



Strategic Leadership Approaches of Principals and Their Impact on Teachers' Job Performance in Public Senior Secondary Schools in Rivers State

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Abstract

This study investigated the relationship between principals' strategic approaches and teachers' job performance in public senior secondary schools in Rivers State, Nigeria. Employing a correlational research design, the study targeted a population of 6,893 teachers across 286 public senior secondary schools in the state. A sample of 500 teachers was selected through simple random sampling to ensure representativeness. Two researcher-developed instruments "Principals' Administrative Strategies Questionnaire (PASQ)" and "Teachers' Job Performance Questionnaire Scale (TJPQS)" were used for data collection. The instruments underwent validation by experts and were found reliable using Pearson Product Moment Correlation, with coefficients of .85 and .76. Data analysis was conducted using Pearson correlation statistics at a .05 level of significance. Findings revealed weak and statistically insignificant relationships between principals' administrative, supervisory, and motivational strategies and teachers' job performance, with correlation coefficients of .136, .079, and .074 respectively. These findings suggest that the strategies employed by principals, as currently practiced, do not have a significant impact on enhancing teacher performance. The study concluded that while leadership remains essential in school administration, its effectiveness is contingent on the relevance, quality, and alignment of strategies with teachers' contextual needs. It was recommended that educational stakeholders should provide regular training for principals on contemporary leadership practices, adopt teacher-centered approaches, ensure supportive work environments, and consider other systemic factors influencing teacher performance beyond administrative strategies.

Keywords: Principals' Strategies, Administrative Leadership, Supervision, Motivation, Teacher Job Performance, Secondary Education, Rivers State.

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INTRODUCTION

The efficacy of educators in any educational system is crucial to the attainment of educational goals and objectives. The efficacy of senior secondary schools in Nigeria is mostly contingent upon the proficiency with which teachers execute their instructional, administrative, and co-curricular duties. The quality of leadership offered by school administrators is a significant driver of teachers' job success. Principals function as the administrative leaders and instructional heads of schools, and their strategic methodologies especially in administration, supervision, and motivation significantly influence the performance and productivity of instructors. Olatunji and Alade (2020) asserted that a school principal's efficacy in managing human and material resources may either motivate teachers to excel or impede their professional performance.

Administrative tactics used by school administrators include decision-making, distribution of responsibilities, planning, organization, and oversight of school activities. When properly executed, such tactics provide an atmosphere favorable to teaching and learning. In contrast, inadequate administrative methods may result in disarray, diminished morale, and poor work performance among educators. Recent years have seen increasing apprehension around administrative inefficiencies in public senior secondary schools in Nigeria, particularly in Rivers State, which often lead to diminished teacher productivity and subpar student results (Nwosu & Ugboma, 2019). The increasing expectations on educators, along with insufficient administrative support, underscore the need for principals to use effective and creative leadership tactics to elevate teacher morale and improve performance.

A vital strategic role of principals is oversight. Supervision include offering direction, overseeing classroom activities, assessing lesson execution, and ensuring compliance with curricular requirements by instructors. Effective supervision tactics facilitate the identification of instructional improvement areas and function as a feedback mechanism for ongoing professional growth. Teachers subjected to sufficient supervision exhibit elevated levels of dedication and professional responsibility (Adekeye, 2021). In several public schools in Rivers State, supervision is either inadequately performed or completely lacking owing to administrative burdens, insufficient training, or constrained resources. This has resulted in increasing concern among stakeholders over the declining quality of instructional delivery in public schools, especially at the senior secondary level.

Motivational tactics significantly influence teachers' perceptions of their profession. Educators, like to personnel in other industries, need motivation via rewards, acknowledgment, conducive working environments, and avenues for professional development. Principals who comprehend the motivating requirements of their instructors are more inclined to cultivate a school environment that promotes commitment, creativity, and perseverance. Eze and Nwankwo (2018) underscored that intrinsic and extrinsic motivation considerably affects teachers' classroom performance and their propensity to exceed fundamental responsibilities. In Rivers State, challenges such as delayed wages, insufficient recognition, and inadequate advancement opportunities have diminished teacher morale, rendering motivating tactics used by school leaders essential for maintaining successful work performance.

