
ABSTRACT

This review paper comprehensively reviewed the administrative strategies adopted by some administrators for effective employer's job performance. Different strategies were reviewed but the four major ones that were detailly reviewed in this paper are teachers' involvement in decisions-making, proper delegation of duties and staff's warfare, open communications and adequate provision of instructional facilities to the employers and finally engaging employers regularly in workshop. Among all these mentioned strategies, it was observed that none of the administrative strategies is more superior than the order but an employer who can adopt all these four selected strategies will have an excellent employer's job performance. This paper finally showed that among all the existing administrators' strategies, these mentioned four were the best. This paper also reviewed the advantages and disadvantages of adopting and ignoring any of these mentioned strategies and its effect to the employers.

Keywords: Job performance, administrative strategies, and employers

INTRODUCTION

The bedrock for intellectual growth, economic growth, progress, national development and institutional recognition/upliftment were all embedded in the level and quality of education attained by the citizens of the nation [1,2,3,4,5,6]. Therefore, the educational goals of a nation as set out by the National Policy on Education regards its relevance to the needs of an individual and the society at large and need to be maintained and queued in to better the lives of citizens [1,7,8,9,10,11,12,13]. The aims and objectives of education outlined by

the national policy on education are the inculcation of national unity and consciousness, the right types of values and attitudes for the survival of the individual in society, training of the mind in the understanding of the world around; the acquisition of appropriate abilities, skills, and competencies by individuals to live and contribute to the development of the nation. For these policy aims and objectives to be achieved, maintained, adopted and strictly adhered to the school principals have a very important role to play to ensure total compliance.

Review of Important Factors that Enhances Administrative and Teachers' Job Performance in Nigeria.

Overview of Teachers 'Job Performance

Performance is described in various ways by different authors. Kearney, [2] defined performance as the act of accomplishing a particular task. However, [2] explained performance as the potential eagerness and skillful combination of right attitude to achieve instructional goals and objectives [14,15,16,17,18]. As applied in this study, performance refers to the

extent teachers carry out their teaching responsibilities to ensure effective teaching and learning is achieved in secondary schools [19,20,21,22,23,24].

Teachers Job Performance (TJP) is also expressed as the diligent discharging of duties by teacher at a particular period in a school setting to achieve the school goals [25,26,27,28,29,30]. Adeyemi, [3] explained TJP as the ability of teachers to

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combine relevant ideas to enhance teaching and learning process. Teachers' Job Performance can also be determined by the teacher's level of commitment and dedication in school day-to-day activities [29,30,31,32,33]. Hence, it is observed that teacher's behavior varies under different situation in secondary schools in the course of the discharge of their duties. As used in this context, teachers' job performance involves all the teaching activities carried out by the teacher in secondary schools to ensure effective learning and teaching under the guidance of the school principal [34,35,36,37,38]. Principals of secondary schools can encourage effective performance of their teachers through the use of various administrative strategies [26,27,28,29,30,31,32,33]. Adepoju, [4] asserted that some of the strategies employed by the principals include identifying and satisfying the staff needs or meeting their staff welfare. The author also asserted that the use of some job performance variables such as lesson preparation, scheme of work and effective teaching among others are used to evaluate the job performance of teachers. This is why it is vital that principals of secondary schools adopt various administrative strategies to ensure that teachers under them perform their duties creditably [20,21,22,23,24,25,26].

Overview of Administrative Strategies

Strategy is defined in different ways by different scholars. Agwu, [5] defines a strategy as a process of setting a school on a course that offers better opportunities for realizing quality teaching and learning. The author further states that, it is used by principals or administrators towards influencing the staff for high performance. This implies that strategy is a road map used by school principals in ensuring effective job performance by the teachers. Okezue, [6] asserts that strategies are administrative techniques or those planned activities by the principals to influence the teachers in carrying out their teaching activities in schools diligently. Dorneyei, [7] describes principals' administrative strategies as motivational activities used by secondary school

principals in helping teachers to ensure high productivity or high job performance. Principals' administrative strategy refers to the application of functional tasks in educational management by the principals. Various school principals apply different strategies as managers to ensure that school objectives were achieved effectively. Eneme, [8] posited that strategies are often the principals' effort and eagerness in school activities to ensure that available resources were utilized effectively to achieve the school goals. Igwe, [9] also described administrative strategy as the various techniques adopted by principals to ensure the appropriate use of resources in different organizations or institutions. Principals apply such strategy by duty delegation to staff, organizing meetings for staff, subject allocation to teachers and free information dissemination among their colleagues to ensure effective school management [27,28,29,30,31,32,33].

