



Principals' Key Administrative Practices and Teachers' Job Performance in Secondary Schools in Delta State, Nigeria

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Abstract. The study examined the work performance of teachers in public secondary schools in Delta State, Nigeria, as well as the principals' essential administrative practices. The study used the correlational survey's propositions. All Delta State Public Secondary School principals and teachers for the 2023–2024 academic year made up the study population. 480 teachers and 120 principals were chosen for the sample using a proportionate stratified random sampling method. The study was guided by three hypotheses and three research questions. A questionnaire was the instrument used in this investigation. The internal consistency of the instrument's items was determined through a reliability test using the Cronbach Alpha method, which produced a reliability index of 0.84 after the instrument was validated. The chi-square test was used to test hypotheses at 0.5 level of significance, while mean scores and standard deviations were utilized to address the research questions. The results of the study showed, among other things, that effective teachers' administrative practices enhance teachers' job performance, principals involve teachers in decision making strategies in the school system, principals utilize certain welfare management strategies to enhance teachers' job performance, and that principals' key practices that will result in positive teachers' job performance are not viewed differently by principals and teachers. Based on the results, school principals were advised to implement positive administrative practices in order to enhance teachers' performance, principals should include teaching staff in decision making processes, and facilitate easy communication within the school system in order to support the ideas of the teachers.

Keywords: Decision-making, Job Performance, Teachers, Principals, Key Administrative Practices.

1. Introduction

It is impossible to overstate the importance of education in society since it helps students grow as individuals, which enhances their surroundings and helps them recognize the value, worth, and purpose of other people. Without a doubt, development has the ability to be successful in helping humanity overcome its problems, and education is one of the most powerful instruments for influencing global perspectives and values. It encourages students to adopt a sustainable lifestyle. The fact that education is acknowledged as a means of achieving all of the Sustainable Development Goals (SDGs) by the United Nations 2030 process is not surprising (Vasilik and Nicholas, 2019).

Education imparts values, attitudes, abilities, and knowledge that satisfy the needs and expectations of the individual, the country, and the world. A quality education encourages the growth of positive thinking, which in turn develops the desire and capacity for lifelong learning. But secondary education still needs to be improved if high-quality education is to be attained. Secondary schools usually build upon and expand upon the pre-school, primary, and primary school foundations. It is sufficient to say that without the dedication, leadership, and managerial abilities needed to completely revamp the school, academic objectives are unlikely to be met. According to Nevin (2008), this change actually advances quality education by fostering innovation in the classroom and, consequently, modifications in the way that learning is accomplished to meet objectives.

While there are many things the principal can do to make sure the school meets its objectives, his leadership is most evident when he is planning,

organizing, granting permission, making decisions, and motivating staff members. Honestly, having a solid education plan, a well-designed curriculum, and a productive workforce are all necessary for success here; what really matters most is having strong leadership to oversee everything. Effective principal leadership facilitates teachers' high levels of productivity.

In Nkem (2011), Fafunwa reaffirmed that good secondary school management continues to be based on the efficient administration of principals. In order to accomplish the objectives of the school, the principal must manage staff and resources in an efficient manner. Teacher work is displayed in schoolwork. This implies that the principal's ability to oversee teachers' personal beliefs and manage the school, as well as the teacher's needs, are both critical to the success of the students (Adeniyi, 2005). In order to ensure the success of the school, the principal oversees all activities in the secondary school and keeps a close relationship with the teachers who work beneath them. The success or failure of the school administration is largely dependent on the principal, and for the school to succeed, the principal and teachers need to get along well (Nwadiani 2008). Administrators must assist teachers, keep an eye on their wellbeing, and know when and how to assign authority or responsibility. School administrators employ all of these administrative strategies to guarantee effective teaching and learning in the classroom as well as good school administration. The principal could be seen as the administrative leader of secondary schools responsible for the day-to-day administration of the school for the achievement of set goals and objectives (Ogbonnaya, 2010). In order to accomplish the goals and objectives of the school, the principal, who serves as the manager, is in charge of business planning, management, and coordination, including the management of people, equipment, money, and time (Hillinge and Heck, 2012). According to Adeyemi (2011), these duties, which include managing secondary school administration, overseeing teacher welfare, and exercising effective leadership, can be developed via the efforts of qualified educators and leaders. Administrators are responsible for influencing teachers in the performance of their duties by utilizing a variety of tactics to produce positive outcomes, which will enhance management and showcase quality work (Nwabueze, Chukwuji, and Ugwoezuonu, 2018).

