COPY

Table 4.7a: Most Adopted Principal Supervision of Instructional Style in Public Secondary Schools in Southwest Nigeria

S/n	Item: My School Principal:	AL (%)	S (%)	R (%)	N (%)	M	SD
	Directive Supervision						
1	provides specific instructions and guidelines on how to improve my teaching methods	930 (52.5)	546 (30.8)	174 (9.8)	123 (6.9)	3.29	0.904
2	closely monitors my classroom activities and provide feedback on specific teaching techniques	865 (48.8)	522 (29.4)	213 (12.0)	173 (9.8)	3.17	0.984
3	makes decisions about curriculum and instructional methods with significant input from teachers	781 (44.0)	265 (14.9)	499 (28.1)	228 (12.9)	2.90	1.108
	Total	**859 (48.4)**	**444 (25.0)**	**295 (16.6)**	**175 (10.0)**	**3.12**	
	Collaborative Supervision						
4	engages me in discussions about instructional strategies and student learning outcomes	515 (29.0)	406 (22.9)	536 (30.2)	316 (17.8)	2.63	1.082
5	encourages me in open dialogue and seek input from me when making decisions related to curriculum and instruction	543 (30.6)	438 (24.7)	511 (28.8)	281 (15.8)	2.70	1.068
6	works alongside teachers to plan and implement new teaching approaches or initiatives	641 (36.2)	393 (22.2)	450 (25.4)	289 (16.3)	2.78	1.105
	Total	**566 (31.9)**	**412 (23.2)**	**499 (28.1)**	**295 (16.8)**	**2.70**	

Lead City University Ibadan DO NOT COPY

	Transformational Supervision						
7	inspires and motivates me to strive for higher levels of teaching excellence	847 (47.8)	252 (14.2)	470 (26.5)	204 (11.5)	2.98	1.097
8	encourages me to innovate and experiment with new instructional methods	643 (36.3)	407 (23.0)	441 (24.9)	282 (15.9)	2.80	1.098
9	emphasizes the broader vision and goals of education	636 (35.9)	349 (19.7)	503 (28.4)	285 (16.1)	2.75	1.107
	Total	**709 (40.0)**	**336 (19.0)**	**471 (26.5)**	**257 (14.5)**	**2.84**	
	Supportive Supervision						
10	provides emotional and professional support to help me overcome challenges in my teaching role	842 (47.5)	583 (32.9)	202 (11.4)	146 (8.2)	3.20	0.938
11	creates an atmosphere where I feel comfortable seeking guidance and assistance	699 (39.4)	547 (30.9)	252 (14.2)	275 (15.5)	2.94	1.074
12	recognizes and acknowledges teachers efforts and achievements	876 (49.4)	505 (28.5)	148 (8.3)	244 (13.8)	3.14	1.054
	Total	**806 (45.5)**	**545 (30.7)**	**201 (11.3)**	**222 (12.5)**	**3.09**	
	Developmental Supervision						
13	provides opportunities for my professional growth and skill development	685 (38.6)	499 (28.1)	325 (18.3)	264 (14.9)	2.91	1.076
14	provides constructive feedback and suggestions for improvement that aligns with my long-term career goals	796 (44.9)	537 (30.3)	161 (9.1)	279 (15.7)	3.04	1.081
15	helps me identify areas of strengths and areas that need further development in my teaching practices	742 (41.8)	546 (30.8)	285 (16.1)	200 (11.3)	3.03	1.015
	Total	**741 (41.8)**	**527 (29.7)**	**257 (14.5)**	**248 (14.0)**	**2.99**	

Source: Researcher's Field Survey, 2024

KEY: AL=Always (4), S=Seldom (3), R=Rarely (2), N=Never (1), M=Mean, and SD = Standard Deviation

Lead City University Ibadan DO NOT COPY

Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

Table 4.7b: Summary of Most Adopted Principal Supervision of Instructional Style in Public Secondary Schools in Southwest Nigeria

S/N	Principals' Supervision of Instructional Style Indices	AL (%)	S (%)	R (%)	N (%)	M	Rank
1.	Directive Supervision	859 (48.4)	444 (25.0)	295 (16.6)	175 (10.0)	3.12	1st
2.	Collaborative Supervision	566 (31.9)	412 (23.2)	499 (28.1)	295 (16.8)	2.70	5th
3.	Transformational Supervision	709 (40.0)	336 (19.0)	471 (26.5)	257 (14.5)	2.84	4th
4.	Supportive Supervision	806 (45.5)	545 (30.7)	201 (11.3)	222 (12.5)	3.09	2nd
5.	Developmental Supervision	741 (41.8)	741 (41.8)	257 (14.5)	248 (14.0)	2.99	3rd

Source: Researcher's Field Survey, 2024

KEY: AL=Always (4), S=Seldom (3), R=Rarely (2), N=Never (1), and M=Mean,

Decision Rule: Mean value of 0.00 - 1.49 = Very Low; 1.50 - 2.49 = Low; 2.50 - 3.49 = High; 3.50 - 4.00 = Very High

Table 4.7a revealed that directive supervision was the most commonly adopted style among principals in public secondary schools in Southwest Nigeria. It ranked highest, with 48.4% of teachers reporting that it is "always" practiced. Teachers affirmed that principals frequently provide specific instructions and guidelines to improve teaching (mean = 3.29) and closely monitor classroom activities while offering feedback on instructional techniques (mean = 3.17). However, the relatively lower rating for teacher involvement in curriculum and instructional decision-making (mean = 2.90) suggests that more inclusive approaches could enhance this style further.

Supportive supervision ranks second, with 45.5% of respondents indicating it is "always" practiced. Teachers report receiving emotional and professional support (mean = 3.20), being recognized for their efforts (mean = 3.14) and feeling comfortable seeking

Lead City University Ibadan DO NOT COPY

guidance (mean = 2.94). This reflects a healthy principal-teacher relationship, although there is room to deepen professional rapport and mentoring.

Developmental supervision is ranked third, with 41.8% of teachers stating it is "always" practiced. Teachers appreciate receiving constructive feedback aligned with their long-term goals (mean = 3.04) and assistance in identifying teaching strengths and areas for improvement (mean = 3.03). However, the provision of professional growth opportunities (mean = 2.91) is less frequent, indicating the need for more active support in career development.

Transformational supervision ranks fourth, with 40.0% of teachers reporting it as "always" practiced. While some principals are perceived to motivate teachers toward excellence (mean = 2.98) and encourage innovation (mean = 2.80), there is a lower emphasis on articulating broader educational goals and visions (mean = 2.75), pointing to a need for stronger visionary leadership.

Collaborative supervision is the least adopted, with only 31.9% of teachers indicating it is "always" practiced. Engagement in discussions about instructional strategies (mean = 2.63), involvement in curriculum decision-making (mean = 2.70), and working collaboratively on teaching approaches (mean = 2.78) are rated relatively low. This suggests that principals rarely involve teachers in shared decision-making and instructional planning.

Table 4.7b revealed the summary of the most adopted principals' supervision of instructional styles in public secondary schools in Southwest Nigerian. The principals predominantly adopt directive supervision (48.4%), follow by supportive (45.5%), developmental (41.8%), transformational (40.0%) and collaborative supervision (31.9%) is the least practiced.

Lead City University Ibadan DO NOT COPY

Content Analysis of Principals' Responses on the Most Adopted Principal Supervision of Instruction Style in Public Secondary Schools in Southwest Nigeria

The data collected from principals in public secondary schools in Southwest Nigeria indicates that collaborative supervision is the most commonly adopted instructional supervision style. The principals consistently highlighted the importance of engaging teachers in regular discussions about instructional strategies, classroom challenges, and overall school improvement. This collaborative approach is seen as an essential element in fostering a supportive environment where teachers feel valued and empowered in their roles.

The principals emphasized the importance of collaboration in their leadership style, often holding meetings with teachers to discuss lesson plans, teaching methods, and ways to address student difficulties. One principal noted, "We create a space where teachers can freely share ideas and discuss what works in their classrooms. It's not just about directives from me; it's about learning from one another." Another principal highlighted the collaborative nature of decision-making, stating, "Teachers are involved in decisions about curriculum and teaching approaches, which makes them feel like active contributors to the school's direction."

In addition to engaging teachers in instructional discussions, principals reported that they foster an environment that encourages open communication and input from teachers. This collaborative style was noted to positively impact teacher morale and foster a sense of community within the school. According to one principal, "We make sure that every teacher feels heard. Their feedback on teaching methods is crucial, and we work together to find solutions to any challenges they face."

Lead City University Ibadan DO NOT COPY

Despite the benefits of collaborative supervision, principals acknowledged challenges such as large class sizes and the constraints of time, which can sometimes limit the frequency of these interactions. However, even with these limitations, they consistently strive to integrate collaboration into staff meetings and professional development days. One principal mentioned, “It’s hard to have one-on-one meetings with everyone, but we try to make time during staff meetings and professional development sessions to encourage collaboration.”

While principals support teacher autonomy in instructional decisions, they also emphasize the role of collaboration in guiding these decisions. Teachers are allowed the flexibility to experiment with teaching methods, but regular check-ins with school leadership provides the necessary support and feedback to ensure instructional quality. One principal commented, “I give teachers the freedom to try new approaches, but we always follow up to discuss how things are going and what adjustments might be needed.”

Conclusively, the principals in Southwest Nigeria indicated that collaborative supervision not only enhances instructional quality but also builds a sense of teamwork and mutual support among staff. The shared approach to teaching and decision-making helps teachers feel more empowered, supported, and invested in their professional development. While challenges such as time constraints exist, the benefits of collaboration in creating a positive school culture and improving teaching practices were clear across the responses.

Lead City University Ibadan DO NOT COPY

4.3.2 Test of Hypotheses

$H_0$1: There will be no significant combined influence of motivational factors and principals' supervision of instructional styles on job performance of teachers in public secondary schools in Southwest Nigeria.

Table 4.8: Summary of Regression Analysis showing the Combined Influence of Motivational Factors and Principals' Supervision of Instructional Styles on Job Performance of Teachers' in Public Secondary Schools in Southwest Nigeria

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.935[a]	.875	.874	7.007

a. Predictors: (Constant), Principal Style of Supervision of Instruction, Motivational Factors

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	605962.150	2	302981.075	6171.071	.000[b]
	Residual	86901.708	1770	49.097		
	Total	692863.858	1772			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Principal's Style of Supervision of Instruction, Motivational Factors

Source: Researcher's Field Survey, 2024

The regression analysis presented in Table 4.8 examined the combined influence of motivational factors and principals' supervision of instructional styles on the job performance of teachers in public secondary schools in Southwest Nigeria. The Model Summary indicates a high correlation (R = 0.935) between the predictors (motivational factors and principal supervision styles) and teachers' job performance. The R-Square value of 0.875 signifies that 87.5 of the variance in teachers' job performance is explained by these predictors. The Adjusted R-Square (0.874) suggests that even after adjusting for potential overestimation, the model remains robust in explaining the

relationship. The standard error of the estimate (7.007) indicates a relatively small dispersion of residuals, reinforcing the model's predictive accuracy. The ANOVA results further confirm the significance of the model. The F-statistic (6171.071) is highly significant ($p < 0.001$), indicating that the combined effect of motivational factors and principal supervision styles on teachers' job performance is statistically significant. This implies that variations in teachers' job performance can be largely attributed to differences in the motivational support they receive and the supervisory approaches adopted by their principals. Overall, these findings suggest that motivational factors and principals' supervision styles significantly influence teachers' job performance in public secondary schools in Southwest Nigeria leading to the rejection of the null hypothesis.

$H_0$2: There will be no significant relative influence of motivational factors (supportive work environment, professional development opportunities, and teachers' autonomy) and principals' supervision of instructional styles (directive, collaborative, transformational, supportive and developmental supervision) on job performance of teachers in public secondary schools in Southwest, Nigeria.

Table 4.9a: Regression Analysis showing the Relative Influence of Motivational Factors and Principals' Supervision of Instructional Styles on Job Performance of Teachers' in Public Secondary Schools in Southwest Nigeria

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	6.067	.739		8.213	.000
	Motivational Factors	.788	.023	.572	34.924	.000
	Principal Style of Supervision of Instruction	.754	.031	.397	24.200	.000

a. Dependent Variable: Job Performance
Source: Researcher's Field Survey, 2024

University Ibadan DO NOT COPY

The regression analysis presented in Table 4.9a examined the relative influence of motivational factors and principals' supervision of instructional styles on the job performance of teachers in public secondary schools in Southwest Nigeria. The results indicated that both factors significantly contributed to teachers' job performance. The unstandardized coefficients revealed that motivational factors have the highest influence on job performance, with a B-value of 0.788 ($p < 0.05$). This suggests that for every unit increase in motivational factors, teachers' job performance improves by 0.788 units. Similarly, principals' supervision of instructional styles also plays a significant role, with a B-value of 0.754 ($p < 0.05$), indicating that effective supervision contributes to a 0.754-unit increase in job performance. Comparing the standardized coefficients (Beta values), motivational factors ($\beta = 0.572$) exert a stronger influence on job performance than principals' supervision styles ($\beta = 0.397$). This suggests that while both factors are important, motivation has a more dominant impact on enhancing teachers' performance. The t-values further confirm the significance of these predictors, with motivational factors showing a t-value of 34.924 ($p < 0.05$) and principals' supervision of instructional styles showing a t-value of 24.200 ($p < 0.05$).

The consistently low p-values indicated that both variables were strong and reliable predictors of teachers' job performance. Conclusively, the findings indicated that motivational support serves as the strongest determinant of teachers' job performance, while effective supervision by school principals also plays a crucial role in fostering an environment that enhances teaching effectiveness. This highlights the need for school administrators and policymakers to prioritize teacher motivation alongside strong instructional leadership to improve educational outcomes in public secondary schools in Southwest Nigeria.

Lead City University Ibadan DO NOT COPY

Table 4.9b: Summary of Regression Analysis showing the Relative Influence of Motivational Factors (Supportive Work Environment, Professional Development Opportunities, and Teachers' Autonomy) and Principals' Supervision of Instructional Styles (Directive, Collaborative, Transformational, Supportive and Developmental Supervision) on Job Performance of Teachers' in Public Secondary Schools in Southwest Nigeria

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	7.217	.408		17.691	.000
	Supportive Work Environment	-.121	.093	-.030	-1.290	.197
	Professional Development Opportunities	-.852	.108	-.212	-7.919	.000
	Teachers' Autonomy	2.514	.099	.597	25.460	.000
	Directive	2.435	.124	.313	19.644	.000
	Collaborative	3.084	.099	.417	31.022	.000
	Transformational	-.614	.100	-.087	-6.112	.000
	Supportive	.851	.140	.111	6.095	.000
	Developmental Supervision	-.738	.095	-.113	-7.782	.000

a. Dependent Variable: Job Performance

Source: Researcher's Field Survey, 2024

Lead City University

Table 4.9b presents the results of a regression analysis examining the influence of motivational factors and principals' instructional supervision styles on the job performance of teachers in public secondary schools in Southwest Nigeria. The constant term ($B = 7.217$, $p < 0.05$) indicates that when all predictor variables are held constant, the baseline job performance is significantly above zero.