Given these findings, it is essential to analyze the correlation between principals' strategic methodologies particularly in administration, supervision, motivation and teachers' job performance in public senior secondary schools in Rivers State. Although prior research has examined the general impact of leadership styles on school performance, there is a lack of empirical evidence about the particular strategic activities of principals and their direct effects on

teachers' work within the Nigerian setting (Okorie & Okwuoha, 2022). To address the deficiencies, it is crucial to influence educational policy, direct principal training initiatives, and enhance teaching and learning outcomes.

Statement of the Problem

The quality of education in public senior secondary schools in Rivers State continues to raise concerns among stakeholders, including government officials, school administrators, teachers, parents, and students. Despite various reforms and investments in the education sector, teacher performance in many public schools remains below expectations. This has been reflected in students' poor academic outcomes, lack of commitment among teachers, frequent absenteeism, and inadequate instructional delivery. One of the underlying factors often attributed to these challenges is the ineffective leadership and strategic approach of school principals. Principals, as the administrative and instructional leaders of schools, are expected to adopt strategies that foster a supportive and productive work environment for teachers. However, in practice, many principals struggle to employ effective administrative, supervisory, and motivational strategies that can enhance teachers' job performance.

In many cases, school administrators lack the strategic capacity to plan, coordinate, and manage both human and material resources efficiently. Administrative lapses such as poor communication, unclear delegation of duties, and lack of structured planning have been reported in several public senior secondary schools in the state. These issues not only disrupt the smooth functioning of schools but also negatively affect teacher morale and productivity. Supervision, which should serve as a tool for professional support and accountability, is often conducted superficially or ignored altogether. The absence of regular, constructive, and supportive supervision leaves teachers without proper feedback, guidance, or encouragement to improve their instructional techniques and classroom management.

Moreover, the motivational needs of teachers are frequently neglected. Factors such as recognition, career advancement, workload balance, and provision of teaching materials are essential motivators for teachers. Yet, in many public secondary schools in Rivers State, teachers are often left unmotivated due to delays in promotions, lack of incentives, and poor working conditions. When principals fail to adopt effective motivational strategies, teachers become disengaged and indifferent to their duties, which subsequently affects students' academic outcomes and the overall school performance.

Although various studies have examined leadership and teacher performance, few have focused specifically on the strategic approaches of principals particularly in the domains of administration, supervision, and motivation as they relate to teachers' job performance in the context of Rivers State. The gap in empirical research in this area creates a need for a study that will not only explore the nature of these strategies but also establish their relationship with how well teachers perform their roles. Understanding these dynamics is crucial for designing interventions and policies aimed at improving school leadership and enhancing teacher performance.

It is against this backdrop that this paper theoretically examined the relationship between principals' strategic approaches and teachers' job performance in public senior secondary schools in Rivers State, Nigeria.

Objectives of the Study

The main objective of this study is to examine the relationship between principals' strategic approaches and teachers' job performance in public senior secondary schools in Rivers State. Specifically, the study seeks to:

- Determine the relationship between principals' administrative strategies and teachers' job performance in public senior secondary schools in Rivers State.
- Examine the relationship between principals' supervisory strategies and teachers' job performance in public senior secondary schools in Rivers State.
- Assess the relationship between principals' motivational strategies and teachers' job performance in public senior secondary schools in Rivers State.

Research Questions

- What is the relationship between principals' administrative strategies and teachers' job performance in public senior secondary schools in Rivers State?
- What is the relationship between principals' supervisory strategies and teachers' job performance in public senior secondary schools in Rivers State?
- What is the relationship between principals' motivational strategies and teachers' job performance in public senior secondary schools in Rivers State?