1.1 Statement of the Problem

In Delta State, Nigeria, public secondary school principals seem to be lacking in administrative skills.

Our secondary school system's teachers are performing poorly as a result of these shortcomings. There is evidence of poor work performance among teachers in the educational system due to outdated infrastructure, absenteeism, irregular attendance, and low-quality instruction from teachers. School principals should concentrate on these essential areas of school administration to guarantee that teachers not only increase job performance but also teach effectively and efficiently.

Similarly, it seems that some secondary school principals do not include their teachers in the decision-making process, and the secondary school system has inadequate staff care and instructional materials. These circumstances not only have a negative impact on the standard of instruction and learning in classrooms, but they also play a role in secondary school teachers' subpar performance. Consequently, it is imperative to scrutinize the principals' key administrative practices and the job performance of teachers in public secondary schools located in Delta State, Nigeria.

1.2 The Purpose of the Research

The study's main purpose is to ascertain how teacher performance in Delta State's public secondary schools relates to the principals' key administrative strategies. The study specifically aims to:

- Identify the principals' essential administrative practices that would enhance the efficient job performance of teachers in Delta State, Nigeria's public secondary schools.
- Examine how principals make decisions that would enhance teachers' job performance in Delta State, Nigeria's public secondary schools.
- Ascertain how principals in Delta State, Nigeria's public secondary schools are utilizing staff welfare management to enhance teachers' job performance.

1.3 Research Questions

To direct the investigation, the following research questions were developed:

1. What are the principals' key administrative strategies that would enhance teachers' job performance in Delta State, Nigeria's public secondary schools?
2. How do principals make decisions that would enhance teachers' job performance in public secondary schools in Delta State, Nigeria?

3. How do principals in Delta State, Nigeria's public secondary schools oversee staff welfare management to enhance teachers' job performance?

1.4 Hypotheses

The research investigated the subsequent null hypotheses:

- There is no significant difference between principals and teachers on the principals' key administrative strategies that would enhance teachers' job performance in public secondary schools in Delta State, Nigeria.
- There is no significant difference between principals and teachers on the principals' decision-making processes that would enhance teachers' job satisfaction in public secondary schools in Delta State, Nigeria.
- There is no significant difference between principals and teachers on the ways principals manage staff welfare that would enhance teachers' job performance in public secondary schools in Delta State, Nigeria.

2. Review of the Literature

Effective leadership is a crucial managerial competency that enables an assembly of individuals to attain shared objectives. The efficient operation of the school greatly depends on the principal's role. The goal of the educational system needs to be communicated to the principal. They establish performance objectives for both teachers and students, monitor procedures to make sure these objectives are reached, and create a safe learning environment. Administrators oversee educators and other faculty members as well as keep tabs on student progress. They control the upkeep of school facilities and equipment and guarantee the safety of both teachers and students. In order to better students and teachers, the principal keeps conducting research and acquiring fresh information and materials. Based on the national curriculum, they establish learning objectives for both teachers and students and keep track of and report on the work of the teachers.

The administration of school principals plays a critical role in ensuring that teachers carry out instructional activities and maintaining the standard of instruction in schools, thus contributing to increased efficiency. School principals are known to engage teachers in decision-making processes, assign responsibilities appropriately, offer teacher support, keep lines of communication open, and make sure that teachers receive proper instruction and training in the

classroom, according to Ekpo and Eze (2015). Teachers will be occupied with their work because of all of this. Similar to this, Ani (2007) claimed that administrative management by principals involves identifying the energy used by teachers, organizing workshops to update teachers' knowledge, planning teacher replacement training, and guaranteeing good leadership in order to ensure that teachers are motivated to improve the quality of work.

Being involved in health and welfare-related decision-making is not just a concept; it is a crucial cultural practice that helps teachers succeed in their work. Adeyemi (2011) asserted that proper management of teachers' welfare and adequate provision of instructional materials are administrative strategies to be employed by principals to enhance teachers job performance. In order to make the most use of teachers' abilities and initiative and to give them more recognition for their work, administrators should consider including teachers in decision-making processes, as noted by Nicholls (2005). The principal will not be successful in managing and carrying out the tasks of the school if they do not include teachers in open management and involve the staff in the decision-making process regarding the affairs of the school (Okeke 2011). Furthermore, administrators who do not promote staff involvement in the school's decision-making procedures are viewed as having weak leadership qualities (Otegbulu, 2009). As a result, there are less obstacles to getting involved in decisions that impact student performance, school administration, and the work of teachers. In their research, Ukaigwe and Nwabueze (2015) verified that there is a favorable correlation between the performance of teachers and the decision-making tactics used by principals.