Among the motivational factors, teachers' autonomy exerts the strongest positive influence on job performance ($\beta = 0.597$, $t = 25.460$, $p < 0.05$), suggesting that greater autonomy significantly enhances teachers' performance. Professional development opportunities, however, exhibit a significant negative influence on job performance ($\beta = -0.212$, $t = -7.919$, $p < 0.05$), indicating that such opportunities may not be effectively

contributing to teachers' effectiveness. Supportive work environment does not have a statistically significant influence (β = -0.030, t = -1.290, p > 0.05).

In terms of principals' supervision styles, collaborative supervision has the most substantial positive effect (β = 0.417, t = 31.022, p < 0.05), followed by directive supervision (β = 0.313, t = 19.644, p < 0.05) and supportive supervision (β = 0.111, t = 6.095, p < 0.05). These findings suggest that principals who engage teachers in joint decision-making and provide clear direction can positively influence job performance.

Conversely, transformational supervision (β = -0.087, t = -6.112, p < 0.05) and developmental supervision (β = -0.113, t = -7.782, p < 0.05) show significant negative effects on job performance, implying that these leadership approaches may not be effectively aligned with the practical needs or expectations of teachers in this context.

In summary, the findings highlighted the importance of teacher autonomy and collaborative leadership practices in improving teacher performance. While supportive work environments appear to have little effect, and professional development may even be counterproductive, certain supervision styles, particularly collaborative and directive play a crucial role in enhancing job performance. However, transformational and developmental supervision styles are associated with reduced teacher effectiveness in this setting.

H_03: There will be no significant gender difference in job performance of teachers in public secondary schools in Southwest, Nigeria.

Lead City University Ibadan DO NOT COPY

Table 4.10: One-Sample Statistics on Significant Gender Difference in Job Performance of Teachers' in Public Secondary Schools in Southwest, Nigeria

Group Statistics

	Gender of Respondents	N	Mean	Std. Deviation	Std. Error Mean
Job Performance	Male	847	73.98	12.933	.444
	Female	926	78.53	24.211	.796

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95 Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Job Performance	Equal variances assumed	319.373	.000	-4.871	1771	.000	-4.550	.934	-6.382	-2.718
	Equal variances not assumed			-4.993	1439.027	.000	-4.550	.911	-6.338	-2.762

Source: Researcher's Field Survey, 2024

The one-sample statistics analysis presented in Table 4.10 examined whether there was a significant gender difference in the job performance of teachers in public secondary schools in Southwest Nigeria. The group statistics indicated that male teachers (N = 847) had a mean job performance score of 73.98 with a standard deviation of 12.933, while female teachers (N = 926) had a higher mean job performance score of 78.53 with a standard deviation of 24.211. This suggests that, on average, female teachers report higher job performance levels compared to their male counterparts.

The independent samples t-test was conducted to determine whether this observed difference is statistically significant. The Levene's test for equality of variances yielded an F-value of 319.373 with a significance level of $p < 0.001$, indicating that the assumption of equal variances is violated. Therefore, the t-test results without assuming equal variances are considered. The t-test for equality of means shows

Lead City University Ibadan

a t-value of -4.993 with 1,439.027 degrees of freedom and a significance level of $p < 0.001$, confirming that the difference in job performance between male and female teachers is statistically significant. The mean difference between the two groups is -4.550, with a 95-confidence interval ranging from -6.338 to -2.762. These results suggest that female teachers significantly outperformed their male counterparts in job performance, as indicated by their higher mean scores. The findings highlighted the potential influence of gender-related factors on teacher performance, which could be further explored in relation to motivation, work environment, or teaching responsibilities.

$H_0$4: There will be no significant gender difference in styles of supervision of instruction among public secondary school principals in Southwest, Nigeria.

Table 4.11: One-Sample Statistics on Significant Gender Difference in Styles of Supervision of Instruction among Public Secondary School Principals' in Southwest, Nigeria

Group Statistics

	Gender of Respondents	**N**	**Mean**	Std. Deviation	Std. Error Mean
Principal Style of Supervision of Instruction	Male	847	43.33	8.173	.281
	Female	926	45.12	12.024	.395

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95 Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Principal Style of Supervision of Instruction	Equal variances assumed	74.669	.000	-3.636	1771	.000	-1.792	.493	-2.758	-.825
	Equal variances not assumed			-3.696	1638.397	.000	-1.792	.485	-2.743	-.841

Source: Researcher's Field Survey, 2024

City University Ibadan DO NOT COPY

Table 4.11 presents an analysis of the significant gender difference in the styles of supervision of instruction among public secondary school principals in Southwest Nigeria. The group statistics show that male principals (N = 847) have a mean supervision style score of 43.33 with a standard deviation of 8.173, whereas female principals (N = 926) have a higher mean score of 45.12 with a standard deviation of 12.024. The independent samples t-test was conducted to assess whether this difference is statistically significant. The Levene's test for equality of variances yielded an F-value of 74.669 with a significance level of $p < 0.001$. Thus, the t-test results without assuming equal variances are considered. The t-test for equality of means shows a t-value of -3.696 with 1,638.397 degrees of freedom and a significance level of $p < 0.001$, confirming that the difference in supervision styles between male and female principals is statistically significant. The mean difference of -1.792, with a 95-confidence interval ranging from -2.743 to -0.841, further indicated that female principals exhibited significantly different supervisory styles compared to their male counterparts.

4.4 Discussion of Findings

The quantitative findings from teachers revealed that the level of teachers job performance in Southwest Nigeria is high. The qualitative response from principals recognise that teachers are dedicated and committed to their work. This suggested that teachers are effectively carrying out their responsibilities, which can have a positive impact on students' learning outcomes. When teachers perform well, students are more likely to receive quality education, which enhances their academic achievement and overall development. This also indicated that educational policies and programmes aimed at improving teaching standards may be yielding positive results. Additionally, it reflected teachers' dedication and commitment to their profession, even in the face of potential challenges as pointed out by the principals.

Lead City University Ibadan DO NOT COPY

Several factors could be contributing to this high level of job performance. Support from school leadership, particularly principals who provide good supervision, and motivational factors, that teachers in this study claimed to be enjoying could be playing a key role. For example, access to supportive work environment and professional development opportunities, such as training, workshops, and capacity-building programmes, may be equipping teachers with the necessary skills to excel in their roles. Furthermore, as noted by the principals in the interview with them, when teachers feel motivated through means like financial incentives, recognition, or a balanced work-life environment; they are more likely to be engaged and productive. The presence of experienced and well-qualified teachers within the system evidenced by the demographic characteristics of the sampled teachers may further explain why performance levels are high.

This finding aligns with some past studies, for instance, a study observed that both public and private secondary school teachers in southwest Nigeria demonstrated a high level of job performance in administrative and instructional responsibilities[1]. Similarly, another study conducted in Public Universities in Southwest, Nigeria found a high level of job performance among the academic staff. The author suggested, that favorable institutional factors might be responsible for the high job performance[2]. This is corroborated by other studies that were conducted independently in secondary schools in Uganda and in Kaduna state, Nigeria. The Ugandan study found that effective supervision by head teachers directly improved teacher performance in classroom management and student engagement while that of Kaduna state. revealed that teachers who integrate technology into their teaching for example, the use of internet technologies for lesson planning and collaboration showed enhanced level of job performance[3,4].

Lead City University Ibadan DO NOT COPY

Despite these positive findings, other studies present contrasting perspectives, highlighting challenges that may hinder sustained high job performance. One major issue is the inconsistency in teachers' remuneration, as delays in salary payments and inadequate financial rewards have been found to reduce motivation and overall performance in Southwest Nigeria[5]. Another study in Sokoto State found that some teachers struggle with classroom management and the effective use of instructional materials, which can affect their overall performance[6]. In Ebonyi State, poor welfare conditions also remain a significant challenge, as teachers in public schools often face inadequate facilities and a lack of support systems, which lead to a moderate level of job performance[7].

The second research question was raised to evaluate the extent to which public secondary school teachers in Southwest Nigeria are motivated with supportive work environment, professional development programmes and autonomy. Quantitative analysis of teachers' responses revealed that public secondary school teachers in Southwest Nigeria were motivated to a high extent across the measured indices. This observed high motivation implies that teachers are likely to be more engaged, committed, and enthusiastic about their work, which could contribute positively to their overall job performance.

On the other hand, the qualitative responses from principals unanimously agree that motivation is undermined by systemic challenges and that sustained motivation requires deliberate investment in support structures, meaningful training, empowerment, and better workload.

The findings from research question two are supported by several studies. For instance, a study conducted in Ogun State, found that factors such as principals-teachers' interpersonal relations, staff participation in decision-making, and delegation of

Lead City University Ibadan DO NOT COPY

responsibilities triggered a positive level of motivation among teachers[8]. A scholar also found out that well-motivated teachers perform better, leading to improved student outcomes, reflecting a high level of teacher motivation in senior secondary schools in Osun State[9]. Moreover, a different study carried out in secondary schools in Anambra state found that motivated teachers exhibited higher productivity levels, indicating elevated motivation[10].

Nevertheless, several studies do not support this finding. For example, research conducted across public secondary schools in Southwest Nigeria, revealed poor in-service training, heavy workloads, inadequate school facilities, and insufficient incentives[11]. These factors contributed to a low level of teacher commitment, suggesting diminished motivation among teachers in the region[11]. Also, a study carried out in Ondo State found that a lack of motivation led to low levels of job involvement, loyalty, and identification among secondary school teachers[12]. The study concluded that inadequate motivational strategies were linked to decreased job performance[12].

Research question three was raised to determine the most adopted principal supervision of instructional style in public secondary schools in Southwest Nigeria. The results of the quantitative study with the teachers showed that directive supervision is the most adopted followed by supportive, developmental, transformational and collaborative supervision. However, responses of the principals, through the qualitative analysis showed that the collaborative supervision is the most adopted.

Other supervision styles: supportive, developmental, transformational, and collaborative provides further insight into how school leadership operates. Supportive supervision, which focuses on encouraging and assisting teachers rather than strictly directing them, being the second most adopted style suggests that while principals enforce standards, they also offer guidance and motivation to enhance teachers' effectiveness. The

Lead City University Ibadan DO NOT COPY

presence of developmental and transformational supervision in the hierarchy indicates that some schools emphasize teacher growth, continuous learning, and long-term improvement. However, the relatively lower ranking of collaborative supervision suggests that principals may not frequently engage teachers in shared decision-making regarding instructional matters.

Interestingly, while the data collected from the teachers indicated that directive supervision is the most adopted, principals perceive collaborative supervision as the most commonly used approach. This discrepancy raises questions about the actual supervision practices in schools versus how they are perceived by administrators. It is possible that principals believe they are fostering a more inclusive, team-based supervision style, whereas teachers and other stakeholders may experience a more directive approach in practice. This difference in perception could stem from a gap in communication or a misunderstanding of what true collaborative supervision entails.

The finding highlighted the need for a balanced supervision approach. While directive supervision ensures accountability and adherence to standards, integrating more collaborative and developmental supervision styles could enhance teacher engagement, autonomy, and professional growth. Encouraging participatory decision-making, peer mentoring, and shared instructional planning can create a more inclusive and supportive school environment.

Multiple studies highlighted the prevalence of directive supervision in Nigerian schools. For example, research in Enugu State found that principals frequently rely on directive methods due to time constraints and the need for immediate corrective action, particularly in underperforming schools[13]. Additionally, research in Makurdi Education Zone found that classroom visitations (a key directive tactic) were the most frequent supervisory activity, as they allowed principals to quickly identify and address teaching

Lead City University Ibadan DO NOT COPY

deficiencies[14]. Moreover, a study conducted in Zamfara State revealed that direct assistance supervision strategies was mostly used, suggesting that directive approaches can effectively enhance teaching outcomes[15]. Similarly, research in Delta State indicated that principals' classroom visitation and curriculum implementation strategies, which are directive in nature, was mostly used[16].

The first hypothesis was tested to examine the combined influence of motivational factors and principals' supervision of instructional styles on job performance of teachers in public secondary schools in Southwest Nigeria. Analysis suggested that motivational factors and principals' supervision of instructional styles significantly influence teachers' job performance in public secondary schools in Southwest Nigeria leading to the rejection of the null hypothesis. This result reinforced the idea that teachers' job performance is influenced by both internal motivation and external support systems. Schools where principals adopt effective supervision styles, such as collaborative and developmental supervision, tend to foster a more engaging and productive teaching environment. On the other hand, directive supervision, if not balanced with supportive elements, may lead to compliance rather than genuine professional growth. Given this significant influence, it is important for educational policymakers and school administrators to prioritize both teacher motivation and effective instructional supervision. Creating a system where teachers receive regular professional development, constructive feedback, and necessary resources will not only enhance job performance but also improve the overall quality of education in public secondary schools.

The findings are strongly supported by several studies. For instance, research found a strong positive correlation between principals' motivational strategies and teachers' job performance in junior secondary schools in Abuja, Nigeria[17]. Also, research on business teachers in Nigerian public schools revealed that both training and

Lead City University Ibadan DO NOT COPY

supervision positively influence job performance[18]. Another study demonstrated that principal supervision and teacher motivation collectively contribute to 37 of teacher performance, highlighting the significance of these factors[19]. A study on private school teachers in Jos Metropolis found that motivation is closely linked to performance, particularly when factors like training, job security, and recognition are present[20]. Furthermore, a study conducted in Zamfara State identified a strong positive correlation between the direct assistance supervision strategy and teachers' job performance[21].

However, contrasting evidence exists. For instance, research in Adamawa State indicated that while motivational factors are important, their impact on job performance can be limited if not tailored to specific teacher expectations and school environments[22]. Similarly, a study in Kogi State found that generic supervisory strategies without consideration of the school's unique context may not yield the desired improvement in teacher performance[23].

The second hypothesis was formulated to examine the relative influence of motivational factors and principals' supervision of instructional styles on job performance of teachers in public secondary schools in Southwest Nigeria. Findings showed that motivational factors and principals' supervision of instructional styles relatively influence teachers' job performance in public secondary schools in Southwest Nigeria leading to the rejection of the null hypothesis. This result implies that school management should not solely focus on one factor—either motivation or supervision—at the expense of the other. Both elements need to be integrated effectively to create a thriving educational environment where teachers can perform to the best of their abilities.