The Administrative functional strategy of the principals is observed by how decent and orderly the decision-making and control are being adhered to in school as an art. According to [10], administrative strategy is both an Art and Science. It is action-oriented, as a science it is the devotion of time, systematic thinking, and research in education management. In school, an effective admin strategy ensures growth which overcomes the challenges of fluctuating administration and the ever-evolving needs of the principals. However, administrative strategies are the ever-evolving needs of the principals. However, administrative strategies are those activities of the principal as a manager in ensuring that available resources were made effectively and efficiently resourceful. Many principals employ different strategies such as carrying teachers along when making the decision, maintaining open communication with staff, ensuring proper delegation of duties to teachers as well as taking care of teachers' and students' welfare [34,35,36,37,38]. Their strategy also involves all the routine activities to ensure that the school is effectively managed. It is a doing of something as

contrasted to the theory to ensure that planned objectives of education were successfully achieved.

Furthermore, effective management of instructions is the key responsibility of a principal which helps in promoting teaching and learning in schools. Management of instruction should be the utmost priority of a principal as the head of an institution or school and every other added function is a supportive function [11]. The role of the principal in achieving effective instructional management as a strategy includes supervision of instruction, motivation of teachers, the delegation of duties and ensuring the welfare of staff and students.

The principal as an administrator strategically assigns and delegates duties to his/her staff. The principal as the administrator plans, directs, organizes, controls, and evaluates various daily activities of the school. The administrative head known as the principal achieves this through good human relations and motivation. The principal as the human resource manager oversees the above-mentioned administrative strategy in secondary school. Principals combine the efforts of academic (teachers) staff, non-academic (non-teaching) staff, students and professionals in school to achieve educational goals and objectives. As used in this study, principals' administrative strategies refer to principals' use of various motivational activities towards ensuring that teachers perform effectively in discharging their duties in secondary schools.

According to the author above, such administrative strategies include carrying the teachers along in decision-making, maintaining open communication, delegating duties appropriately as well as ensuring provisions for the welfare of the teachers. As used in this study, principals' administrative strategies refer to principals' use of various motivational activities towards ensuring that teachers perform effectively in the discharge of their duties in secondary schools.

Administrative Strategies

A strategy is a carefully set out plan/method for achieving a particular goal or objective usually over some time. According to [12], the integration of an institution's major goals, action sequences and policies into a cohesive whole as a style of the plan is known as strategy. Agwu, [5] defines strategy as a series of plans by administrative heads such as principals to achieve the school objectives using the available human and material resources to improve staff job performances in schools. Contextually, strategies are principals' administrative plans and activities mapped out towards motivating the teachers to enhance their job performances in secondary schools. Principals' administrative strategy is very vital in educational institutions to assist the teachers in carrying out their instructional activities for quality instructional delivery in schools. Ekpo and Eze, [13] identified proper duty delegation to teachers, involvement of teachers in decision-making, teachers' welfare provision, maintaining open communication and adequate provision of instructional facilities in schools as principals' administrative strategies that are adopted to ensure staff's effective job performance in secondary schools. On the other hand, [14] observes that, among the strategies employed by the principals to ensure effective motivation of teachers for improved job performance include recognizing the efforts of the teachers, organizing workshops to update the teachers' knowledge as well as ensuring the use of effective leadership styles.

The review of the major administrative strategies are as follows

1. Teachers' Involvement in decisions-making
2. Proper delegation of duties and staff's warfare.
3. Open Communications and adequate provision of instructional facilities
4. Regular workshop

Teachers' Involvement in Decision Making

Many researchers have conducted research on principal's involvement in decision

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making for instance [15] carried out a research study on a related topic titled "Principals Leadership Competences and The Performance of Teachers in Secondary Schools in Udi education Zone of Enugu State". This research study was guided by three Null hypotheses and four research questions and as well adopted descriptive survey design. A population of 1000 secondary school teachers were sampled using simple random sampling technique with a sample size of 500 respondents. Questionnaire was used as data collection instruments and was validated by three professionals. Cronbach Alpha method was used to obtain a reliability estimate computation index of 0.73. Mean and standard deviation were used to answer the research questions whereas t-test was used for testing the slated null hypothesis. From the study, it was observed that the principal lacked involving teachers participating in decision-making in school, proper delegation of duty and open communication. This study relates with the present research work as it deals with principals' competency which is one of the major administrative strategies that influences teachers Job performance in secondary school. Another way they related was in instrument and method of data analysis, design and sampling technique but varies in education Zone and scope.