Research Hypotheses

The following null hypotheses were formulated to guide the study:

- **HO₁:** There is no significant relationship between principals' administrative strategies and teachers' job performance in public senior secondary schools in Rivers State.
- **HO₂:** There is no significant relationship between principals' supervisory strategies and teachers' job performance in public senior secondary schools in Rivers State.
- **HO₃:** There is no significant relationship between principals' motivational strategies and teachers' job performance in public senior secondary schools in Rivers State.

CONCEPTUAL REVIEW

To ensure a comprehensive understanding of the key concepts explored in this study, it is essential to define and clarify the central terms and ideas. This section provides conceptual clarity on the major terms involved, such as principals' strategic approaches, teachers' job performance, and the relationship between these concepts.

Principals' Strategic Approaches

Principals' strategic approaches refer to the intentional and systematic methods that school leaders employ to manage and improve various aspects of school operations, including administration, supervision, and motivation. These strategies aim to create a positive school culture, enhance teaching quality, and achieve the school's educational objectives. Principals, as

the chief executive officers of schools, make decisions that directly influence the quality of education and the working environment for teachers.

Three key strategic approaches are often highlighted in the literature: administrative strategies, supervisory strategies, and motivational strategies:

- **Administrative Strategies:** These involve the planning, organizing, coordinating, and controlling of resources and activities in the school to ensure that educational goals are met. Administrative strategies include setting clear goals, delegating tasks effectively, managing school finances, and creating efficient workflows. The success of these strategies is often reflected in the overall school climate, teacher satisfaction, and student outcomes (Olatunji & Alade, 2020).
- **Supervisory Strategies:** Supervisory strategies focus on monitoring and evaluating teachers' work, providing guidance, and ensuring that instructional activities align with the school curriculum. Effective supervision promotes professional development, feedback, and accountability, helping teachers to enhance their instructional practices and performance. Research has shown that regular, constructive supervision positively influences teacher motivation and classroom effectiveness (Adekeye, 2021).
- **Motivational Strategies:** Motivational strategies refer to the techniques employed by principals to inspire and encourage teachers to perform their duties with dedication and enthusiasm. These strategies may involve both intrinsic and extrinsic incentives, such as recognition, rewards, career advancement opportunities, provision of resources, and creating a supportive work environment. Motivated teachers tend to exhibit greater commitment, innovative teaching practices, and higher levels of job satisfaction (Eze & Nwankwo, 2018).

Teachers' Job Performance

Teachers' job performance refers to the extent to which teachers fulfill their professional responsibilities, including delivering quality instruction, managing classroom behavior, and contributing to the overall academic success of students. Job performance encompasses a range of tasks, such as lesson planning, implementation of teaching methods, assessment of student progress, and engagement in professional development activities. A teacher's performance is often assessed through both observable outcomes (e.g., student achievement) and subjective measures (e.g., principal and peer evaluations).

The performance of teachers is influenced by multiple factors, including their personal motivation, the teaching environment, available resources, and the support they receive from school leadership. It is widely acknowledged that effective school leadership particularly in the form of strategic administrative, supervisory, and motivational approaches can significantly enhance teachers' job performance (Nwosu & Ugboma, 2019).

The Relationship between Principals' Strategic Approaches and Teachers' Job Performance

The relationship between principals' strategic approaches and teachers' job performance has gained increasing attention in the discourse on educational leadership and school effectiveness. Principals serve as the cornerstone of effective school management, and their leadership

strategies significantly shape the working conditions, motivation, and productivity of teachers. Strategic approaches such as administrative planning, instructional supervision, and staff motivation are central to fostering a supportive and high-performing school environment. When principals are strategic in organizing school operations, setting goals, communicating expectations, and ensuring resources are available, teachers are better positioned to meet instructional objectives and engage meaningfully in the teaching-learning process.