This outcome is supported by several empirical evidences. For instance, a study revealed that principals' motivation in training to a high extent influence job performance in Wukari Education Zone Taraba State, Nigeria[24]. Similarly, a study conducted in

Lead City University Ibadan DO NOT COPY

Tanzania demonstrated that an incentive which is a form of motivation significantly influences teachers' job performance[25]. In addition, research carried out in Cross River State demonstrated a positive influence between principals' instructional supervision strategies and teachers' job performance in public secondary schools[26].

However, not all scholars agree on the direct influence of motivation and supervision. For instance, a study conducted in Ghana suggested that supervision practices alone have a limited influence on teacher performance[27]. A scholar indicated that the level of instructional supervision was moderate and did not significantly affect students' academic performance, suggesting limited impact on teacher performance[28]. Another study conducted in Government Aided Secondary Schools in Western Uganda concluded that while supervision behaviors and support positively influenced job performance, supervision communication did not, indicating that not all aspects of supervision are equally effective[29].

Hypothesis three was tested to determine the gender difference in job performance of teachers in public secondary schools in Southwest, Nigeria. Results suggest that there is a significant gender difference in job performance of teachers in public secondary schools in Southwest, Nigeria with female teachers significantly outperforming their male counterparts. This result suggests that female teachers may bring certain qualities or approaches to their roles that contribute more effectively to their job performance.

There might be several reasons why female teachers sometimes appear to perform better than their male counterparts. It is possible that qualities often associated with female educators, such as empathy and nurturing tendencies, contribute to stronger relationships with students and more supportive classroom environments. These traits might help in meeting a wide range of student needs, both emotional and academic. Female teachers may also be more likely to dedicate additional time and energy to their

Lead City University Ibadan DO NOT COPY

work, which could reflect in higher levels of engagement and commitment. Societal roles and expectations could play a part as well; in some cases, the responsibility of balancing professional and domestic duties may lead women to develop stronger time-management skills and adaptability, which might benefit their teaching performance.

Male teachers, on the other hand, could encounter a different set of challenges. Traditional gender expectations may sometimes discourage more flexible or relational teaching styles, which could limit their ability to connect with students in the same way. In addition, there may be less societal support or encouragement for male teachers to engage emotionally in their roles, which could influence how they perform in the classroom setting.

Supporting this finding, a study carried out in Edo State found significant differences in effectiveness, with female teachers in public schools exhibiting higher performance levels compared to their male counterparts[29]. Also, research indicated that 78.3 of female teachers were effective, with primary school teachers at 81.4 and secondary school teachers at 75.1. The study highlighted a statistically significant difference in effectiveness favoring female teachers, suggesting their superior performance in southwest Nigeria[30]. Contrasting this finding, a study conducted in Delta State noted that male teachers were generally more productive, indicating that gender may not be a decisive factor in job performance[31].

Lastly, hypothesis four was tested to determine the gender difference in styles of supervision of instruction among public secondary school principals in Southwest, Nigeria. It was revealed that there is a significant gender difference in styles of supervision of instruction among public secondary school principals in Southwest, Nigeria with female principals engaging more actively in instructional supervision than male principals. This result suggests that gender may play a role in the way principals

Lead City University Ibadan DO NOT COPY

approach their supervisory responsibilities and engage with teachers to enhance instructional quality.

Female principals might adopt a more participatory approach to supervision, possibly due to the collaborative and nurturing leadership styles often attributed to women in leadership positions. Female principals may place greater emphasis on building relationships with teachers, providing guidance, and fostering a supportive learning environment. This approach may reflect their tendency to focus on the developmental needs of their staff, as well as a desire to be more involved in the daily activities of the school.

One possible explanation for this difference could be related to the leadership style traditionally associated with men and women. Male principals may be more inclined to take a more directive or administrative role in supervision, focusing on overseeing processes and ensuring that standards are met. In contrast, female principals might engage more directly with teachers to provide mentorship, feedback, and professional support. This difference in supervision styles could be influenced by broader societal expectations about gender roles in leadership, where women are often expected to be more emotionally intelligent and hands-on in their leadership approach.

The greater engagement of female principals in instructional supervision could also reflect their desire to address specific challenges faced by their staff. By taking a more active role in supervision, female principals may be more attuned to the needs of their teachers, offering tailored support and fostering an environment of continuous improvement. This approach can have significant positive effects on teacher motivation and job performance, as teachers feel supported and valued by their leadership.

Lead City University Ibadan DO NOT COPY

Supporting this finding, evidence from research shows that female school heads are more actively involved in guiding and supervising instruction than their male counterparts[32]. Likewise, a study conducted in Ebonyi State revealed a gender differences in the administration of curriculum and instructional programme[33]. Additionally, a study in southwest, Nigeria suggested that female principals often exhibit stronger instructional leadership behaviors, such as frequent classroom visits and mentoring of teachers[34].

However, contrary findings exist. For example, research in Anambra State, Nigeria, revealed that there was no significant difference in the supervision of instruction of principals[35]. Additionally, a study in Akwa Ibom State, Nigeria, showed no significant difference between male and female principals' supervision competencies, indicating that gender may not play a crucial role in instructional supervision effectiveness[36].

Lead City University Ibadan DO NOT COPY

Endnotes

1. Q. A. Emikpe, & S. E. Ileuma, *Influence of Workload on Job Performance among Secondary School Teachers in Southwest, Nigeria*, **Journal of Capital Development in Behavioural Sciences,** *12*(1), 2024, 34-65.

2. M. B. Adesola, & H. T. Ekundayo, *Institutional Factors and Academic Staff Job Performance in Public Universities in Southwest, Nigeria*, **Journal of Education and Practice,** 6(5), 2022, 66–80.

3. D. K. Zikanga, B. I. Anumaka, M. B. Tamale, & W. Mugizi, *Head Teachers Supervision Practices and Job Performance of Teachers in Government Aided Secondary Schools in Western Uganda*, **East African Journal of Education and Social Sciences,** *2*(4), 2021, 54-65.

4. H. Abubakar, *Impact of Internet Technology Usage on Job Performance of Senior Secondary School Teachers in Kaduna State Nigeria*, **International Journal of Curriculum and Instruction,** 10(2), 2018, 152-167.

5. O. T. Ajadi, *Teachers' Remuneration and Students' Involvement in Public Secondary Schools in Southwest, Nigeria*, **Innovare Journal of Education**, 12(5), 2024, 20–25.

6. H. A. Usman, O. P. Akinnubi, & O. B. Ayoku, *Assessment of Teachers' Job Commitment in Public Senior Secondary Schools in Sokoto State, Nigeria,* **Pedagogik: Jurnal Pendidikan,** 19(2), 2024, 131-146.

7. U. E. Ogbonnia, N. F. I. Nwifuru, & O. R. Charity, *Welfare and Teachers' Job Performance in Public Secondary Schools in Ebonyi State, Nigeria*, **US-China Education Review,** *14*(9), 2024, 603-614.

8. O. E. Akinsuroju, & F. B. Ojeniyi, *Motivational Factors and Job Performance among Teachers of Public Secondary Schools in Ogun State, Nigeria,* **African Journal of Educational Management,** 18(1), 2017, 43-59.

9. S. O. Olasoji, *The Influence of Teachers' Motivation on Chemistry Students' Performance in Senior Secondary Schools in Ila Local Government Area of Osun State*, **International Journal of Educational Research and Library Science.** 5(8), 2024, 143-158.

10. I. C. Ogbudinkpa, *Motivation and Its Impact on Teachers' Productivity in Secondary Schools in Njokoka LGA of Anambra State, Nigeria*, **International Journal of Educational Management,** 19(2), 2021, 118-130.

11. J. A. Ogunjide, & D. A. Odeleye, *Motivational Strategies and School Factors as Predictors of Teachers' Commitment in Public Secondary Schools in South-west, Nigeria,* **Journal Of Capital Development in Behavioural Sciences,** 10(1), 2022, 41-64.

LeadCity University Ibadan DO NOT COPY

12. J. O. Ehineni, *Motivation and Job Performance among Secondary School Teachers in Ondo State*, **EPH-International Journal of Educational Research**, *4*(3), 2020, 24-29.

13. H. T. Ekundayo, D. O. Oyerinde, & A. O. Kolawole, *Effective Supervision of Instruction in Nigerian Secondary Schools: Issues, Challenges and the Way Forward***, Journal of Education and Practice,** 4(8), 2013, 185-190.

14. D. E. Ivagher, *Perceived Influence of Instructional Supervision on Students' Academic Performance in Secondary Schools in Makurdi Education Zone of Benue State, Nigeria,* **Ianna Journal of Interdisciplinary Studies,** 3(2), 2021, 46-54.

15. P. N. Egboka & I. B. Nwosu, *Principals' Instructional Supervision Strategies as a Correlate of Teachers' Job Performance in Public Secondary Schools in Zamfara State, Nigeria,* **UNIZIK Journal of Educational Management and Policy**, 6(4), 2024, 123-129.

16. A. G. Ossai & I. Kingsley, *Principals Instructional Supervision and the Academic Performance of Secondary School Students in Oshimili North Local Government Area of Delta State, Nigeria,* **African Journal of Humanities and Contemporary Education Research,** 10(1), 2023, 175-185.

17. A. Adam, *Principal Motivational Strategies and Teachersâ€™ Job Performances*, **International Journal of Research and Innovation in Social Science**, *8*(3s), 2024, 4870-4885.

18. A. A. Tijani, & P. A. O. Etejere, *Training and Supervision as Predictors of Business Teachers' Job Performance for Policy and Practice in Nigerian Secondary Schools,* **International Business Education Journal,** 14(2), 2021, 38-47.

19. D. Delfauzul, W. Simatupang & H. Maksum, *Contribution of Principal and Supervision on the Performance of Teacher Motivation Smkn 1 Palembayan*, **International Journal of Educational Dynamics,** *3*(2), 2021, 1-4.

20. G. Z. Nuhu, E. T. Agba & O. S. Aliu, *Effect of Motivation on the Performance of Private School Teachers within Jos Metropolis*, **International Journal of Education and Evaluation (IJEE),** 9(2), 2023, 50-69.

21. P. N. Egboka& I. B. Nwosu, *Principals' Instructional Supervision Strategies as a Correlate of Teachers' Job Performance in Public Secondary Schools in Zamfara State, Nigeria,* **UNIZIK Journal of Educational Management and Policy,** 6(4), 2024, 123-129.

22. I. J. Iranda, *Impact of Motivational Factors on Secondary Schools Teachers' Job Performance in Adamawa State*, **ATBU Journal of Science, Technology and Education,** 12(3), 2024, 407-413.

Lead City University Ibadan DO NOT COPY

23. V. O. Ayoko, *An Investigation of the Impacts of Motivation on Teachers' Job Performance in Lokoja Local Government Area of Kogi State Public Secondary Schools,* **American Journal of Social Sciences and Humanities,** 10(1), 2025, 47-56.

24. P. E. Unegbe & I. V. Ogbene, *Influence of Principals' Motivation on Teachers' Job Performance in Wukari Education Zone, Taraba State, Nigeria*, **International Journal of Social Science Research and Anthropology**, 3(6), 2024, 19-33.

25. N. E. Makule & K. O. Otieno, *Influence of Incentives on Teachers' Performance in Public Secondary Schools in Arusha City, Tanzania*, **Journal of Research Innovation and Implications in Education,** *8*(4), 2024, 289-301.

26. N. N. Difoni, A. A. M. Imeh, M. I. Osha, & E. E. Obona, *Assessing the Relationship between Principals' Instructional Supervisory Strategies and Teachers' Job Performance in Public Secondary Schools,* **Unizik Journal of Educational Laws and Leadership Studies,** 1(1), 2025, 37-50.

27. R. Akpalu, J. Owusu, E. A. Asare, & P. A. Boateng, *Influence of Head-Teachers' Instructional Supervision Practices on Teacher Performance in Primary Schools in Ghana: An Integrated Theoretical Mode,* **International Journal of Research and Innovation in Social Science, 9**(3s), 2025, 151-159.

28. D. K. Zikanga, B. I. Anumaka, M. B. Tamale, & W. Mugizi, *Head Teachers Supervision Practices and Job Performance of Teachers in Government Aided Secondary Schools in Western Uganda,* **East African Journal of Education and Social Sciences**, *2*(4), 2021, 54-65.

29. M. O. Omobude, & U. Igbudu, *A Comparative Analysis of Gender Effectiveness in Public and Private Secondary Schools Teachers' in Oredo Local Government of Edo State Nigeria,* **Rev. Eur. Stud.,** 4(2), 2012, 175-178.

30. I. F. Alao, *Teacher Effectiveness among Female Teachers in Primary and Secondary Schools in Southwestern Nigeria*, **Journal of Educational Leadership in Action,** 1(2), 2013, 1-11.

31. A. A. Akiri, & N. M. Ugborugbo, *An Examination of Gender's Influence on Teachers' Productivity in Secondary Schools,* **Journal of Social Sciences,** 17(3), 2008, 185-191.

32. P. Hallinger, L. Dongyu & W. C. Wang, *Gender Differences in Instructional Leadership: A Meta-Analytic Review of Studies Using the Principal Instructional Management Rating Scale,* **Educational Administration Quarterly,** 52(4), 2016, 567-601.

33. A. Onele-Adali, & U. Aja-Okorie, *Gender Differences in Administration of Secondary Schools in Ebonyi State, Nigeria*, **International Journal of Multidisciplinary Research and Development,** *2*(10), 2015, 61-66.

Lead City University Ibadan NOT COPY

34. C. O. Akomolafe, & F. A. Belo, *Principals' Gender-Related Variables and Discipline in Secondary Schools in Southwest, Nigeria,* **European Scientific Journal**, 14(13), 2018, 190-198.

35. K. Obiekwe Kingsley, O. A. Mbonu, & I. F. Ikedimma, *Comparative Analysis of Male and Female Principals' Leadership Role Performance in Secondary Schools in Anambra State*, **GPH-International Journal of Educational Research,** *4*(10), 2021, 64-71.

36. A. A. Akpan, & E. B. Usoro, *Comparative Analysis of Administrative Competencies of Male and Female Secondary School Principals in Supervision,* **African Research Review,** 2(2), 2008, 82-93.

Lead City University Ibadan DO NOT COPY

Chapter Five

Conclusion

This chapter focuses on the summary of findings, conclusions, recommendations (based on the findings of the study), contribution to knowledge and the areas of further research.

5.1 Summary of Findings

This section presents a concise summary of the key findings derived from the data analysis, addressing the research questions and hypotheses posed in Chapter One.

