Motivation, Principals' Supervision of Instructional Styles and Public Secondary School Teachers' Job Performance in Southwest, Nigeria

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Certification

This is to certify that Sunday Mayowa OKE with matriculation number LCU/PG/003089, completed the research titled "Motivation, Principals' Supervision of Instructional Styles and Public Secondary School Teachers' Job Performance in Southwest, Nigeria" in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Nigeria, for the award of Doctor of Philosophy (PhD) Degree in Educational Management and that this has not been previously submitted.

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Dedication

This piece of research is dedicated to my Wife-Hannah and Children- Samuel, Victoria and Philip.

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"Even though the above institution and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any is found in the work".

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Abstract

In Southwest Nigeria, concerns are rising among education stakeholders about the job performance of public secondary school teachers. Despite their central role in delivering quality education, recent evidence suggests a decline in key competencies such as instructional effectiveness, classroom management, assessment practices, student support, and technology integration. This situation prompted investigations into the factors influencing teacher performance. While previous studies have examined the effects of principals' instructional supervision and teacher motivation separately, limited research have explored their combined influence. This study addressed that gap using a mixed-method research design. The population for the study comprised 56,827 teachers and 2,262 principals of public senior secondary schools across Southwest Nigeria. Using a multi-stage sampling procedure, participants were drawn from Oyo, Ogun, and Ondo States. Quantitative data were collected from 1,773 teachers using the "Questionnaire on Secondary School Teachers' Job Performance (QoSSTeJoP)" (r = 0.795).For the qualitative aspect, 143 principals were interviewed using the "Principal's Interview Guide (PIG)''. Descriptive statistics of frequency, percentages, mean, standard deviation were used to analyse demographic data and research questions, while multiple regression and t-tests were used to test hypotheses at the 0.05 significance level. Content analysis was used to analyze qualitative data. Findings indicated that both teachers' job performance ($\bar{x}$ = 3.06) and motivation ($\bar{x}$ = 3.12) were perceived as high. Directive supervision emerged as the most commonly adopted style among principals (48.4%). A multiple regression analysis revealed that the combined effect of motivation and supervisory style on teacher performance was statistically significant (Adj. R^2 = 0.874; F(2, 1770) = 6171.071; $p < 0.05$). Motivation had the strongest influence ($\beta = 0.572$, $t = 34.924$, $p < 0.05$). Significant gender differences were also observed in teachers' job performance with female teachers (N = 926, Mean = 78.53, SD = 24.211) outperforming their male counterparts (N = 847, Mean = 73.98, SD = 12.933). Based on teachers' responses, a significant gender difference was also found in principals' supervision of instruction. Female principals (Mean = 45.12, SD=12.024) engaged more actively than male principals (Mean = 43.33, SD=8.173). Conclusively, in this study, motivation and principals' supervision of instructional styles were found to have a significant influence on the job performance of public secondary schools teachers' in Southwest Nigeria. To sustain and improve high teachers' job performance in Southwest Nigeria, the study recommended more regular professional development, more improvement on supportive work environment, and granting more teacher autonomy that foster modern teaching strategies and instructional effectiveness.

Keywords: Job Performance, Instructional Effectiveness, Classroom Management, Motivational Factors, Autonomy, Principals' Supervision of Instructional Styles, Gender.

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