Ukaigwe and Nwabueze (2015) state that employees are frequently satisfied when they receive good services like a competitive salary package, recognition and appreciation, an enhanced pay structure, work-life balance, timely salary payments, regular promotions, strong job security, and a sufficient salary. Teachers' work at school is positively impacted by their welfare (Kigenyi 2017). This indicates that a teacher's success in the classroom is greatly influenced by their housing, food, healthcare, scholarships, and educational environment.

Equally, adequate provision of instructional facilities is another important practice employed by principals to improve teachers job performance in the secondary school system. According to Adeyemi (2011), one of the most effective strategies to raise teacher performance is to give them the workspace and

facilities they require. Furthermore, according to Cheng and Tui (2012), teachers job performance and effectiveness in curriculum delivery / implementation rest upon adequate motivation and availability of instructional materials in schools. Similar to this, Bass (2009) thinks that when principals give teachers adequate teaching facilities they will not only perform their jobs with happiness but also improve their job performance to be successful in the classroom. This can be defined in a variety of ways.

Jay (2014) defines performance as the capacity to finish a task. Accordingly, performance is the capacity to bring ideas and deeds together to accomplish predetermined objectives. The actions taken by teachers in the classroom to meet learning objectives within a set time frame are referred to as teacher's work performance. In this context, the term teachers' job performance refers to a teacher's resolve to carry out their duties as educators in a way that aligns with the management concepts they are taught in school. Teachers' job performance is also concerned with the overall ability of teachers to exhibit the right attitude to work, being dedicated and committed to teaching and making deliberate effort towards the attainment of educational goals and objectives. Bolarinwa (2016) identifies the following as indicators of teachers' job performance: the teacher's capacity to recognize efforts to enhance students' learning; the teacher's ownership and delivery of the material; the teacher's delivery of the lesson; the teacher's efficient organization and management of the classroom; and the teacher's involvement in the curriculum activities. Along with regular study and class time, it also entails keeping in touch with superiors and subordinates on a personal level, disciplining students, providing feedback and motivation, keeping an eye on teachers' methods as well as compliance with teachers' professional codes of conducts.

The degree to which teachers are involved in the day-to-day operations of the school also affects their job. Therefore, using good management techniques, principals can support teachers in carrying out their instructional duties effectively. Administrators can accomplish this by determining the needs of teachers and making an effort to fulfill those needs. Furthermore, Adeyemi (2011) said that virtues that teachers adhere to in the classroom include teaching, lesson planning, putting effective study plans into practice, supervising students' work, and disciplinary abilities. In this instance, annual performance reports on the aforementioned variables can be used to gauge teachers' work performance.

3. The Impact of Administrative Practices Implemented by Principals on Teachers' Job Performance

Effective organizational leadership in education depends critically on how principals manage their staff members' performance. Good administrative procedures have a big impact on teachers' overall performance, professional development, and job satisfaction in a school. These are a few major effects.

- **Assistive guidance:** Positive work environments are typically fostered by principals who exhibit supportive leadership styles, such as providing resources, encouragement, and opportunities for professional development. According to a 2011 study by Kelechukwu, teachers' commitment and job satisfaction are positively connected with supportive leadership.
- **Clear Communication:** Teachers' performance can be enhanced by principals who communicate expectations, goals, and feedback in an effective manner. An environment that is favorable to work is created by principals and teachers having open lines of communication.
- **Professional Development:** The principal is crucial in providing teachers with opportunities for professional growth. Improvements in teaching strategies and student accomplishment can result from principals providing their staff with continual training and support.
- **Just evaluation procedures:** Principals can inspire teachers to give their best work by implementing impartial and open evaluation procedures. A 2017 study by Nwosu emphasized the value of evaluating teachers using a variety of metrics, such as student achievement data and observations from the classroom.
- **Resource allocation:** Teachers can better meet the varied needs of their students when principals manage resources like time, money, and materials. This is consistent with the findings of Giami and Obiechina (2019), who emphasized the significance of allocating resources to tactics that improve teacher effectiveness.
- **Collaborative culture:** School leaders can encourage the exchange of best practices, group problem-solving, and a feeling of community by cultivating a collaborative culture among their staff. According to Zeng (2012), collaborative cultures have a positive impact on teachers' job satisfaction and morale.
- **Instructional Leadership:** Teachers' performance can be enhanced by principals who place a high priority on instructional leadership, which includes offering feedback on curriculum development and instructional practices.