Regarding Research Question One, the quantitative analysis of the study indicated that public secondary school teachers in Southwest Nigeria demonstrated an overall high level of job performance with a weighted mean of 3.06. Qualitative data from principals' interviews also indicated themes of high teacher performance. Out of the five indices used to measure teachers' job performance in this study, classroom management ranked highest (54.6%), followed by instructional effectiveness (48.4%), student support and guidance (47.5%), technology integration (47.1%), and student assessment (30.8%) in that order.

In relation to Research Question Two, the analysis indicated that public secondary school teachers in Southwest Nigeria were motivated to a high extent, with a weighted mean of 3.12. Among the indicators used to measure motivation, teacher autonomy ranked highest (50.5%), followed by supportive work environment (45.2%), and professional development opportunities (45.1%) was the least.

For Research Question Three, the findings showed a divergence in perceptions regarding the most commonly adopted instructional style. From teachers' perception, directive supervision was most commonly adopted among principals in public secondary schools in Southwest Nigeria, with 48.4% of teachers reporting it as 'always' practiced.

Lead City University Ibadan DO NOT COPY

On the other hand, principals reported that collaborative supervision was the most commonly adopted instructional supervision style by them.

The analysis of Hypotheses One and Two revealed both a significant combined and relative influence of motivational factors and principals' supervision of instructional styles on teachers' job performance in public secondary schools in Southwest Nigeria (Adj. R2 = 0.874; F(2, 1770) = 6171.071; $p < 0.05$), leading to the rejection of the null hypothesis. Motivation was found to have the strongest individual influence ($\beta = 0.572$, $t = 34.924$, $p < 0.05$).

The analysis also revealed a significant gender difference in the job performance of public secondary school teachers in Southwest Nigeria. Female teachers (N=926) significantly outperformed their male counterparts (N=847), with mean job performance scores of 78.53 (SD = 24.211) and 73.98 (SD = 12.933) respectively.

Finally, regarding the gender difference in styles of supervision of instruction among public secondary school principals in Southwest, Nigeria, the findings revealed a significant difference in dominant style mean scores between genders. Male principals (N=847) demonstrated a mean score of 43.33 (SD = 8.173), whereas female principals (N=926) showed a higher mean score of 45.12 (SD = 12.024).

5.2 Conclusion

This study has provided valuable insights into the influence of motivation and principals' supervision styles on the job performance of public secondary school teachers in Southwest Nigeria. The findings have shown that teachers' job performance is significantly shaped by the level of motivation they experience and the type of supervision they receive from their principals. The study revealed that teachers feel reasonably motivated, even though, challenges such as heavy workloads, limited

Lead City University Ibadan DO NOT COPY

professional development opportunities, and inadequate administrative support persist. From the quantitative study, the teachers established that directive supervision was the most commonly adopted supervision style by the principals while from the interviews with the principals, they believed that supervision style adopted by them is mostly collaborative approach. Furthermore, the findings confirmed that motivation and principals supervision styles have a significant combined and relative influence on teachers' job performance. This emphasised the importance of creating a supportive work environment, ensuring effective leadership, and providing opportunities for continuous professional growth. The quantitative study also revealed notable gender differences, with female teachers outperforming their male counterparts and female principals engaging more actively in instructional supervision than their male colleagues. In light of these findings, it is clear that improving teachers' job performance in public secondary schools requires a holistic approach. School administrators and policymakers should prioritize strategies that enhance teacher motivation, encourage professional development, and promote a more collaborative supervision model. By fostering a supportive and well-supervised teaching environment, the quality of education in public secondary schools in Southwest Nigeria can be significantly improved, ultimately leading to better learning outcomes for students.

5.3 Recommendations

Based on the findings of this study, the following recommendations were made:

1. To sustain and improve high teacher job performance in Southwest Nigeria, provide regular professional development, a supportive work environment, and teacher autonomy that fosters modern teaching strategies and instructional effectiveness.

Lead City University Ibadan DO NOT COPY

2. Given that motivational factors most strongly influence teacher job performance, educational planners and school administrators should prioritise sustaining and enhancing teacher motivation by promoting autonomy, cultivating a supportive work environment, and investing in relevant professional development opportunities.

3. Since motivational factors and supervision styles significantly impact teacher performance, policymakers should develop frameworks that integrate both factors, ensuring that teachers receive adequate support and that principals are trained in effective supervision techniques.

4. Since female teachers significantly outperform their male counterparts, targeted mentorship and professional development programmes should be designed to support male teachers, helping them develop stronger engagement strategies and teaching effectiveness.

5. As female principals are more actively involved in instructional effectiveness, male principals should be encouraged to adopt a more hands-on approach through regular workshops and leadership training, emphasizing the benefits of active supervision in improving teaching and learning outcomes.

5.4 Contribution to Knowledge

This study makes significant contributions to knowledge by deepening the understanding of how motivation and principals' supervision of instructional styles influence teachers' job performance in public secondary schools in Southwest Nigeria.

The study clarifies key concepts such as job performance, motivation, and instructional supervision, offering insights into how different supervision styles; directive, collaborative, transformational, supportive, and developmental affect teachers' job

Lead City University Ibadan DO NOT COPY

performance and teaching effectiveness. By identifying the most commonly used supervision style and its perceived effectiveness, this study enhances existing literature on educational leadership.

Grounded in Expectancy Theory and Contingency Theory, the study strengthens theoretical perspectives on motivation and leadership in school management. Expectancy Theory, which suggests that individuals perform better when they believe their efforts will lead to desirable outcomes, is supported by the finding that teachers' job performance improves when they receive recognition, professional development opportunities, and administrative support. The study highlights that motivation is strongly linked to how teachers perceive rewards and their potential career growth, reinforcing the importance of clear expectations and incentives in driving high performance. Similarly, Contingency Theory, which posits that leadership effectiveness depends on situational factors, is validated by the study's findings. While directive supervision is the most adopted approach, principals perceive collaborative supervision as more effective, suggesting that the best leadership style depends on specific school environments, teacher characteristics, and administrative capacity. This aligns with the idea that school leadership should be flexible and adaptive rather than rigidly applying a single supervision style.

Empirically, this study provides valuable data on the realities of teacher performance and supervision practices in public schools in Southwest Nigeria. It reveals that while teachers generally exhibit high job performance, they still face challenges related to instructional delivery, classroom management, and assessment. It also shows that teachers are highly motivated, but their motivation is shaped by factors such as administrative support, access to training opportunities, and workload balance. The study further establishes that motivation and supervision styles significantly impact teacher performance, reinforcing the need for effective leadership strategies that combine

Lead City University Ibadan DO NOT COPY

motivation with the right supervisory approach. Additionally, the findings highlight gender differences, with female teachers outperforming their male counterparts and female principals being more engaged in instructional supervision. These insights provide a basis for targeted interventions, such as policies that promote gender equity in leadership roles and strategies that support teacher motivation through professional development and improved working conditions.

By shedding light on these critical issues, this study serves as a practical guide for policymakers, school administrators, and educators. It offers a strong empirical foundation for developing policies that enhance teacher motivation, improve supervision practices, and ultimately raise the quality of education in public secondary schools in Southwest Nigeria.

5.5 Suggestion for Further Studies

Future research should explore additional dimensions of teacher motivation and principal supervision styles that were not covered in this study. Investigating these factors could provide a more comprehensive picture of what drives teacher performance. Additionally, replicating this research in private secondary schools, primary schools, or higher education institutions would offer valuable insights into how motivation and supervision function across different educational settings. Expanding the study to other geopolitical zones in Nigeria or conducting a nationwide analysis would deepen an understanding of regional variations in supervision practices, teacher motivation, and job performance, shedding light on contextual differences that influence educational outcomes. Further research is also recommended to investigate the reasons behind observed gender disparities in teacher job performance and to explore the effective supervisory approaches of female principals. Integrating these insights into leadership development programmes will be of benefit to all teachers and school administrators.

Lead City University Ibadan DO NOT COPY

Bibliography

Book

Yamane, T. *Statistics: An Introductory Analysis.* 2nd Edition, New York: Harper and Row, 1967.

Journal

Abu Nasra, M. & Arar, K. *Leadership Style and Teacher Performance: Mediating Role of Occupational Perception*, **International Journal of Educational Management,** 34(1), 2020, 186-202.

Abubakar, H. *Impact of Internet Technology Usage on Job Performance of Senior Secondary School Teachers in Kaduna State Nigeria*, **International Journal of Curriculum and Instruction,** 10(2), 2018, 152-167.

Adam, A. *Principal Motivational Strategies and Teachersâ€™ Job Performances*, **International Journal of Research and Innovation in Social Science**, *8*(3s), 2024, 4870-4885.

Adesola, M. B. & Ekundayo, H. T. *Institutional Factors and Academic Staff Job Performance in Public Universities in Southwest, Nigeria*, **Journal of Education and Practice,** 6(5), 2022, 66–80.

Adeyemi, K. & Akpotu, N. E. *Cost Analysis of Teacher Absenteeism in Nigerian Secondary Schools,* **Journal of Social Science,** 21(2), 2009, 137-144.

Ahmad, S. & Qureshi, A. *Teacher's Competencies and the Use of ICT Tools in Secondary Educatio,* **International Research Journal of Management and Social Sciences,** 5, 2024, 713-734

Ahmadi, A. Noetel M., Parker, P. Ryan, R. M. Ntoumanis, N. Reeve, J. & Lonsdale, C. *A Classification System for Teachers' Motivational Behaviors Recommended in Self-Determination Theory Interventions*, **Journal of Educational Psychology**, 115(8), 2023, 1158-1176.

Ajadi, O. T. *Teachers' Remuneration and Students' Involvement in Public Secondary Schools in Southwest, Nigeria*, **Innovare Journal of Education**, 12(5), 2024, 20–25.

Ajoku, F. O. & Kechinyerum, A. F. *Gender Influence on Job Performance among Business Studies Teachers in Junior Secondary Schools in Rivers State,* **International Journal of Education and Evaluation (IJEE),** 8(7), 2022, 50-62.

Akah, L. U. Osaji, N. N. Ahueansebhor, E. & Akpa, S. U. *Resource Supervision and Teaching Effectiveness: Perspectives of Physical and Health Education Lecturers in Train-The-Trainer Institutions in Nigeria,* **Global Journal of Educational Research**, 21(1), 2022, 63-70.

Akinsola, T. Saidu, H. A. Akande, J. O. & Adekunle, A. O. *Effect of Motivational Strategies on Employee Performance in Nigerian Deposit Money Bank,* **International Journal of Professional Business Review** 9(2), 2024, 1-27.

Lead City University Ibadan DO NOT COPY

Akinsuroju, O. E. & Ojeniyi, F. B. *Motivational Factors and Job Performance among Teachers of Public Secondary Schools in Ogun State, Nigeria,* **African Journal of Educational Management,** 18(1), 2017, 43-59.

Akinwumi, M. O. *Job Factors as Predictors of Secondary School Teachers' Performance in Ekiti State,* **AAUA Journal Of Science And Technology Education.** 3(1), 2020, 137-147

Akiri, A. A. & Ugborugbo, N. M. *An Examination of Gender's Influence on Teachers' Productivity in Secondary Schools,* **Journal of Social Sciences,** 17(3), 2008, 185-191.

Akomolafe, C. O. & Belo, F. A. *Principals' Gender-Related Variables and Discipline in Secondary Schools in Southwest, Nigeria,* **European Scientific Journal**, 14(13), 2018, 190-198.

Akpalu, R. Owusu, J. Asare, E. A. & Boateng, P. A. *Influence of Head-Teachers' Instructional Supervision Practices on Teacher Performance in Primary Schools in Ghana: An Integrated Theoretical Model,* **International Journal of Research and Innovation in Social Science, 9**(3s), 2025, 151-159.

Akpan, A. A. & Usoro, E. B. *Comparative Analysis of Administrative Competencies of Male and Female Secondary School Principals in Supervision,* **African Research Review,** 2(2), 2008, 82-93.

Akporehe, D. A. & Asiyai R. I. *Principals' Managerial Skills and Teachers' Job Performance: Evidence from Public Secondary Schools in Delta State, Nigeria***, European Journal of Education and Pedagogy,** *4*(3), 2023, 78-84

Akram, M. Shah, A. A. & Rauf, A. *Head Teachers' Instructional Leadership Practices and School Climate at Secondary Schools,* **Journal of Arts and Social Sciences,** 5(2), 2018, 63-83.

Al Jaghsi, A. Saeed, M. Fanas, S. A. Alqutaibi, A.Y. & Mundt, T. *Validity and Reliability of New Instruments for Measuring Patient Satisfaction with Removable Dentures,* **Arabic Version BMC Oral Health,** 21(446), 2021, 1-10

Al Rawashdeh, A. Z. Mohammed, E. Y. Al Arab, A. R. Alara, M. & Al-Rawashdeh, B. *Advantages and Disadvantages of Using E-Learning in University Education: Analyzing Students' Perspectives*, **Electronic Journal of E-learning**, 19(3), 2021, 107-117.

Alao, I. F. *Teacher Effectiveness among Female Teachers in Primary and Secondary Schools in Southwestern Nigeria*, **Journal of Educational Leadership in Action,** 1(2), 2013, 1-11.

Al-Ismail, M. S., Naseralallah, L. M., Hussain, T. A., Stewart, D., Alkhiyami, D., Abu Rasheed H. M., & Nazar, Z., *Learning Needs Assessments in Continuing Professional Development: A Scoping Review*, **Medical Teacher,** 45(2), 2023, 203-211.

Leadership University Library DO NOT COPY

Alwaely, S. A. Aboutaleb, A. H. Alqudah, H. Musleh, O. A. Abusalma, A. Halim, M. & Darawsheh, S. R. *Empowering Educational Leadership: Examining Self-Management of School Leaders and its Impact on Teachers' Participation in Decision-Making within the United Arab Emirates (UAE),* **Kurdish Studies,** 12(2), 2024, 2559-2570.

Alzoraiki, M., Rahman, O. B. A., & Mutalib, M. A. *The Effect of the Dimensions of Transformational Leadership on the Teachers' Performance in the Yemeni Public Schools,* **European Scientific Journal,** *14*(25), 2018, 322-334.

Appiah A. K. & Esia-Donkoh, K. *Teacher Job Performance: The Role of Head Teachers' Supervisory Styles in Public Basic Schools in MankessimCircuit,* **International Journal of Educational Studies,** 1(3), 2018, 195–205.

Asad, M. M., Rind, A. A., & Abdulmuhsin, A. A. *Impact of Transformational Leadership on Educational Institutes Culture: A Quantitative Study in the Context of Pakistan*, **International Journal of Organizational Analysis,** 30(5), 2022, 1235-1250.