Administrative strategies adopted by principals often include setting clear goals, delegating tasks appropriately; ensure regular communication, and enforce discipline in ways that are fair and supportive (Ololube, 2017; Okeke, 2018; Okon, & Udofia, 2021). These strategies help to establish a stable, organized environment where teachers understand their roles, responsibilities, and the expectations of the school leadership. For instance, when a principal ensures that timetables are properly managed, teaching aids are provided, and conflicts are addressed promptly, teachers experience less stress and more satisfaction with their work conditions. This, in turn, enhances their job performance, as they are able to focus on instruction rather than on structural challenges. Moreover, a well-organized administrative system encourages teachers to adopt best practices in classroom management, assessment, and student engagement, thereby directly improving educational outcomes.

Supervision, another core area of principals' strategic intervention, plays a pivotal role in shaping teacher behavior and professional growth. Principals who engage in consistent, constructive, and supportive supervision provide teachers with timely feedback, identify areas for professional development, and encourage reflective teaching practices. Supervision goes beyond fault-finding; it involves mentorship, coaching, and the creation of opportunities for capacity building. Teachers under the guidance of proactive principals are more likely to feel empowered and competent, which boosts their confidence and job satisfaction. For example, lesson observation followed by a supportive discussion helps teachers to refine their pedagogical techniques, align their teaching with curriculum objectives, and adopt innovative instructional strategies. Effective supervision also fosters a sense of accountability, as teachers become more aware of their strengths and areas needing improvement.

Perhaps most significantly, motivational strategies employed by principals influence teachers' emotional well-being and commitment to duty. Motivation encompasses both intrinsic and extrinsic factors. Intrinsically, teachers need to feel respected, valued, and involved in school decisions. Extrinsically, they respond to incentives, recognition, opportunities for advancement, and favorable work conditions. Principals who implement motivational strategies such as acknowledging achievements, encouraging teacher participation in decision-making, supporting further training, and addressing teacher welfare issues often witness higher levels of teacher enthusiasm and productivity (Ololube, 2006). Motivated teachers are more likely to go the extra mile in preparing their lessons, attending to students' diverse needs, and participating in co-curricular activities. Conversely, where motivation is lacking perhaps due to poor communication, neglect of teacher welfare, or authoritarian leadership styles teachers may become demoralized, disengaged, and less effective in the classroom (Olatunji & Alade, 2020).

In the context of public senior secondary schools in Rivers State, Nigeria, these strategic approaches are particularly crucial due to systemic challenges such as overcrowded classrooms, limited instructional resources, and teacher shortages. A principal's ability to navigate these challenges with strategic foresight can make a considerable difference in school performance. For example, where funding or infrastructure is limited, a resourceful principal may build partnerships with the community or non-governmental organizations to support school programs.

Such strategic thinking not only helps in addressing material needs but also boosts teacher morale by showing that leadership is responsive and proactive. Similarly, promoting a culture of collaboration, professional dialogue, and shared vision among teachers fosters unity and increases the collective capacity for high-quality instruction.

Understanding and strengthening the link between principals' strategic approaches and teachers' job performance is essential for improving the overall quality of education. When educational leaders are intentional about their administrative, supervisory, and motivational roles, they create environments that support teacher effectiveness and student achievement. The goal should be to ensure that principals are trained, supported, and evaluated not only based on academic results but also on their leadership competence and the strategies they employ to support teaching and learning. In doing so, education stakeholders in Rivers State and beyond can build sustainable systems where both teachers and students thrive.

METHODOLOGY

The study adopted a correlational research design to examine the relationship between principals' strategic approaches and teachers' job performance in public senior secondary schools in Rivers State. A correlational design is used when a researcher aims to explore the extent of the relationship between two or more variables, where data are typically measured on a ratio or interval scale, allowing for correlation analysis. The population of the study consisted of 6,893 teachers from 286 public senior secondary schools across 23 local government areas in Rivers State, as provided by the Rivers State Senior Secondary Schools Board (RSSSSB) Planning, Research, and Statistics Department (2021).