Otegbulu, [16] researched on the work titled "Principals' Leadership Styles as Correlate of Teacher/Student Behaviors in Imo State". A hypothesis and three research questions guided the study. A correlational survey design was adopted. A sample population of 360 respondents made up of 300 teachers and 60 principals was sampled using stratified random sampling technique in the research study reviewed. Questionnaire was used for data collection and was face validated by 3 experts whereas Cronbach alpha method was used in determining the reliability of the estimate of the study which gave 0.78 index. The research question was answered using mean and standard deviation and the hypotheses was tested using t-test statistics. From the research study, it was concluded that principals

who ignores the participation of staffs in decision making experiences poor attendance to school and lack of provision of instructional materials also contributes. This research finding showed that this has effect on the teacher's performance as well as students' academic achievements. The above research work discussed principals' administrative style that enhances teachers job performance and promotes students' academic performance in secondary schools. Principals' administrative styles is one of the strategies that influences job performance of teachers hence, stands as one of the major variables to be investigated in this current thesis. This research study is delimited to Nsukka education Zone in scope while this present research thesis is limited to Obollo-Afor education Zone of Enugu state in scope. This reviewed research study relates with the current study in research design, method of data analysis and population study.

Adeyemi [3] examined the teachers' direct involvement in decision making and principals decision making strategies and used the study to determine the effect on the students' academic improvement and on the teachers Job performance in secondary schools in Ondo senatorial district of Ondo state of Nigeria. Two hypotheses were formulated and four research questions guided the study. Descriptive survey and ex-post factor search were adopted in the design. Furthermore, 600 teachers and 30 principals were the respondents and 30 secondary schools in Ondo senatorial Districts was sampled using random sampling technique. Data was collected using Questionnaire. The collected data were analyzed using Percentage and frequency count whereas hypotheses were tested at 0.05 Alpha level using Pearson product moment correlation coefficient. The results showed that the significant relationship between principals' decision-making strategies and teachers' instructional task performance is ($p \leq 0.000$, $r\text{-call} = 0.511$).

Duze, [17] investigated teacher and students' involvement in decision making and its impacts to their behaviors and

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discipline towards secondary school activities in Nigerian. The finding of this study showed that frequent and subsequent breakdown of laws and order by secondary school administrator such as closing school for long period of time has done more harm than good to our educational system. This type of decision-making is being done by the administrative heads without consulting/seeking the inputs of teachers and it led to wastage in education system. In this research, questionnaire was used as instrument for data collection. The population of 3318 students and 612 teachers were sampled randomly which handled research question one. Frequency, simple percentage, mean, chi-square, t-test and Pearson product moment were used in testing the 6 null hypotheses. The result showed that teacher and students indicated low level of participation which was obtained when they are not involved in decision making and it influenced their behavior towards school discipline and internal work. Therefore, from this study all school administrators in Nigeria were recommended to wisely adopt participatory decision making to achieve optimal goal.

Proper Delegation of Duties

Adeyemi, [3] researched on the topic titled "Principals Leadership Style and Teachers Job Performance in Ondo State of Nigeria". Descriptive survey design was adopted in this research whereas three null hypotheses and three research questions guided the study. This study comprised of population of 7460 teachers and principals whereas 2040 responded. stratified random sampling technique was used to sample 240 principals and 1800 teachers which comprised of 2040 respondents. Formulated Teachers Job Performance (TJP) and principals' leadership questionnaires were used as data collection instruments. Cronbach Apha method was used to determine and estimate the internal reliability. The instrument was validated by expert in the field. Correlation matrix, percentage, t-test and frequency count were used for data collection and analysis. The result indicated that democratic leadership and

delegation of duties to subordinates is the most commonly adopted style of principals in the school. The result also showed that TJP was found to work better in schools that autocratic style of leadership was practiced by the principal than those that democratic or laissez faire style of leadership was practiced by the principal. The above work is related to the current work in that it discussed Job Performance and leadership of the teachers in secondary schools. The work is similar in population, design and sample but differs in instrument, method of data analysis and scope.

Koech and Namusonge, [18] carried out research on the influence of leadership styles on organizational performance at Kenya state corporations. Nairobi to determine the impact of workers' performance. A descriptive survey design was adopted in the design whereas three null hypotheses and three research questions guided the study. The research study has population of 30 middle and senior managers in the organization that also formed the sample size. The data collection instrument used for this study is questionnaire. Mean and standard deviation were used to answer the research questions whereas the null hypotheses was tested at 0.05 level of significance using correlation coefficient method. The result indicated a high correlation between organizational incentives and job performance of organizational members where leadership made use of delegation of duties and open communication pattern. The reviewed study relates with the current study in the area of determining the principal's administrative strategies as a correlate of TJP in secondary schools. The current work differed from the reviewed study in population, scope, design and sampling but highly relates in used instrument and method of data analysis.