Asiati, M. *Evaluation of Teachers' Job Performance, Appraisal and Motivation in Some Selected Secondary Schools in Kampala, Uganda*, **IAA Journal of Education**, 9(1), 2023, 11-16.

Ateb, T. A. Atsu, A. L. & Atah, C. A. *Internal Supervisory Functions of Principals in Public Secondary Schools*, **International Journal of Education and Evaluation**, 7(5),2021, 1-13

Attard, C. & Holmes, K. *An Exploration of Teacher and Student Perceptions of Blended Learning in Four Secondary Mathematics Classrooms,* **Mathematics Education Research Journal,** 34(4), 2022, 719-740.

Ayasrah, F. T. M., Shdouh, A. & Al-Said, K. *Blockchain-Based Student Assessment and Evaluation: A Secure and Transparent Approach in Jordan's Tertiary Institutions,* **Kurdish Studies,** 11(2), 2023, 2036-2049.

Ayoko, V. O. *An Investigation of the Impacts of Motivation on Teachers' Job Performance in Lokoja Local Government Area of Kogi State Public Secondary Schools,* **American Journal of Social Sciences and Humanities,** 10(1), 2025, 47-56.

Bada, H. A., TengkuAriffin, T. F., & Nordin, H. B. *The Effectiveness of Teachers in Nigerian Secondary Schools: The Role of Instructional Leadership of Principals*, **International Journal of Leadership in Education,** 27(1), 2020, 1-28.

Badrianto, Y. & Ekhsan, M. *Effect of Work Environment and Job Satisfaction on Employee Performance in Pt. Nesinak Industries,* **Journal of Business, Management, & Accounting,** 2(1), 2020, 85-91.

Bailey, C., Blake, C., Schriver, M., Cubaka, V. K., Thomas, T., & Hilber, A. M. *A Systematic Review of Supportive Supervision as a Strategy to Improve Primary Healthcare Services in Sub-Saharan Africa,* **International Journal of Gynecology & Obstetrics,** 132(1), 2016, 117-125.

Leeds City University Library DO NOT COPY

Bardach, L. & Klassen, R. M. *Teacher Motivation and Student Outcomes: Searching for the Signal*, **Educational Psychologist,** 56(4), 2021, 283-297.

Bardelli, E., Ronfeldt, M. & Papay, J. P. *Teacher Preparation Programs and Graduates' Growth in Instructional Effectiveness*, **American Educational Research Journal,** 60(1), 2023, 183-216.

Barus, I. R. G. Simanjuntak, M. B. & Resmayasari, I. *Reading Literacies Through Evieta-Based Learning Material: Students' Perceptions (Study Case Taken from Vocational School–IPB University),* **Journal of Advanced English Studies,** 4(1), 2021, 15-20.

Bayefa-Asaowei, H. T. *Classroom Management Practices for Quality Instructional Delivery in Secondary Education in Nigeria,* **International Journal of Institutional Leadership, Policy and Management,** 6(4), 2024, 506-517.

Berger, J. L. & Girardet, C. *Vocational Teachers' Classroom Management Style: The Role of Motivation to Teach and Sense of Responsibility*, **European Journal of Teacher Education,** 44(2), 2021, 200-216.

Bhatia, M. S. & Kumar, S. *An Empirical Analysis of Critical Factors of Industry 4.0: A Contingency Theory Perspective*, **International Journal of Technology Management**, 91(1-2), 2023, 82-106.

Chen, S. *Influence of Functional and Relational Perspectives of Distributed Leadership on Instructional Change and School Climate,* **The Elementary School Journal,** 119(2), 2018, 298-326.

Chen, Y. M. *Understanding Foreign Language Learners' Perceptions of Teachers' Practice with Educational Technology with Specific Reference ToKahoot! And Padlet: A Case from China,* **Education and Information Technologies,** 27(2), 2022, 1439-1465.

Chukwuemeka, A. J. & Sarah, O. N. *Principals' Leadership Styles and Teachers' Job Performance in Secondary Schools in Anambra State*, **International Journal of Innovative Social & Science Education Research**, *9*(2), 2021, 88-98.

da Cruz Carvalho, A., Riana I. G., & Soares, A. D. C. *Motivation on Job Satisfaction and Employee Performance*, **International Research Journal of Management, IT and Social Sciences,** 7(5), 2020, 13-23.

de Brabander, C. J. & Glastra, F. J. *The Unified Model of Task-Specific Motivation and Teachers' Motivation to Learn About Teaching and Learning Supportive Modes of ICT Use,* **Education and Information Technologies**, 26, 2021, 393-420.

De Castro, J. *Self-care for Filipino Nurses Post Pandemic,* **Filipino Multidisciplinary Research Journal in Education,**2(2), 2023, 1-6.

Delfauzul, D. Simatupang W. & Maksum, H. *Contribution of Principal and Supervision on the Performance of Teacher Motivation Smkn 1 Palembayan*, **International Journal of Educational Dynamics,** *3*(2), 2021, 1-4.

Difoni, N. N. Imeh, A. A. M. Osha, M. I. & Obona, E. E. *Assessing the Relationship between Principals' Instructional Supervisory Strategies and Teachers' Job Performance in Public Secondary Schools,* **Unizik Journal of Educational Laws and Leadership Studies,** 1(1), 2025, 37-50.

Dutta, V. & Sahney, S. *Relation of Principal Instructional Leadership, School Climate, Teacher Job Performance and Student Achievement*, **Journal of Educational Administration,** 60(2), 2022, 148-166.

Edgar, F. Blaker N. M. & Everett, A. M. *Gender and Job Performance: Linking the High Performance Work System with the Ability–Motivation–Opportunity Framework*, **Personnel Review**, 50(1), 2021, 47–63.

Egboka P. N. & Nwosu, I. B. *Principals' Instructional Supervision Strategies as a Correlate of Teachers' Job Performance in Public Secondary Schools in Zamfara State, Nigeria,* **UNIZIK Journal of Educational Management and Policy,** 6(4), 2024, 123-129.

Ehineni, J. O. *Motivation and Job Performance among Secondary School Teachers in Ondo State*, **EPH-International Journal of Educational Research**, *4*(3), 2020, 24-29.

Ejere, E. I. *Absence from Work: A Study of Teacher Absenteeism in Selected Public Primary Schools in Uyo, Nigeria*, **International Journal of Business and Management,** *5*(9), 2014, 115–125.

Ekundayo, H. T. Oyerinde, D. O. & Kolawole, A. O. *Effective Supervision of Instruction in Nigerian Secondary Schools: Issues, Challenges and the Way Forward***, Journal of Education and Practice,** 4(8), 2013, 185-190.

Emikpe, Q. A. & Ileuma, S. E. *Influence of Workload on Job Performance among Secondary School Teachers in Southwest, Nigeria*, **Journal of Capital Development in Behavioural Sciences,** *12*(1), 2024, 34-65.

Erlangga, H., Sos, S., & Erlangga, H. *The Influence of Motivation, Ability, Organizational Culture, Work Environment on Teachers Performance,* **Turkish Journal of Computer and Mathematics Education,** 12(4), 2021, 99-108.

Ertürk, R. *The Effect of Teacher Autonomy on Teachers' Professional Dedication*, **International Journal of Psychology and Educational Studies,** 10(2), 2023, 494-507.

Esra, M. E. Ş. E. & Sevilen, C. *Factors Influencing EFL Students' Motivation in Online Learning: A Qualitative Case Study*, **Journal of Educational Technology and Online Learning,** 4(1), 2021, 11-22.

Ezinine, R. U. *Relationship Between Principals' Supervisory Techniques and Teachers Job Performance in Secondary Schools in Anambra State,* **Academic Journal of Current Research,** 8(1), 2021, 27-36.

Eziuzo, G. O. Chiamaka O. P. & Eziamaka, C. N. *Principals' Managerial Competencies and Teachers' Job Performance in Senior Secondary Schools in Nasarawa West Senatorial District, Nigeria***, International Journal of Education and Evaluation (IJEE),** 10(1), 2024, 115-125

Lead City University Ibadan DO NOT COPY

Fishbach A. & Woolley, K. *The Structure of Intrinsic Motivation*, **Annual Review of Organizational Psychology and Organizational Behavior,** 9, 2022, 339-363.

Forson, J. A., Ofosu-Dwamena, E., Opoku R. A., & Adjavon, S. E. *Employee Motivation and Job Performance: A Study of Basic School Teachers in Ghana*, **Future Business Journal,** 7(30), 2021, 1-12.

Gningue, S. M., Peach, R., Jarrah, A. M., & Wardat, Y. *The Relationship Between Teacher Leadership and School Climate: Findings from A Teacher-Leadership Project*, **Education Sciences,** 12(11), 2022, 1-17.

Goh, J. Sentoso, A. & Setyawan, A. *The Influence of Work Environment and Employee Competency on Employee Performance Mediated by Motivation, BALANCE*, **Economic, Business, Management, and Accounting Journal,** 21(1), 2024, 33 – 48

Grace, A. F. Oladejo M. A. & Oladejo, M. A. *Participatory Management, Professional Development, and Teachers' Job Performance in Public Secondary Schools in Ogun State, Nigeria,* **Journal of Learning for Development,** 7(2), 2020, 161–173.

Groenewald, E. Kilag, O. K. Cabuenas, M. C. Camangyan, J. Abapo J. M. & Abendan, C. F. *The Influence of Principals' Instructional Leadership on the Professional Performance of Teachers*, **Excellencia: International Multi-disciplinary Journal of Education** (2994-9521), 1(6), 2023, 433-443.

Hallinger, P. & Hosseingholizadeh, R. *Exploring Instructional Leadership in Iran: A Mixed Methods Study of High-And-Low-Performing Principals*, **Educational Management Administration & Leadership,** 48(4), 2020, 595-616.

Hallinger, P. Dongyu L. & Wang, W. C. *Gender Differences in Instructional Leadership: A Meta-Analytic Review of Studies Using the Principal Instructional Management Rating Scale,* **Educational Administration Quarterly,** 52(4), 2016, 567-601.

Hallinger, P., Gümüş, S., & Bellibaş, M. S. *Are Principals Instructional Leaders Yet? A Science Map of the Knowledge Base on Instructional Leadership, 1940–2018,* **Scientometrics,** 122(3), 2020, 1629-1650.

Harrison, M. G., King, R. B., & Wang, H. *Satisfied Teachers are Good Teachers: The Association between Teacher Job Satisfaction and Instructional Quality,* **British Educational Research Journal,** 49(3), 2023, 476-498.

Hejres, S., Braganza, A., & Aldabi, T. *Investigating the Effectiveness of Leadership Styles on Instructional Leadership and Teachers Job Expectancy in Kingdom of Bahrain,* **American Journal of Educational Research**, 5(7), 2017, 694-709.

Hiliya, A. A., Tambari, U., Sarkingobir, Y., Hamza, A., & Ashafa, N. A. *Instructional Supervision and Teacher Effectiveness in Senior Secondary Schools in Tambuwal Local Government Area, Sokoto State, Nigeria,* **International Journal on Research in STEM Education,** 4(2), 2022, 58-74.

Honig, M. I. & Rainey, L. R. *Supporting Principal Supervisors: What Really Matters?*, **Journal of Educational Administration**, 57(5), 2019, 445-462.

Hoque, K. E., Bt Kenayathulla, H. B., D/O Subramaniam, M. V., & Islam, R. *Relationships Between Supervision and Teachers' Performance and Attitude in Secondary Schools in Malaysia,* **Sage Open,** *10*(2), 2020. 1-11

Hu, B., Li, Y., Wang, C., Reynolds, B. L., & Wang, S., *The Relation Between School Climate and Preschool Teacher Stress: The Mediating Role of Teachers' Self-Efficacy*, **Journal of Educational Administration,** 57(6), 2019, 748-767.

Ibok, E. E., Ogbebe, O. R., Alu, O. P., Joseph, O. E., Udobong, D. M., & Collins, E. P. *Teachers' Professional Competencies as Determinants of Students' Academic Achievement in Mathematics in Uyo Education Zone of Akwa Ibom State, Nigeria*, **Global Journal of Educational Research,** *23*(1), 2024, 67-76.

Ibrahim, A. *Directive, Collaborative, or Non-Directive?: Thesis Supervision Approaches in the United Arab Emirates*, **Issues in Educational Research,** 28(3), 2018, 679-700.

Idoet, S., Ahyani, N., & Rohana, R. *Management of Principal's Academic Supervision in Improving Teacher's Professionalism*, **Journal of Social Work and Science Education,** 4(3), 2023, 980-987.

Iis, E. Y., Wahyuddin, W., Thoyib, A., Ilham, R. N., & Sinta, I, *The Effect of Career Development and Work Environment on Employee Performance with Work Motivation as Intervening Variable at the Office of Agriculture and Livestock in Aceh,* **International Journal of Economic, Business, Accounting, Agriculture Management and Sharia Administration (IJEBAS),** 2(2), 2022, 227-236.

Imakpokpomwan, M. I., Erhabor, A., & Adeyemi, J. *Principal Leadership Styles as Correlates of Secondary School Teachers Work Attitude in South Senatorial District of Edo State, Nigeria,* **Integrity Journal of Education and Training,** 6(5), 2022, 106-113.

Imran, M., & Akhtar, N. *Impact of Ethical Leadership Practices on Teachers' Psychological Safety and Performance: A Case of Primary School Heads in Karachi-Pakistan*, **Academy of Education and Social Sciences Review,** 3(2), 2023, 172-181.

Iranda, I. J. *Impact of Motivational Factors on Secondary Schools Teachers' Job Performance in Adamawa State*, **ATBU Journal of Science, Technology and Education,** 12(3), 2024, 407-413.

Ishola, M. A., Suleiman, Y., Ibrahim, A. O., Ibrahim Y. L., & Aliyu, L. A. *Nexus Between Principals' leadership Styles and Peace Education in Secondary Schools in Kwara State, Nigeria*, **Journal of Education Naresuan University,** 24(3), 2022, 86-96.

Ivagher, D. E. *Perceived Influence of Instructional Supervision on Students' Academic Performance in Secondary Schools in Makurdi Education Zone of Benue State, Nigeria,* **Ianna Journal of Interdisciplinary Studies,** 3(2), 2021, 46-54.

Jacob, O. N., & Solomon, A. T. *Supervision of Secondary School Education in Nigeria: Problems and Suggestion*, **European Journal of Humanities and Educational Advancements,** 2(6), 2021, 71-76.