A sample size of 500 teachers was selected using a simple random sampling technique, which represented 7% of the total population. This technique was chosen because it ensures that every teacher in the population had an equal chance of being included in the sample, thereby promoting fairness and representativeness. Data were collected using two self-designed questionnaires: the "Principals' Administrative Strategies Questionnaire (PASQ)" and the "Teachers' Job Performance Questionnaire Scale (TJPQS)." The questionnaires were developed based on the research questions and reviewed literature. The questionnaires were structured into two sections: Section A collected demographic information such as gender, while Section B contained items addressing the research questions. Items were scored on a four-point Likert scale, with Strongly Agree (SA) assigned 4 points, Agree (A) assigned 3 points, Disagree (D) assigned 2 points, and Strongly Disagree (SD) assigned 1 point.

To ensure the validity of the instrument, it was subjected to both content and face validation by the researcher's supervisor and two experts in measurement and evaluation from the Department of Educational Guidance and Counseling at Ignatius Ajuru University of Education. The experts reviewed the instrument for clarity, relevance, adequacy, and other qualities that make a good research tool. Based on their feedback, the instrument was modified, with certain items being revised, added, or deleted to improve its quality.

The reliability of the instrument was tested using the Pearson Product Moment Correlation (PPMC) method. Thirty copies of the questionnaire were administered to teachers outside the study area, who shared similar characteristics with the target population. After two weeks, the exercise was repeated, and the responses were collated and analyzed using PPMC through SPSS software. The reliability coefficients obtained were 0.85 and 0.76, indicating that the instrument was reliable for the study.

The data collection process involved the researcher and three trained assistants, who were familiar with the proper procedures for administering the questionnaires. The instruments were distributed to the respondents, who completed them immediately, and the completed questionnaires were retrieved on the spot. Out of the 500 distributed questionnaires, 455 were properly completed and returned, representing a 91% return rate.

For data analysis, the study employed Pearson Product Moment Correlation (PPMC) to answer research questions and test the null hypotheses at a 0.05 level of significance.

RESULTS

Research Question One: What is the relationship between principals' administrative strategies and teachers' job performance in public senior secondary schools in Rivers State?

H₀₁: There is no significant relationship between principals' administrative strategies and teachers' job performance in public senior secondary schools in Rivers State.

Table 1: Correlation between principals' administrative strategies and teachers' job performance in public senior secondary schools in Rivers State

		Principals' Administrative Strategies	Teachers' Job Performance
Principals' Administrative Strategies	Pearson Correlation	1	.136
	Sig. (2-tailed)		.051
	N	455	455
Teachers' Job Performance	Pearson Correlation	.136	1
	Sig. (2-tailed)	.051	
	N	455	455

The table presents the Pearson correlation between principals' administrative strategies and teachers' job performance in public senior secondary schools in Rivers State. The correlation coefficient is .136, indicating a weak positive relationship between the two variables. The significance value (Sig. = .051) is just above the commonly used alpha level of 0.05, meaning the relationship is not statistically significant at the 5% level. Thus, based on this result, the null hypothesis (H₀₁) that there is no significant relationship between principals' administrative strategies and teachers' job performance cannot be rejected. The weak and statistically insignificant correlation suggests that principals' administrative strategies do not have a significant impact on teachers' job performance in the context of the schools studied.

Research Question Two: What is the relationship between principals' supervisory strategies and teachers' job performance in public senior secondary schools in Rivers State?

H₀₂: There is no significant relationship between principals' supervisory strategies and teachers' job performance in public senior secondary schools in Rivers State.