Open Communication and Adequate Provision of Instructional Materials

Nwabueze *et al*; [19] investigated the perceived impact of principals' communication skills on teachers' functional performance and students' study habits in secondary schools in Enugu

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State. The study was guided by three hypotheses, three research questions and also adopted descriptive survey design. Then design consisted of population of 291 senior secondary schools and 291 principals in Enugu state. The 150 principals were sampled and drawn from 150 secondary schools using stratified random sampling technique representing 51.6% of the population. The data was collected using questionnaires as an instrument with 0.94 reliability index. The research questions were answered using mean score and standard deviation whereas the hypotheses were tested using t-test at 0.05 level of Alpha significance. The research showed ways at which principals' leadership skills can promote teachers effective performance and also students study attitude in secondary schools which includes among others: creating positive instructional performance among staffs for students' productivity, assisting to promote an interactive classroom discussion to improve performance of students, energizing staff and students to be involved in practical instructions for knowledge building, motivating them to develop creative and innovative thinking that can yield scientific reasoning and helping staff to be functional in preparing their lessons for knowledge transfer/productivity, among others. The above study relates to this current thesis as it focused on impact of principals' leadership on teachers' performance which is a major variable in the present study while the two works differed in design for the reviewed work was descriptive while the present study is on correlational research design. They also differed in scope.

Manafa, [20] investigated the communication skills needed by principals for efficient management of secondary schools in Anambra state. Two null hypotheses and two research questions guided this research study whereas descriptive survey design was adopted. The research population comprised of 103 principals and vice principals each in Onitcha, Otuocha and Aguata education Zone of Anambra state respectively. There

are 206 respondents in this research and questionnaire was used as instrument for data collection. The instrument was validated by two experts from measurement and evaluation and the other from education management all from Chukwuemeka Odumegwu Ojukwu University, Igbariam. Mean score and standard deviation were used for data analysis whereas 0.81 reliability level of significant was estimated using Cronbach Alpha method. The findings of the study and the result obtained showed that poor usage/lack of communication skill lowers the standard of education, leads to lack of unity of purpose in secondary schools and as well as hinders educational policy implementation.

Nakpodia, [21] investigated the extent at which communication skill affects the administrative performance of secondary schools in Delta State. Three formulated hypotheses and some research questions guided this study. The hypotheses were tested using z-test and a survey study together with ex-post facto design were adopted. This research study comprised of population of 320 public secondary schools and 9608 teachers in the state. Hence, 3% of the teachers and 9% of the principals were sampled using simple random sampling technique which gives 650 teachers and 30 principals respectively. Face and content value were used to validate the instrument. The observations therefore, showed that there is observable effect of communication on administration of secondary schools, using sex, age and experience as the independent variables. From the findings, conclusion was drawn that principals should not overlook communications in their day-to-day running of the school. Finally, principals were recommended to be practicing effective communication strategies to enhance discipline, peace and maintain law & order

Akinwale and Okotoni, [22] elaborated on the communication styles practiced by some secondary school in the Zone. This research study adopted survey design and the population study comprised of 466 principals and 6,922 teachers in Osun State. Sample of 36 principals and 720

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teachers were used for the research study. Four schools from nine local governments out of 30 local governments that made up the Zone were selected using simple random sampling method. Principals and 20 teachers from each of the 36 schools were also selected using simple random techniques. Data collection instrument used was questionnaire which was designed for principals and teachers. Percentages and frequency count were adopted for analyzing data. Findings of the study showed that the common communication styles adopted by principals in Osun state were porous, inconsistency and assertive in style. From this inference, it was observed that only few secondary schools make use of aggressive communication style and they are progressing more than others. Finally, this study concluded that effective communication style plays important role in effective running of secondary schools as well as increases the teachers job performance. Therefore, secondary school principals should adopt effective communication styles for effective administrative running of school.