Lead City University - DO NOT COPY

Jalapang, I., & Raman, A. *Effect of Instructional Leadership, Principal Efficacy, Teacher Efficacy and School Climate on Students' Academic Achievements,* **Academic Journal of Interdisciplinary Studies,** 9(3), 2020, 82-92.

Jentsch, A., Hoferichter, F., Blömeke, S., König, J. & Kaiser, G. *Investigating Teachers' Job Satisfaction, Stress and Working Environment: The Roles of Self-Efficacy and School Leadership,* **Psychology in the Schools,** 60(3), 2023, 679-690.

Jideofor, E. N. *Influence of Principals' Leadership Styles on Teachers' Job Satisfaction in Secondary Schools in Nnewi Education Zone of Anambra State,* **Journal of Educational Research & Development,** 5(1), 2022, 257-266.

Jimenez, R. G., & Galicia, L. S. *School Heads' Instructional Leadership and Emotional Competencies, and Teachers' Work Performance in Selected Public Junior High Schools,* **Technium Education and Humanities,** 5(2023), 2023, 45-68.

Jobirovna, A. J. *Effective Classroom Management: Strategies for Teachers*, **American Journal of Language, Literacy and Learning in STEM Education** (2993-2769), 1(10), 2023, 444-450.

Johnson, A., Stella, K., Wilson, K., & Kule, J. *The Impact of Directive Supervisory Practices on Job Performance of Teachers in Public Primary Schools: A Case Study of Ibanda Municipality, Uganda,* **Newport International Journal of Research in Education (NIJRE),** 4(1), 2024. 1-13

Joo, B. K., Jeung C. W., & Yoon, H. J. *Investigating the Influences of Core Self-Evaluations, Job Autonomy, and Intrinsic Motivation on In-Role Job Performance,* **Human Resource Development Quarterly,** 21(4), 2010, 353–371.

Jumiaty, A. A., & Kuswoyo, H, *Undergraduate Students' Perceptions towards Lecturer's Classroom Management in the Indonesian Tertiary Context*, **Linguistics and Literature Journal**, 4(1), 2023, 89-99.

Kadarusman, K., & Bunyamin, B, *The Role of Knowledge Sharing, Trust as Mediation on Servant Leadership and Job Performance,* **Management Science Letters**, 11(5), 2021, 1509-1520.

Kamaruddin, S. N. A. A., Omar, K., Saputra, J., Shakur, E., Rahim, N. A. A. A., & Razal, M. *Determinants of Female Employees' Job Performance in Malaysia*, **Management Science Letters,** 11(1), 2021, 233-238.

Karagianni, E., Papadaki, A., Karabatzaki, Z., & Driga, A. M. *The Teacher's Key Role in the Challenge of the Effective Classroom Management***, Research, Society and Development,** 12(2), 2023, 1-14.

Kariuki, J. K., Piliyesi, Sr., & Ateka, F. *Principal's Transformational Leadership and Teachers' Performance Among Public County Secondary Schools in Nyandarua County, Kenya***, Journal of Education and Practice.** *2*(1), 2018, 1-25.

Kartini, D., Kristiawan, M., Fitria, H., Negeri, S., & Sugihan, M. *The Influence of Principal's Leadership, Academic Supervision, and Professional Competence Toward Teachers' Performance*, **International Journal of Progressive Sciences and Technologies (IJPSAT),** 20(1), 2020, 156-164.

Leon - University Ibadan - NOT FOR SALE

Kemethofer, D., Weber, C., Brauckmann-Sajkiewicz, S., & Pashiardis, P. *Examining the Trident: How Data from the PISA Study can be Used to Identify Associations Among Context, School Leadership and Student Outcomes,* **Journal of Educational Administration,** 61(2), 2023, 162-177.

Khan, R. M. I., Radzuan, N. R., M. Farooqi, S. U. H., Shahbaz, M., & Khan, M. S. *Learners' Perceptions on WhatsApp Integration as a Learning Tool to Develop EFL Vocabulary for Speaking Skill*, **International Journal of Language Education,** 5(2), 2021, 1-14.

Khan, S., Rasheed, R., Rashid, A., Abbas, Q., & Mahboob, F. *The Effect of Demographic Characteristics on Job Performance: An Empirical Study from Pakistan*, **The Journal of Asian Finance, Economics and Business,** 9(2), 2022, 283-294.

Khoshnaw, S., & Alavi, H. *Examining the Interrelation Between Job Autonomy and Job Performance: A Critical Literature Review*, **Multidisciplinary Aspects of Production Engineering,** 3(1), 2020, 606–616.

Kilag, O. K. T., Malbas, M. H., Miñoza, J. R., Ledesma, M. M. R., Vestal, A. B. E., & Sasan, J. M. V. *The Views of the Faculty on the Effectiveness of Teacher Education Programs in Developing Lifelong Learning Competence*, **European Journal of Higher Education and Academic Advancement,** 1(2), 2024, 92-102.

Kilag, O. K. *Exploring the Connection of School Leadership, Educational Effectiveness, and Professional Learning: A Focus on School Leader as Researcher,* **International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE),** 1(2), 2024, 57-63.

Kulsum, K., & Suryadi, T. *Validity and Realiabity Test for Research Instruments Regarding Health Professional Student Satisfaction Towards Online Learning During the Covid-19 Pandemic,* **European Journal of Molecular & Clinical Medicne**. 7(10), 2020, 2802-2817.

Lefstein, A., Vedder-Weiss, D., & Segal, A. *Relocating Research on Teacher Learning: Toward Pedagogically Productive Talk*, **Educational Researcher,** 49(5), 2020, 360-368.

Li, D., Duys, D. K., & Vispoel, W. P. *Transitional Dynamics of Three Supervisory Styles using Markov Chain Analysis*, **Journal of Counseling & Development,** 98(4), 2020, 363-375.

Limon, İ., & Sezgin-Nartgün, Ş. *Development of Teacher Job Performance Scale and Determining Teachers' Job Performance Level,* **Journal of Theoretical Educational Science,** 13(3), 2020, 564-590.

Loan, L. J. M. S. L. *The Influence of Organizational Commitment on Employees' Job Performance: The Mediating Role of Job Satisfaction,* **Management Science Letters,** 10(14), 2020, 3307-3312.

Lutfi, L., Khodijah N., & Hawi, A. *The Effect of Headmasters' Leadership Style, Supervision Ability and Work Climate on the Performance of Islamic Religious Education Teachers in Prabumulih City,* **Conciencia**, 21(2), 2021, 121-144.

Lead City University Ibadan DO NOT COPY

Ma, X., & Marion, R. *Exploring How Instructional Leadership Affects Teacher Efficacy: A Multilevel Analysis*, **Educational Management Administration & Leadership,** 49(1), 2021, 188-207.

Mahaputra, M. R., & Saputra, F. *Literature Review the Effect of Headmaster Leadership on Teacher Performance, Loyalty and Motivation,* **Journal of Accounting and Finance Management, 2**(2), 2021, 103-113.

Maheshwari, G. *Influence of Teacher-Perceived Transformational and Transactional School Leadership on Teachers' Job Satisfaction and Performance: A Case of Vietnam,* **Leadership and Policy in Schools,** 21(4), 2022, 876-890.

Makule, N. E., & Otieno, K. O. *Influence of Incentives on Teachers' Performance in Public Secondary Schools in Arusha City, Tanzania*. **Journal of Research Innovation and Implications in Education,** *8*(4), 2024, 289-301.

Mastur, M. *Strategy The principal's Leadership Style in Implementing "Merdeka Belajar" in Schools,* **Kelola: JurnalManajemen Pendidikan,** 10(1), 2023, 10-21.

Matagi, L., Baguma, P., Rutanga, M., & Baluku, M. *Gender, Organizational Commitment and Job Performance in the Ugandan Local Government*, **European Journal of Business and Management**, 12(14), 2020, 24-36.

Mehmood, T., Hassan, D. H. C., & Taresh, S. *The Role of the Interpersonal Skills of the School Principals in Optimizing Positive School Climate: A Concept Paper,* **International Journal of Emerging Issues in Social Science, Arts and Humanities (IJEISSAH),** 1(2), 2023, 38-54.

Mehnaz, H. S., Iqbal M., & John, A. *Impact of Instructional Leadership on Student Achievement Through Teachers' Behavior: A Multilevel Study,* **Journal of ISOSS,** 8(1), 2022, 363-374.

Meilani, Y. F. C. P., Bernarto, I., & Nahar, F. H. *The Relationship Between Autonomy, Workload, and Work-Life Balance to Job Performance of Female Lecturers at Private Universities during Pandemic Covid -19*, **JournalAplikasiManajemen**, 20(3), 2022, 477-487.

Mitchell, T. R. *Expectancy-value models in organizational psychology. In Expectations and actions,* **Routledge,** 2021, 293-312.

Mworia, L. N., Wachira, W., & Mwaura, P. *Job Autonomy and Employee Performance in the County Government of Isiolo, Kenya*, **European Journal of Social Sciences Studies,** 6(6), 2021, 1-15.

Ndubueze O. J., & Oputa, N. S. *The Influence Of Principals' communication Styles On Administrative Effectiveness In Public Secondary Schools In Onitsha North Local Government Area In Anambra State, Nigeria,* **COOU Journal of Educational Research,** 6(1), 2021,199-219.

Ndukwu, N. P., & Edo, B. L. *Influence of Motivation on Teachers' Job Performance in Secondary Schools, Rivers State, Nigeria,* **International Journal of Innovative Psychology & Social Development** 8(3), 2020, 105-111.

Ngabirano, D., Twebaze, R., Nyemara, N., & Aheisibwe, I. *Teachers' Professional Development and Job Performance in Selected Secondary Schools in Ibanda Municipality Uganda*, **East African Journal of Education Studies,** 6(1), 2023, 245–253.

Ngu, B. H., & Phan, H. P. *Differential Instructional Effectiveness: Overcoming the Challenge of Learning to Solve Trigonometry Problems that Involved Algebraic Transformation Skills,* **European Journal of Psychology of Education**, 38(4), 2023, 1505-1525.

Nombo, N. M. A., Nyangarika, & G. N. Nwesiga. *Effect of Absenteeism of Teachers in Public Secondary Schools towards Students' Academic Performance,* **International Journal of Advance Research and Innovative Ideas in Education,** 6(4), 2020, 167-179.

Noor, T. & Nawab, A. *Are School Leaders Working as Instructional Leaders? Exploration of School Leadership Practices in Rural Pakistan,* **Cogent Education,** 9(1), 2022, 1-15.

Nuhu, G. Z. Agba E. T. & Aliu, O. S. *Effect of Motivation on the Performance of Private School Teachers within Jos Metropolis*, **International Journal of Education and Evaluation (IJEE),** 9(2), 2023, 50-69.

Nwakpa, P. *Relationship between Teachers Continuous Professional Development Practices and their Job Performance in Secondary Schools in Ebonyi State, Nigeria,* **Asian Journal of Applied Sciences,** 6(6), 2019, 1-6.

Obediente, A. *Influence of Self-Actualization Needs and Professional Development on the Job Performance among Technology and Livelihood Education (TLE) Teachers,* **Journal of General Education and Humanities,** 2(4), 2023, 313–322.

Obee, A. F. Hart, K. C. & Fabiano, G. A. *Professional Development Targeting Classroom Management and Behavioral Support Skills in Early Childhood Settings: A Systematic Review,* **School Mental Health,** 15(2), 2023, 339-369.

Obiekwe, K. Mbonu O. A. & Ikedimma, I. F. *Comparative Analysis of Male and Female Principals' Leadership Role Performance in Secondary Schools in Anambra State*, **GPH-International Journal of Educational Research**, 4(10), 2021, 64-71.

Obispo, R. D. *Educators' Perception of Technology Integration in the Classroom: Basis for the Development of Action Plan*, **International Journal of Multidisciplinary Research and Growth Evaluation,** 4(5), 2023, 110-119.

Ofoegbu, F. I., *Teacher Motivation as an Essential Factor for Classroom Effectiveness and School Improvement,* **College Student Journal,** *3*(1), 2004, 54-69.

Ogbonnia, U. E. Nwifuru, N. F. I. & Charity, O. R. *Welfare and Teachers' Job Performance in Public Secondary Schools in Ebonyi State, Nigeria*, **US-China Education Review,** *14*(9), 2024, 603-614.

Ogbudinkpa I. C., *Motivation and Its Impact on Teachers' Productivity in Secondary Schools in Njokoka LGA of Anambra State, Nigeria*, **International Journal of Educational Management,** 19(2), 2021, 118-130.

Lead City University Ibadan, DO NOT COPY

Ogunjide, J. A. & Odeleye, D. A. *Motivational Strategies and School Factors as Predictors of Teachers' Commitment in Public Secondary Schools in South-west, Nigeria,* **Journal Of Capital Development in Behavioural Sciences,** 10(1), 2022, 41-64.

Ogunode, N. J. Olowonefa J. A. & Ayoko, V. O. *Task-Oriented Leadership Style and Performance of Educational Institutions in Nigeria*, **Ta'limVaRivojlanishTahliliOnlaynIlmiyJurnali,** *3*(3), 2023, 12-22.

Ogunyinka, E. K., Okeke, T. I., & Adedoyin, R. C. *Teacher Education and Development in Nigeria: An Analysis of Reforms, Challenges and Prospects,* **Education Journal,** *4*(3), 2015, 111–122.

Ojewale, K. A. *Achieving Sustainable Development Through Teaching and Learning of Social Studies in Secondary Schools in Oyo State, Nigeria*, **Trailblazer International Journal of Educational Research,** 4(1), 2023, 1-10.

Oke, S. M. & Pitan, O. S. *Professional Development Opportunities: A Tool for Enhancing Secondary School Teachers' Job Performance*, **Prestige Journal of Education,** 8(1), 2025, 84-94.

Okia, H. S. Naluwemba, E. F. & Kasule, G. W. *Status of Support Supervision and Performance of Primary School Teachers in Uganda: A Qualitative Perspective,* **International Journal of Education and Social Science Research.** 4(3), 2021, 115-134.

Okoro, J. I. *Principals' Leadership Behaviour and Students' Academic Performance in Public Senior Secondary Schools in Rivers State, Nigeria,* **International Journal of Institutional Leadership, Policy and Management**, 4(1), 2022, 104-146.

Olasoji, S. O. *The Influence of Teachers' Motivation on Chemistry Students' Performance in Senior Secondary Schools in Ila Local Government Area of Osun State*, **International Journal of Educational Research and Library Science.** 5(8), 2024, 143-158.

Oluwakemi A. R. & Olusola, A. H. *Teachers' Professional Development and Instructional Supervision as Contributory Factor to Job Performance in Ogun State Secondary Schools, Nigeria,* **Journal of Education in Black Sea Region,** 8(2), 2023, 68–79.