Table 2: Correlation between principals' supervisory strategies and teachers' job performance in public senior secondary schools in Rivers State

		Principals' supervisory strategies	Teachers' Job Performance
Principals' Supervisory Strategies	Pearson Correlation	1	.079
	Sig. (2-tailed)		.263
	N	455	455
Teachers' Job Performance	Pearson Correlation	.079	1
	Sig. (2-tailed)	.263	
	N	455	455

The table shows the Pearson correlation between principals' supervisory strategies and teachers' job performance in public senior secondary schools in Rivers State. The correlation coefficient is .079, indicating a very weak positive relationship between the two variables. The significance value (Sig. = .263) is well above the .05 alpha level, suggesting that the relationship is not statistically significant. Therefore, based on this result, the null hypothesis (HO2) that there is no significant relationship between principals' supervisory strategies and teachers' job performance cannot be rejected. The very weak and statistically insignificant correlation implies that principals' supervisory strategies do not significantly influence teachers' job performance in the studied schools.

Research Question Three: What is the relationship between principals' motivational strategies and teachers' job performance in public senior secondary schools in Rivers State?

H₀₃: There is no significant relationship between principals' motivational strategies and teachers' job performance in public senior secondary schools in Rivers State.

Table 3: Correlation between principals' motivational strategies and teachers' job performance in public senior secondary schools in Rivers State

		Principals' Motivational Strategies	Teachers' Job Performance
Principals' Motivational Strategies	Pearson Correlation	1	.074
	Sig. (2-tailed)		.289
	N	455	455
Teachers' Job Performance	Pearson Correlation	.074	1
	Sig. (2-tailed)	.289	
	N	455	455

The table presents the Pearson correlation between principals' motivational strategies and teachers' job performance in public senior secondary schools in Rivers State. The correlation coefficient is .074, indicating a very weak positive relationship between the two variables. The significance value (Sig. = .289) is well above the .05 alpha level, suggesting that the relationship is not statistically significant. Therefore, based on this result, the null hypothesis (HO3) that there is no significant relationship between principals' motivational strategies and teachers' job performance cannot be rejected. The very weak and statistically insignificant correlation

indicates that principals' motivational strategies do not significantly affect teachers' job performance in the studied schools.

DISCUSSION OF FINDINGS

The research aimed to investigate the relationship between principals' administrative, supervisory, and motivational strategies and teachers' job performance in public senior secondary schools in Rivers State. Each of the three research questions was tested through Pearson correlation analysis to understand the extent to which these strategies influenced teachers' performance. The findings, while revealing weak correlations in all three instances, provide significant insights when compared to existing literature.

Principals' Administrative Strategies and Teachers' Job Performance

The first research question sought to explore the relationship between principals' administrative strategies and teachers' job performance. The findings indicated a very weak positive correlation of 0.136, which was statistically insignificant ($p = .051$). This suggests that principals' administrative strategies have a minimal, if any, impact on teachers' job performance in the public senior secondary schools in Rivers State.

These results are consistent with studies that have found administrative strategies can influence teachers' performance, though the relationship is often nuanced. For example, a study by Akinyele (2018) found that while administrative support, which includes strategic planning and resource allocation, is positively related to teachers' motivation, its impact on overall job performance was moderate. This suggests that factors such as the organizational culture and personal characteristics of teachers may play a more critical role in influencing performance than administrative strategies alone. Similarly, in the works of Olayemi and Ibrahim (2019) and Mohammed and Dantani (2021), administrative strategies were found to support teaching but not always significantly improve performance, indicating that the impact of administrative strategies can be indirect or mediated by other variables such as teacher autonomy or job satisfaction.

Principals' Supervisory Strategies and Teachers' Job Performance

The second research question investigated the relationship between principals' supervisory strategies and teachers' job performance. The correlation coefficient was 0.079, also reflecting a very weak positive relationship, with a significance value of 0.263, which is above the commonly used threshold of 0.05. This indicates that the supervisory strategies employed by principals do not significantly affect teachers' job performance in this context.