Principals' Involvement in Staff Welfare

George *et al*; [23] conducted research titled "The role of Intrinsic and Extrinsic factors in determining job satisfaction amongst urban secondary school teachers in Namibia. Descriptive survey design was adopted in this study whereas the research was guided by four research questions and three hypotheses. The population study comprised of 2,560 teachers that cuts across Namibia metropolis. Seventeen Government schools were randomly selected out of 337 secondary school teachers in Windhoek Zone of Namibia. Data was collected using Focus Group Discussion and interview whereas collected data was analyzed using spearman correlation coefficients. Result of the findings showed that there are some significant disagreements pertaining intrinsic factor of work and more especially in the area of taking care of teachers' needs and motivation. The significant correlation between levels of turn out and job performance was found in terms of emotional exhaustion which

correlates with low level of job performance. However, the reviewed study differs from the current study because it didn't cover principals' administrative strategies and teachers' job performance. Madi *et al*; [24], researched on the topic titled "the differences in the Job Satisfaction among secondary school teachers in Australia". This study was guided by three research questions and three formulated research hypotheses. Descriptive survey Design was adopted in this research. Hence, 250 teachers out of the population of 1000 teachers in Australia were randomly drawn using simple random sampling method. Structured questionnaire was used as instrument for data collection whereas mean and mean deviation were used to answer research questions. Chi-square was used to test the hypotheses at 0.05 level of significance. The results indicated that the job content and types of welfare service conditions accounted for the identified differences among teachers' job satisfaction in the secondary school areas. However, there was no observable relationship between teachers' gender and job satisfaction. The research work reviewed, has a relationship with the current study because it discussed teachers job satisfaction. It however, differed with the present study in that it did not address principals' administrative strategies as correlate of teachers' job satisfaction and it also differs in scope. Performance can be described in various ways; according to [25], performance is an act of executing a particular task in a sequential and chronological order. Jay further described performance as the skillful combination of the right ideas and human behaviours to achieve the desired set of goals and objectives. In other words, performance involves the effective use of skills as strategies by teachers to ensure proper instructional delivery in schools. Teachers' job performance can be detailly defined as the quantity and quality of tasks or duties performed by staff for a given period in the school system geared towards the achievement of educational goals and objectives. According to [25], teachers' job performance is the ability of

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teachers to combine relevant inputs to improve teaching and learning processes in secondary schools. As applied in this study, teachers' Job performance is the extent teachers are committed to carrying out their teaching functions effectively as a result of principals' administrative strategies in secondary schools.

Teachers' job performance is concerned with the overall ability of the teachers to exhibit the right attitude to work, being dedicated and committed to the teaching roles and making deliberate efforts towards the attainment of educational goals and objectives. Bolarinwa, [26] observes that the indicator of teachers' job performance is evaluated in the teachers' ability to make a deliberate effort to enhance students' academic performance, possession and display of in-depth knowledge of the subject matter, lesson presentation, effective classroom organization and control, and participation in the school curriculum activities. Others according to the author include regularity and punctuality in the school, maintenance of good interpersonal

relationships with subordinates and superiors, discipline, motivation, and counselling of students as well as compliance with teachers' professional codes of conduct among others.

Teachers' job performance can also be ascertained by the teachers' level of commitment to the day-to-day administration of the school. Hence, effective use of administrative strategies by the principals influences teachers' academic functions and performance positively. This can be achieved by the principals, by identifying teachers' needs and trying to meet up with them. Also, [3] asserts that job performance variables such as imparting knowledge to students, effective use of the scheme of work, monitoring of student's work, preparation of lesson notes, disciplinary ability and close supervision are virtues that teachers are to possess and uphold to the school system. Adeyemi further points out that, regarding this, teachers' job performance can be measured and detected through their annual activity reports in terms of the mentioned performance variables.

Summary of Reviewed Literature

This review paper detailed the findings of some researchers administrative strategies and its implications. Most of the reviewed works focused on principals' leadership style and teachers job satisfaction and not only on the relationship between principals' leadership style on decision making, delegation of duties, open communication, management of staff welfare and teachers' job performance. Furthermore, any administrator that neglects these strategies will always have

poor job performance from the employers because the employers will be under-satisfied. The advantages and implications of administrator that don't adopt these mentioned strategies are: low output, staff's inconsistency to duty, lack state-of-art techniques, truancy and laxity among staffs. Administrator heads should endeavor to embrace this leadership styles for efficient and effective delivery by the staffs.

CONCLUSION

This review paper showed that teachers' job performance to a large extent depends on the nature of the administrative strategies of the adopted by the administrator. An administrator (principal) who are resourceful in the use of administrative strategies maintain open relationship with the staffs (teachers) and the students by providing adequate material resources as well as motivation to the teachers to carry out their responsibilities diligently.

The review indicated that there was a positive relationship existing between principals' use of decision making, delegation of duty, open communication and staff welfare as administrative strategies in encouraging teachers' high level of job performance in the system. It therefore, becomes imperative that principals of schools imbibe the culture of these strategies to continue to encourage and motivate the teachers to ensure high level of job performance in the school system. This no doubt, will go a long way

in ensuring the achievement of the goals of secondary education in Nigeria.

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