Ominini, W. *Demographic and Personality Correlates of Principals' Performance in Instructional Supervision in the Management of Secondary Schools in South-South, Nigeria,* **International Journal of Contemporary Research,** 3(3), 2021, 1-20.

Omobude, M. O. & Igbudu, U. *A Comparative Analysis of Gender Effectiveness in Public and Private Secondary Schools Teachers' in Oredo Local Government of Edo State Nigeria.* **Rev. Eur. Stud.,** 4(2), 2012, 175-178.

Onele-Adali, A. & Aja-Okorie, U. *Gender Differences in Administration of Secondary Schools in Ebonyi State, Nigeria*, **International Journal of Multidisciplinary Research and Development,** *2*(10), 2015, 61-66.

Lead City University Library Do Not Copy

Osei, S. A., Boahemaa, A. F., Peprah, W. K., Marfo-Kusi A. A., & Pinamang B. N. *Continuous Professional Development on Job Performance of Registered Nurses in Ghana*, **Abstract Proceedings International Scholars Conference**, 7(1), 2019, 116–128.

Osiesi, M. P. Odobe, V. T., Sanni, K. T., Adams A. B., Oke, C. C., Omokhabi U. S., & Okorie, N. C. *An Assessment of the Impact of Professional Development and Training on Job Performance of Library Staff in Federal University Oye Ekiti Libraries,* **Nigeria, Library Management,** 43(3–4), 2022, 228–239.

Ossai, A. G. & Kingsley, I. *Principals Instructional Supervision and the Academic Performance of Secondary School Students in Oshimili North Local Government Area of Delta State, Nigeria,* **African Journal of Humanities and Contemporary Education Research,** 10(1), 2023, 175-185.

Özdemir, G. Sahin, S. & Öztürk, N. *Teachers' Self-Efficacy Perceptions in Terms of School Principal's Instructional Leadership Behaviours,* **International Journal of Progressive Education,** 16(1), 2020, 25-40.

Pacursa, L. B. Almoite, A. D. Bata, D. B. and Blando, C. G. *Student Teachers' Perspectives on Teaching: The Making of Teaching Profession as a First Choice,* **Open Access Library Journal,** 10**,** 2023 1-12

Padmaja, T. V. S. *The Evolution Of Mixed Methods Research: Integrating Qualitative and Quantitative Approaches,* **AG Advanced Research Techniques-Theories, Methods, and Practices,** *(1)*, 2024, 1-10.

Pamuji, S. & Limei, S. *The Managerial Competence of the Madrasa Head in Improving Teacher Professionalism and Performance At Mi Al-MaarifBojongsari, Cilacap District*, **Pengabdian: JurnalAbdimas,** *1*(2), 2023, 66–74.

Parveen, K. Quang Bao Tran, P. Kumar T. & Shah, A. H. *Impact of Principal Leadership Styles on Teacher Job Performance: An Empirical Investigation*, **In Frontiers in Education**, 7, 2022, 814159.

Pitan, O.S. and Muller, C. *Assessment of Strategies for Preparing Graduates for the Disruptive Workplace: Evidence from Nigeria and South Africa,* **Journal of Teaching and Learning for Graduate Employability,** 14(1), 2023, 15–30

Prasetia, I., Akrim, A., & Sulasmi, E. *Developing Collaborative-Based Supervision Model Which Accentuates Listening and Responding Skills*, **AL-ISHLAH: Jurnal Pendidikan,** 14(1), 2022, 709-720.

Primanda, G. *Leadership, Work Environment, and Work Motivation on Employee Performance at PT Telkomsel's IT Directorate*, **Indonesian Journal of Multidisciplinary Science,** 3(4), 2024, 373-384.

Purwanto, M. B. *Professional Growth and Staff Development (How to Encourage Employees to Pursue Professional Development*, **International Journal of Technology and Education Research,** 1(01), 2023, 153-165.

Qadach, M. Schechter, C. & Da'as, R. A. *Instructional Leadership and Teachers' Intent to Leave: The Mediating Role of Collective Teacher Efficacy and Shared Vision,* **Educational Management Administration & Leadership**, 48(4), 2020, 617-634.

Rachmawati, Y. & Suyatno, S. *The Effect of Principals' Competencies on Teachers' Job Satisfaction and Work Commitment,* **Participatory Educational Research,** 8(1), 2021, 362-378.

Robinson, C. D. *A Framework for Motivating Teacher-Student Relationships*, **Educational Psychology Review,** 34(4), 2022, 2061-2094.

Safari, A. & Saleh, A. S. *Key Determinants of SMEs' Export Performance: A Resource-Based View and Contingency Theory Approach using Potential Mediators,* **Journal of Business & Industrial Marketing,** 35(4), 2020, 635-654.

SAlcances, M. L. Yango A. R. & Bermudo, P. J. V. *Leadership Style, Instructional Supervision Strategies, and Job Performance of College Instructors in the Local Colleges in Cavite*, **Technium Social Sciences Journal,** 44, 2023, 477–497.

Saleem, A. Aslam, S. Yin Y. B. & Rao, C. *Principal Leadership Styles and Teacher Job Performance: Viewpoint of Middle Management,* **Sustainability,** 12(8), 2020, 1-15.

Sanchez, J. E. Paul, J. M. & Thornton, B. W. *Relationships Among Teachers' Perceptions of Principal Leadership and Teachers' Perceptions of School Climate in the High School Setting,* **International Journal of Leadership in Education,** 25(6), 2022, 855-875.

Savitri, E. & Sudarsyah, A. *Transformational Leadership for Improving Teacher's Performance During the Covid-19 Pandemic*. In *4th International Conference on Research of Educational Administration and Management (ICREAM 2020) Atlantis Press,* **Advances in Social Science, Education and Humanities Research,** 526, 2021, 308-312.

Sebastian, J. & Allensworth, E. *Linking Principal Leadership to Organizational Growth and Student Achievement: A Moderation Mediation Analysis*, **Teachers College Record,** 121(9), 2019, 1-32.

Sesario, R. Lubis, F. M. Abidin, A. Z. & Munizu, M. *Analysis of the Influence of Compensation, Work Discipline and Work Environment on Performance of National Agribusiness Company Employees,* **JEMSI (JurnalEkonomi, Manajemen, dan Akuntansi),** 10(1), 2024, 78-83.

Shahzad, M. B. Role of Psychological Capital in the Curvilinear Association between Job Autonomy and Job Performance, **Performance Improvement Quarterly,** 34(4), 2022, 603–625.

Shala, B. Prebreza, A. & Ramosaj, B. *The Contingency Theory of Management as A Factor of Acknowledging the Leaders-Managers of our Time Study Case: The Practice of the Contingency Theory in the Company Avrios,* **Open Access Library Journal,** 8(9), 2021, 1-20.

Sigurdardottir, M. S., Rafnsdottir, G. L., Jónsdóttir, A. H., & Kristofersson, D. M. *Student Evaluation of Teaching: Gender Bias in a Country at the Forefront of Gender Equality*, **Higher Education Research & Development,** 42(4), 2023, 954-967.

Sinakou, E. Donche, V. & Van Petegem, P. *Teachers' Profiles in Education for Sustainable Development: Interests, Instructional Beliefs, and Instructional Practices*, **Environmental Education Research,** 30(3), 2023, 1-22.

Smith, P. A. Escobedo P. & Kearney, W. S. *Principal Influence: A Catalyst for Positive School Climate*, **International Journal of Education Policy and Leadership,** 16(5), 2020, 1-16.

Soodmand, H. A. & Moradifar, M. *The Structural Interplay Between Critical Cultural Awareness, Institutional Identity, Self-Efficacy, Reflective Teaching and Job Performance of EFL Teachers,* **International Journal of Society, Culture & Language,** 9(1), 2021, 14-29.

Sørlie, H. O. Hetland, J. Bakker, A. B. Espevik R. & Olsen, O. K. *Daily Autonomy and Job Performance: Does Person-Organization fit Act as a Key Resource?,* **Journal of Vocational Behavior,** 133(2022), 2022, 1-15.

Sugiarti, E*., The Influence of Training, Work Environment and Career Development on Work Motivation That Has an Impact on Employee Performance at PT. SuryamasElsindoPrimatamain West Jakarta*, **International Journal of Artificial Intelligence Research,** 6(1), 2022, 1-11.

Sunder, M. V. & Prashar, A. *Empirical Examination of Critical Failure Factors of Continuous Improvement Deployments: Stage-Wise Results and A Contingency Theory Perspective,* **International Journal of Production Research,** 58(16), 2020, 4894-4915.

Taheri, R. H., Miah, M. S. & Kamaruzzaman, M. *Impact of Working Environment on Job Satisfaction*, **European Journal of Business and Management Research,** 5(6), 2020, 1-5.

Tahseen, N. *The Relationship between Principal's Leadership Style and Teacher Occupational Stress*, **Journal of Research & Reflections in Education (JRRE),** 4(2), 2010, 1-19.

Tijani, A. A. & Etejere, P. A. O. *Training and Supervision as Predictors of Business Teachers' Job Performance for Policy and Practice in Nigerian Secondary Schools,* **International Business Education Journal,** 14(2), 2021, 38-47.

Tobón, S. Juárez-Hernández, L. G. Herrera-Meza, S. R. & Núñez, C. *Assessing School Principal Leadership Practices. Validity and Reliability of A Rubric*, **Educación XX1,** 23(2), 2020, 187-210.

Ukozor, C. U. & Edet, I. N. *Principal's Managerial Conceptual Skills and Teachers Job Performance in Secondary Schools in Nigeria*, **International Journal of Learning Development and Innovation,** *1*(1), 2024, 1-8.

Ukpong, N. N. & Uchendu, C. C. *Motivational strategies and possible influence on secondary school teachers teaching performance,* **Global Journal of Educational Research,** 11(2), 2012, 137-142.

Unegbe P. E. & Ogbene, I. V. *Influence of Principals' Motivation on Teachers' Job Performance in Wukari Education Zone, Taraba State, Nigeria*. **International Journal of Social Science Research and Anthropology**, 3(6), 2024, 19-33.

Ibadan City University DO NOT COPY

Usman, H. A. Akinnubi, O. P. & Ayoku, O. B., *Assessment of Teachers' Job Commitment in Public Senior Secondary Schools in Sokoto State, Nigeria,* **Pedagogik: Jurnal Pendidikan,** 19(2), 2024, 131-146.

Uzoechina, G. O. & Oguegbu, A. *Relationship Between Principals' Transformational Leadership Style and Teacher Job Performance*, **International Journal of Research,** *9*(1), 2015

Venkatesh, V. Davis, F. D. & Zhu, Y. *A Cultural Contingency Model of Knowledge Sharing and Job Performance*, **Journal of Business Research,** 140, 2022, 202-219.

Wakasa, D. B. *The Impact of Collaborative Peer Supervisory Competencies on Enhancing Instructional Supervision for English Teachers in Public Secondary Schools in Kakamega County, Kenya,* **Journal of Research in Education and Technology,** *1*(2), 2023. 66-75.

Walson, O. B. *Demographic and Personality Correlates of Principals' Performance in Instructional Supervision in the Management of Secondary Schools in South-South, Nigeria,* **International Journal of Contemporary Research**, 3(3), 2021, 131-150.

Wang, J., Tigelaar, D. E., & Admiraal, W. *Rural Teachers' Sharing of Digital Educational Resources: From Motivation to Behavior*, **Computers & Education,** 161(2021), 2021, 1-17.

Warman, W. Poernomo, S. A. Januar, S. & Amon, L. *Leadership Style and Principal Supervision in Improving Teacher Performance at State High Schools in KutaiKartanegara Regency, East Kalimantan Province, Indonesia*, **EduLine: Journal of Education and Learning Innovation,** 2(1), 2022, 17-24.

Watkins, R. *The Relationship between Employee Gender, Age, and Veterans Status and Job Satisfaction,* **Open Journal of Business and Management,** 12(01), 2024, 39-50.

Wee, S., Newman, D. A., Song, Q. C., & Schinka, J. A. *Vocational Interests, Gender, and Job Performance: Two Person–Occupation Cross-Level Interactions*, **Personnel Psychology,** 74(2), 2021, 323-368.

Widhianingrum, W., Kurniasih, R., & Riawan, R. *The Role of Information Technology and Work Environment in Improving Teacher Performance*, **The Innovation of Social Studies Journal,** *5*(2), 2024, 162-167.

Wilkins, N. J. Verlenden, J. M. Szucs, L. E. & Johns, M. M. *Classroom Management and Facilitation Approaches that Promote School Connectedness*, **Journal of School Health,** 93(7), 2023, 582-593.

Wiyono, B. B., Rasyad, A., & Maisyaroh. *The Effect of Collaborative Supervision Approaches and Collegial Supervision Techniques on Teacher Intensity Using Performance-Based Learning,* **Sage Open**, *11*(2), 2021, 21582440211013779

Yalçınkaya, S., Dağlı, G., Altınay, F., Altınay Z., & Kalkan, U. *The Effect of Leadership Styles and Initiative Behaviors of School Principals on Teacher Motivation,* **Sustainability,** 13(5), 2021, 1-18.

Zhang, B. & Zhang, J. *Establishment and Practice of Academic Guidance Mechanism for International Students in the COVID-19 Pandemic: A Case of Dongbei University of Finance and Economics,* **Journal of International Students,** 12(S1), 2022, 105-117.

Zhang, X. Admiraal, W. & Saab, N. *Teachers' Motivation to Participate in Continuous Professional Development: Relationship with Factors at the Personal and School Level,* **Journal of Education for Teaching**, 47(5), 2021, 714-731.

Zikanga, D. K. Anumaka, B. I. Tamale, M. B. & Mugizi, W. *Head Teachers Supervision Practices and Job Performance of Teachers in Government Aided Secondary Schools in Western Uganda*, **East African Journal of Education and Social Sciences,** *2*(4), 2021, 54-65.

Unpublished Thesis and Dissertation

Atieno, O. E. *Effectiveness of Principals' Instructional Supervision in Enhancing Teacher Professional Development in Public Secondary Schools in Nairobi and Kajiado Counties, Kenya,* Ph.D. Thesis, Kenyatta University, Kenya. 2019, 1-277.

Duhé, R. *You Belong Here: Teachers' Perspective on Incorporating a Culturally Responsive Approach to Increase Engagement for Students of Color in Advance Placement Courses,* (Doctoral dissertation, Northeastern University), 2023.

Hanks, S. A. *School Administrator Instructional Leadership Self-Efficacy Influence on Work Engagement: A Qualitative Descriptive Inquiry*, (Doctoral dissertation, Grand Canyon University), 2023.