These effects highlight how crucial principals are in establishing the professional atmosphere and enhancing teacher effectiveness. Principals can contribute to the development of an educational environment that fosters student achievement and ongoing improvement by putting into place efficient administrative procedures.

4. Methodology

This study adopted a correlational survey design. This proposition establishes the extent of relationship or association between two or more variables that can be used to predict existing conditions, and the variables are related, dependent, or correlated (Olujide, Imala, & Ezoem, 2004). The population of the study consisted of all principals and teachers in public secondary schools in Delta State. A stratified random sampling technique was used to select 120 principals and 480 teachers. The instrument used in this study was a questionnaire called “Administrative Practices of Principals and Teachers’ Job Performance

Questionnaire (APPTJPQ) designed by the researchers for data collection. There were two sections to the questionnaire: A and B. While A contained demographic data about the respondents, such as status, gender, and location Part B included variables thoughtfully arranged to address the research questions. A 4-point rating system with assigned values of 4, 3, 2, and 1 was used to rate the items: strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). The reliability test was conducted using the Cronbach Alpha method to determine the internal consistency of the instrument's items, and the results showed that the reliability index was 0.84. The instrument had also been validated by experts. Two research assistants helped the researchers to manage and gather the study's data. The research questions were addressed using the mean and standard deviation. When average responses were tallied, agreement was defined as a mean score of 2.50 or higher, and disagreement as a mean score of less than 2.50. To test hypotheses at the 0.05 significance level, chi-square was employed.

5. Presentation of Results

Research Question 1: What are the principals' key administrative strategies that would enhance teachers’ job performance in Delta State, Nigeria's public secondary schools?

Table: Mean and standard deviation of respondents on the key administrative practices of principals that would enhance teachers’ job performances.

S/N	Items	Principals (N=120)		Teachers (N=480)		Decision	
		X	std	x	std		
1.	Proper delegation of duties to teachers	3.20	0.28	Agree	2.98	0.077	Agree
2.	Adequate provision of instructional materials	3.40	0.31	Agree	2.92	0.077	Agree
3.	Maintaining open communication Channels with teachers	3.33	0.30	Agree	3.02	0.077	Agree
4.	Organizing workshops and seminars to update teachers’ knowledge	2.99	0.26	Agree	3.24	0.077	Agree
5.	Proper involvement of teachers’ in Decision making process	3.42	0.31	Agree	3.39	0.083	Agree
Grand Mean & Std		3.26	1.48		3.06	0.38	

Table showed the mean score and standard deviation of principals and teachers on the administrative key practice of principals that would enhance teachers’ job performance in secondary schools. The finding revealed that good administrative principals include paper delegation of duties to teachers, adequate provision of instructional material, maintaining open communication channels with teacher organizing workshops and seminars to update teachers’ knowledge and proper involvement of teachers in decision working process. The respondents score above 2.50, indicating a strong agreement. Also, the grand mean of 3.26 and 3.06 (for principals and teachers respectively) showed that the responded were strongly accepted. However, their standard deviation ranged between 1.48 and 0.38, indicating convergence and clear deviation with the statement

Research Question 2: How do principals make decisions that would enhance teachers’ job performance in public secondary schools in Delta State, Nigeria?

Table 2: Mean and standard deviation of respondents on principals’ decision making processes that would enhance teachers’ job performance

S/N	Items	Principals (N=120)		Teachers (N=480)		Decision
		X	std	x	std	
6.	Principals and teachers often meet to take decisions	3.19	0.28	3.19	0.077	Agree
7.	Teachers views in the meeting are Considered by the principal	3.08	0.26	3.36	0.083	Agree
8.	Principals encourage co-operation among teachers	3.18	0.28	3.06	0.077	Agree
9.	Principals listen respectively to teachers ideas and suggestions	3.34	0.30	2.96	0.077	Agree
10.	Principals regulate meetings with teachers	3.39	0.30	3.20	0.077	Agree
Grand Mean & Std		3.23	1.42	3.15	0.39	

Data in table 2 showed the mean scores and standard deviation of respondents on principals’ decision-making processes that would enhance teachers’ job performance in Public Secondary School in Delta State, Nigeria. The result reveals that all the items in the table from 6-10 on the participants responses scored above 2.50, indicating a strong agreement with the statement by the participants. Also the grand mean of 3.23 and 3.15 (for principal and teachers respectively) showed that principals decision making processes include, principals and teachers often meet to take decision, teachers views in the meetings are considered by the principals, principals encourage co-operations among levels, principals listen respectively to teachers ideas and suggestions and principals ranged between 1.42 to .39 (for principals and teachers, respectively), indicating convergence and closer deviation.