Okwatsa, D. W. *Principals' Motivational Strategies and their Implications on Teachers' Job Performance in Public Secondary Schools in Mombasa County, Kenya*, A research project submitted to the School of Education, Department of Educational Management, Policy and Curriculum Studies, in partial fulfillment for the Award of Degree of Master of Education of Kenyatta University. 2021, 1-99.

Taquilla, B. *A Sense of Belonging: An Examination of the Impact of Leadership Behaviors on Teacher Morale in Rural Middle Schools,* Doctor of Education Dissertations, 2022, 88

Teaching Service Commissions (TESCOM), 2022

Lead City University Ibadan © NOT COPY

Appendix 1

Questionnaire on Secondary Schools Teachers' Job Performance

(QoSSTeJoP)

Department of Arts and Social Science Education,
Faculty of Education,
Lead City University,
Ibadan

Dear Respondents,

Request to Participate in a Research

I am a doctoral research student at the above-mentioned institution. I am currently conducting research to gain insight into the factors that are responsible for public senior secondary school teachers' job performance. Please respond appropriately to the items in this questionnaire. As respondents, you are not required to write your name; all information provided will be treated as anonymous and will be used solely for research purposes.

Sincerely,

OKE, Sunday Mayowa

Lead City University Ibadan DO NOT COPY

SECTION A: Demographic Details of Teachers

1. Gender: Male { } Female { }
2. Age: 20 years or Less { } 21-30 years { } 31-40 years { } 41-50 years { } 50 years and above { }
3. Years of Teaching Experience: 1-10 years { } 11-20 years { } 21-30 years { } 31 years and above { }
4. Highest Educational Qualification: TCI/TCII/NCE { } OND{ }HND { }Bachelor's Degree { } Master's Degree { } MPhil / Doctorate Degree { }

SECTION B

This section is designed to solicit information on level of job performance of public secondary school teachers in your school. Please tick the option that best describes your response to the statements given in the table below. Note that no option is correct or wrong.

S/N	I:	Always	Seldom	Rarely	Never
1	communicate complex concepts in a clear and understandable manner				
2	use varied instructional strategies to cater for different learning styles within the classroom				
3	encourage critical thinking and problem-solving skills through my teaching methods				
4	connect the lesson content to real-life examples, making it relevant and engaging for students				
5	manage to maintain a pace that ensures all students grasp the material without feeling rushed or overwhelmed				
6	establish and communicate clear classroom rules and expectations to the students				
7	handle disruptions and behavior issues in a fair, respectful, and effective manner				
8	create a positive and inclusive classroom environment that encourages active participation and mutual respect among students				
9	manage transitions between activities, maximizing instructional time and minimizing disruptions				

Lead City University Ibadan DO NOT COPY

10	ensure balance between maintaining a structured classroom and allowing for flexibility to accommodate students' individual needs	
11	design assessments that align with the learning objectives and adequately measure students' understanding of the material	
12	provide timely and constructive feedback on assignments and assessments to help students improve	
13	use a variety of assessment methods to assess different skills and knowledge areas	
14	involve students in self-assessment and reflection, promoting meta-cognition and ownership of their learning	
15	adjust my teaching based on assessment results to address areas where students may be struggling	
16	make myself available for one-on-one discussions or assistance outside of class time when students have questions or concerns	
17	show empathy and understanding towards students' individual needs, backgrounds, and challenges	
18	provide academic and personal guidance, helping students set goals and develop strategies to achieve them	
19	communicate with parents/guardians to keep them informed about students' progress and address any concerns	
20	foster a sense of belonging and emotional well-being among students, creating a supportive classroom atmosphere	
21	incorporate technology tools and resources to enhance instructional content and engage students in the learning process	
22	ensure that technology is used purposefully and aligns with the learning objectives of the lesson	
23	address technical issues that may arise during technology-based activities without causing significant disruptions	
24	promote digital literacy and responsible use of technology among students	
25	adapt my teaching methods when technology-related challenges arise, ensuring that the learning experience remains effective	

Lead City University, Ibadan DO NOT COPY

SECTION C

This section contains items carefully structured to gather information on the level of motivational factors in public secondary school in Southwest, Nigeria. Please tick the option that best describes your response to the statements given in the table below. Note that no option is correct or wrong.

S/N	My school:	Very True	True	Partially True	Not True
1	enjoys overall sense of collaboration and friendship among colleagues				
2	administration values and recognizes my contributions as a teacher				
3	peers and superiors gives constructive feedback and encouragement to me as a teacher				
4	provides and am satisfied with the availability of resources and facilities that support effective teaching				
5	leadership approach to addresses concerns and create an atmosphere of open communication satisfies me as a teacher				
6	participate in and enjoy workshops and seminars that are offered by my school to enhance my teaching skills				
7	am encouraged by my school through financial support to participate in external professional development events				
8	provides varieties and relevant professional development opportunities that satisfies me as a teacher				
9	aligns professional development with individual teacher's needs and the broader goals of the institution				
10	sees the insights and knowledge gained from professional development at improving my teaching practices				
11	gives the freedom to and adapt my teaching methods and curriculum				
12	supported me in experimenting with innovative teaching approaches and trying new instructional strategies				
13	welcomes input in decisions related to curriculum design, classroom policies, and school initiatives				
14	administration involve teachers in the decision-making processes that affect the teaching and learning environment				
15	empowered me to make meaningful contributions to the educational direction of the school				

Lead City University Ibadan DO NOT COPY

SECTION D

This section contains items to determine the most adopted principal supervision of instruction style in public secondary schools in Southwest Nigeria. Please tick the option that best describes your response to the statements given in the table below. Note that no option is correct or wrong.

S/N	My school principal:	Always	Seldom	Rarely	Never
1	provides specific instructions and guidelines on how to improve my teaching methods				
2	closely monitors my classroom activities and provide feedback on specific teaching techniques				
3	makes decisions about curriculum and instructional methods with significant input from teachers				
4	engages me in discussions about instructional strategies and student learning outcomes				
5	encourages me in open dialogue and seek input from me when making decisions related to curriculum and instruction				
6	works alongside teachers to plan and implement new teaching approaches or initiatives				
7	inspires and motivates me to strive for higher levels of teaching excellence				
8	encourages me to innovate and experiment with new instructional methods				
9	emphasizes the broader vision and goals of education				
10	provides emotional and professional support to help me overcome challenges in my teaching role				
11	creates an atmosphere where I feel comfortable seeking guidance and assistance				
12	recognizes and acknowledges my efforts and achievements as a teacher				
13	provides opportunities for my professional growth and skill development				
14	provides constructive feedback and suggestions for improvement that aligns with my long-term career goals				
15	helps me identify areas of strengths and areas that need further development in my teaching practices				

Lead City University Ibadan, DO NOT COPY

Appendix II

Principals' Interview Guide (PIG)

SECTION A: Demographic Details of Principals

1. Gender: Male { } Female { }
2. Age: 20 years or Less { } 21-30 years { } 31-40 years { } 41-50 years { } 50 years and above { }
3. Years of Teaching Experience: 1-10 years { } 11-20 years { } 21-30 years { } 31 years and above { }
4. Highest Educational Qualification: TCI/TCII/NCE { } OND{ } HND { } Bachelor's degree { } Master's Degree { } MPhil / Doctorate Degree { }

SECTION B:

What is the level of job performance (instruction effectiveness, classroom management, assessment and evaluation, student support and guidance and technology integration) of teachers in your school.

a. Instructional Effectiveness:

1. In your opinion, how effectively do teachers in your school deliver their lessons to engage students and facilitate understanding of the subject matter?
2. How do you assess the alignment of teachers' instructional methods with the curriculum objectives and standards?

b. Classroom Management:

3. From your perspective, how well do teachers establish and maintain a conducive and disciplined classroom environment for effective learning?
4. In your view, how do teachers handle disruptions or challenges in the classroom to ensure minimal disruption to the learning process?

Lead City University Ibadan DO NOT COPY

c. Student Assessment:

5. How do you evaluate the effectiveness of teachers' assessment strategies in measuring students understanding and progress?
6. Can you provide examples of innovative assessment methods or practices that you believe have positively influenced students learning and growth?

d. Student Support and Guidance:

7. How do you perceive the level of personalized academic and emotional support that teachers offer to students within your school?
8. What mechanisms do you have in place to ensure teachers collaborate with other staff members to identify and address students' unique needs?

e. Technology Integration:

9. In your estimation, to what extent do teachers effectively integrate technology into their teaching methods to enhance the learning experience?
10. How do you facilitate the professional development of teachers to enhance their technological skills and keep up with advancements in educational technology?

2. What is the level of motivational factors (supportive work environment, professional development opportunities, autonomy and empowerment, and work-life balance) in public secondary schools in Southwest Nigeria?

a. Supportive Work Environment:

1. How would you describe the overall atmosphere and relationships among staff members within your school?
2. Can you provide examples of initiatives or practices that have been implemented to foster a supportive and collaborative work environment for teachers and staff?

Lead City University Ibadan DO NOT COPY

b. Professional Development Opportunities:

3. What types of professional development opportunities are available for teachers within your school to enhance their teaching skills and expertise?
4. How do you identify the specific professional development needs of teachers and tailor opportunities to address those needs?

c. Teachers Autonomy:

5. How do you ensure that teachers have the autonomy to make decisions and implement innovative teaching methods in their classroom?
6. Can you provide examples of instances where teachers have been empowered to take leadership roles or initiate positive changes within the school environment?

3. Which is the most adopted principal supervision of instruction style (directive, collaborative, transformational, supportive and developmental supervision) in public secondary schools in Southwest Nigeria?

a. Directive Supervision:

1. How would you describe the level of teacher autonomy in your school when it comes to instructional decisions and methods?
2. In your experience, how do teachers typically respond to directive feedback and guidance ain their teaching methods?

b. **Collaborative Supervision:**

3. How often do you engage in collaborative discussions with teachers about their instructional strategies and lesson plans?
4. How do you foster an environment where teachers feel comfortable sharing their ideas and seeking inputs on their teaching methods?

Lead City University Ibadan DO NOT COPY

c. **Transformational Supervision:**

5. How do you inspire and motivate teachers to go beyond traditional instructional approaches and embrace innovative teaching methods?
6. In what ways do you provide support and resources to help teachers implement transformative teaching practices?

d. **Supportive Supervision:**

7. How do you ensure that teachers receive the necessary guidance and assistance to improve instructional skills and classroom management techniques?
8. Can you provide examples of instances where you've actively supported teachers in addressing challenges they've faced in their classrooms?

e. Developmental Supervision:

9. How do you promote the continuous professional growth and development of teachers within your school?
10. In your experience, how has developmental supervision contributed to enhancing the overall quality of teaching in your school?

Lead City University Ibadan DO NOT COPY

Bio-data

A. Personal Data

Full Name:	Sunday Mayowa OKE
Address:	Plot 8, Block XLIX^{D}, Ayetoro Housing Scheme, Atiba Local Government, Oyo, Oyo State.
Email:	okesra07@gmail.com
Phone Number:	08060094218
Date of Birth:	6th April, 1980; Oyo
Nationality:	Nigerian
Marital Status:	Married
Name of Next of Kin:	Mrs Hannah Adediwura OKE
Address of Next of Kin:	Plot 8, Block XLIX^{D}, Ayetoro Housing Scheme, Atiba Local Government, Oyo, Oyo State.

B. Educational Background

Educational Institutions Attended with Dates and Qualification:

i. Primary Education

1985 -1990	Aatan Baptist Primary School II, Koso, Oyo, Oyo State.

ii. Secondary Education

1991 -1996	Oranyan Grammar School, Oyo

Higher Educational Institutions Attended with Dates & Qualification

2007 – 2009	University of Ibadan, Ibadan, Oyo State (M.Ed. Educational Management, Planning and Policy)
2002 – 2005	University of Ilorin, Ilorin, Kwara State (B.Ed Educational Management)

C. Work Experience with Date:

2017 – till date	Federal College of Education (Special) Oyo, Oyo State

D. **Awards and Fellowship:**

2023	Letter of commendation received from the HOD, Department of Educational

Lead City University Ibadan DO NOT COPY

	Foundations, School of Education for contributions towards Accreditation Exercise**.**
2024	Letter of commendation received from the Dean, School of Education for contributions towards academic excellence recorded during 2023/2024 academic session**.**

E. Membership of Academic Professional Bodies:

NIM	Nigerian Institute of Management
TRCN	Teachers Registration Council of Nigeria

F. Publications:

Oke, S. M. & Pitan**,** O. S. *Professional Development Opportunities: A Tool for Enhancing Secondary School Teachers' Job Performance,* **Prestige Journal of Education,** 8(1), 2025, 84-94.

Oke, S. M. & Pitan**,** O. S. *Supportive Work Environment and Teachers Job Performance in Nigeria,* **Journal of Capital Development in Behavioural Sciences** *(Accepted)*

Adefalu, R. O., **Oke, S. M.** & Akinola, O. O. *Departmental leadership styles and job performance among academic staff of Federal College of Education (Special) Oyo,* **Ife Journal of Educational Management and Policy Analysis,** 4(2), 2024, 23-36

Oke, S. M. *Implications of school home grown feeding on primary education objectives in Nigeria.* **Journal of General Studies Education,** 3(1), 2021, 253-260

Oke, S. M. *Women education: A panacea to national development,* **The Educator,** 12(1), 2018, 135-139.

G. Major Conferences Attended with Dates:

2022	South-West Zonal Conference Organized by National Association of Women in Colleges of Education held at Federal College of Education (Special),Oyo, Oyo State on March 14th– 16th.
2024	12th Biennial National Conference of School of Education, Federal College of Education (Special) Oyo, held at Tim-Obani Hall on March 28th – 31st.
2025	7th Biennial international Conference of Faculty of Education Lead City University Ibadan, held on 14th- 16th.

Lead City University Ibadan DO NOT COPY

Lead City University Ibadan DO NOT COPY

Names and Addresses of Referees

Dr. Oluyomi Susan, Pitan
Associate Professor and Head of Department,
Arts and Social Science Education,
Lead City University, Ibadan, Oyo State
08033794249
pitan.oluyomi@lcu.edu.ng

Dr. Mojeed Ajao, Oladimeji
Chief Lecturer and Director of DIPPAC,
Department of Educational Foundations,
School of Education
Federal College of Education (Special), Oyo
08034168073
oladi2ma@yahoo.com

Signature **Date**

Lead City University Ibadan DO NOT COPY

The University Compliance Certification

This is to certify that this thesis by Sunday Mayowa OKE, with matriculation number LCU/PG/003089, in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, is in full compliance with the approved University format and style.

_____ _____

Signature Date

Lead City University Ibadan DO NOT COPY