Research Question 3: How do principals in Delta State, Nigeria's public secondary schools oversee staff welfare management to enhance teachers’ job performance?

Table 3: Mean and standard deviation on how principals manage staff welfare to enhance teachers’ job performance in secondary schools

S/N	Items	Principals (N=120)		Teachers (N=480)		Decision
		X	std	x	std	
11.	Recognition of efforts of teachers	3.29	0.30	3.03	0.077	Agree
12.	Regular payment of salaries and allowances	3.23	0.28	3.01	0.077	Agree
13.	Promotion of Teachers as at when due	3.18	0.28	3.19	0.077	Agree
14.	Provision of conducive working environment	3.20	0.28	3.09	0.077	Agree
15.	Assurance of effective work security	3.39	0.30	3.13	0.077	Agree
Grand Mean & Std		3.25	1.44	3.09	0.39	

Table 3 showed the mean ratings of respondents on how principals manage staff welfare to enhance teachers’ job performance in Public Secondary Schools in Delta, State, Nigeria. The result revealed that all the items scored above 2.50, indicating a positive response and strong agreement with the statements by the respondents. Also the grand mean of 3.25 and 3.09 (for principals and teachers respectively) revealed that the responses were strongly acceptable which identified the ways principals’ mange staff welfare to enhance teachers’ job performance in Public Secondary Schools in Delta State, Nigeria. Their standard deviation ranged between 1.44 and 0.39, indicating convergence and closer deviation with the statements.

Hypotheses 1: There is no significant difference between principals and teachers on the principals’ key administrative strategies that would enhance teachers’ job performance in public secondary schools in Delta State, Nigeria.

Table 4: Chi-square analysis on the difference between principals and teachers on the key administrative practices of principal that would enhance teachers’ job performance

Variables					Row Total	x3 Value
	Strongly Agree	Agree	Disagree	Strongly Disagree		
Principals	50 (52)	41 (56)	20 (09)	09 (03)	120	2.7
Teachers	210 (208)	240 (225)	25 (36)	05 (11)	480	
Column Total	260	281	45	14	600	

Significant at 0.05 level

Table 4 indicated that at 0.05 and 3 degree of freedom, the chi-square calculated value of 2.7 is less than the critical value of 7.815, there is no significant deviation between observed and expected cell frequencies. Therefore, there is no significant difference between principals and teachers on the principals’ key administrative strategies that would enhance teachers’ job performance in public secondary schools in Delta State, Nigeria.

Hypothesis 2: There is no significant difference between principals and teachers on the principals’ decision-making processes that would enhance teachers’ job performance in public secondary schools in Delta State, Nigeria.

Table 5: Chi-square analysis on the differences between principals and teachers on principals’ decision-making processes that would enhance teachers’ job performance in secondary schools.

Variables					Row Total	x3 Value
	Strongly Agree	Agree	Disagree	Strongly Disagree		
Principals	48 (48)	50 (52)	20 (16)	02 (04)	120	0.55
Teachers	192 (192)	208 (206)	60 (64)	20 (18)	480	
Column Total	240	258	80	22	600	

Significant at 0.05

Table 5 revealed that at 0.05 level of significance and 3 degree of freedom, the chi-square calculated value of 0.55 is less than the critical value of 7.815, there is no significant deviation between observed and expected cell frequencies. Therefore, there is no significant difference between principals and teachers on principals’ decision-making processes that would enhance teachers’ job performance in public secondary schools in Delta State, Nigeria.

Hypothesis 3: There is no significant difference between principals and teachers on the ways principals manage staff welfare that would enhance teachers’ job performance in public secondary schools in Delta State, Nigeria.

Table 6: Chi-square analysis on the difference between principals and teachers on principals’ management of staff welfare that would enhance teachers’ job performance in secondary schools.

Variables					Row Total	x3 Value
	Strongly Agree	Agree	Disagree	Strongly Disagree		
Principals	60 (44)	40 (46)	15 (27)	05 (03)	120	3.54
Teachers	162 (178)	188 (182)	122 (110)	08 (10)	480	
Column Total	222	228	137	13	600	

Significant at 0.05

Table 6 indicates that at 0.05 level of significance and 3 degree of freedom, the chi-square calculated value of 3.54 is less than the critical value of 7.815, there is no significant deviation between observed and expected cell frequencies. Therefore, there is no significant difference between principals and teachers on the ways principals manage staff welfare that would enhance teachers' job performance in public secondary schools in Delta State, Nigeria.

6. Discussion of Findings

The researchers used relevant literature from the work to support the study and adhered to the data organization when discussing the study's findings. The first research question's findings showed that effective principal administrative strategies would enhance teacher performance. These strategies included giving teachers the right amount of responsibility, providing them with sufficient instructional materials, keeping lines of communication open, hosting workshops and seminars to keep teachers up to date on current practices, and appropriately involving teachers in decision-making processes. The first hypothesis also proposed that, there is no significant difference between principals and teachers on the principals' key administrative strategies that would enhance teachers' job performance in public secondary schools in Delta State, Nigeria. If appropriately implemented, these essential practices for secondary school principals would assist educators in enhancing their work and consequently increase student productivity. The aforementioned outcome is consistent with the assertion made by Ekpa and Eze (2015) when they listed the administrative practices of principals, which include allowing teachers to participate in decision-making, assigning tasks appropriately, keeping lines of communication open, and providing sufficient instructional resources. According to Bass (2009), principals who give their teachers proper facilities to teach in not only make them happy with their work and responsibilities but also push them to enhance their performance in order to boost systemic productivity.

The answers to the second research question highlighted some crucial procedures used by principals in decision-making processes that would enhance the productivity of teachers in Delta State, Nigeria's public secondary schools. Among these are meetings between principals and teachers for the purpose of making decisions; principals encouraging collaboration among teachers; principals paying attention to the ideas and suggestions of teachers; and principals overseeing meetings with teachers. Additionally, hypothesis two showed that when it comes to principals' decision-making processes to

enhance job performance in public secondary schools in Delta State, Nigeria, there are no appreciable differences between them and teachers. In order for teachers to perform their jobs effectively, principals actually need to encourage and involve them in the decision-making process. The aforementioned results are consistent with Adeyemi's (2011) assertion that active work performance by teachers in the school system is supported by a principal who includes them in decision-making. According to Nicholls (2005), one effective way for principals to leverage teachers' creativity and initiative and enhance their performance in their roles is to include them in decision-making processes. It's possible that principals will struggle to effectively manage their schools if they don't include staff members in decision-making processes and encourage open communication (Okeke, 2011).

Once more, research question three demonstrated how principals in Delta State, Nigeria's public secondary schools oversee staff welfare in order to raise teacher performance. These consist of giving teachers credit for their work, paying their salaries and benefits on time, promoting teachers, creating a positive work environment, and offering effective job security. In addition, hypothesis three proposed that there is no discernible difference in the ways in which principals and teachers in Delta State, Nigeria's public secondary schools manage staff welfare to enhance job performance. In actuality, principals who provide strong staff leadership assist teachers' personal needs, safeguard their interests in the educational system, and suggest teachers for advancement and continuing education. The aforementioned findings are consistent with Nwabueze's (2015) assertion that employee interest in working efficiently to increase productivity will be positively increased by good service and welfare packages, such as acknowledging effort, improving the salary structure, offering regular promotions, promoting employees on a regular basis, and regularly paying wages and allowances. Actually, there is a positive correlation between teachers' job performance in the educational system and their level of well-being (Kigenyi, 2017). In fact, there is a positive correlation between social services and job content and teacher job performance in the educational system.

7. Conclusion

The principal's character is both reflected in and declared by the school. The administrative abilities of the institution's director are evident in every aspect of the educational system. As a result, the way principals run the school system administratively has a big impact on how well teachers perform. Teachers are

able to maintain an open relationship with resourceful principals who consistently implement good administrative practices in schools by including them in decision-making processes and giving them sufficient social packages to enhance performance.

8. Recommendations

These results lead to the following suggestions being made:

- To encourage teachers to provide ideas to the organization, principals should make sure that there is easy communication within the workplace.
- Positive administrative strategies should be implemented by principals in order to raise teacher performance.
- To improve work performance, principals should include both teaching and non-teaching staff in decision-making processes.
- To motivate staff members to give their all, managers ought to enhance their welfare benefits.

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