This finding aligns with previous research that indicates supervisory strategies, while important, often do not have a strong or direct effect on teachers' performance. For instance, Ogunyemi (2019) and Uche (2017) highlighted that while supervision plays an essential role in identifying areas where teachers need support, it often fails to directly influence their job performance if not coupled with other motivational or developmental strategies. Additionally, a study by Mustapha and Haruna (2020) found that supervisory strategies are often perceived by teachers as mere checks or controls, leading to disengagement rather than an improvement in job performance. This suggests that the quality of supervision, rather than its frequency or presence, is a key factor in enhancing teachers' effectiveness.

Principals' Motivational Strategies and Teachers' Job Performance

The third research question examined the relationship between principals' motivational strategies and teachers' job performance. The correlation coefficient was 0.074, indicating a very weak positive relationship, with a significance value of 0.289, suggesting no significant relationship. This implies that principals' motivational strategies, as implemented in the schools studied, have a minimal influence on teachers' job performance.

This result contradicts some literature that emphasizes the importance of motivation in improving teachers' performance. For instance, studies by Adeyemi (2019) Ololube (2006), found that principals' motivational strategies, such as recognition and reward systems, significantly improved teachers' job satisfaction and overall performance. However, other studies have noted that the impact of such strategies depends on the context in which they are applied. According to Okonkwo and Osuji (2021), motivational strategies that are not tailored to the specific needs of teachers or are poorly implemented may fail to produce significant results. This suggests that while motivational strategies may be essential for fostering a positive work environment, their impact on performance is not guaranteed unless they are aligned with teachers' intrinsic and extrinsic needs.

Theoretical Implications

The findings of this study align with Herzberg's Motivation-Hygiene Theory, which posited that factors such as recognition, responsibility, and personal growth (motivators) can lead to job satisfaction and better performance, while poor administrative strategies (hygiene factors) lead to dissatisfaction but do not directly affect performance unless they are addressed. The weak correlations found in this study suggest that the lack of effective administrative, supervisory, and motivational strategies could be seen as hygiene factors that prevent dissatisfaction but do not directly foster improved job performance unless properly managed.

Moreover, the findings are consistent with systems theory, which emphasizes the interaction of various components within an organization. Teachers' performance is influenced not just by principals' strategies but also by other factors such as work environment, student behavior, and the availability of resources (Lamb et al., 2020). This indicates that the educational system in Rivers State may require more holistic approaches that combine leadership strategies with other support systems to foster better outcomes for teachers.

CONCLUSION

Based on the findings of this study, it can be concluded that principals' administrative, supervisory, and motivational strategies have limited and statistically insignificant relationships with teachers' job performance in public senior secondary schools in Rivers State. The weak positive correlations observed in all three aspects administrative (.136), supervisory (.079), and motivational (.074) strategies suggest that these leadership approaches, as currently practiced, do not significantly enhance teachers' performance in the school system studied.

The implications of these findings point to a possible disconnect between principals' leadership practices and the actual needs or expectations of teachers in the educational context. This could be due to a lack of strategic alignment, ineffective implementation, or broader

systemic challenges such as inadequate resources, teacher workload, or insufficient support for professional development. While leadership remains a crucial component of effective school management, the results indicate that mere presence or application of these strategies may not yield desired outcomes without attention to quality, relevance, and consistency.

Furthermore, the findings reinforce the importance of adopting a holistic approach to school leadership one that integrates administrative efficiency, meaningful supervision, and targeted motivation with participatory decision-making and teacher empowerment. School principals need to be trained not only in technical leadership skills but also in interpersonal and contextual competencies that allow them to connect more effectively with their staff and respond to their professional needs.

Recommendations

Based on the findings of this study, the following recommendations are made to relevant stakeholders to enhance teachers' job performance in public senior secondary schools in Rivers State:

- The Ministry should design and implement regular leadership training programs for school principals focused on modern, evidence-based administrative, supervisory, and motivational strategies that directly support teacher effectiveness.
- Principals should adopt a more inclusive and teacher-centered leadership style by involving teachers in decision-making processes and tailoring strategies to meet their professional and personal needs.
- The TSC should regularly monitor and evaluate principals' leadership practices and their impact on teachers' performance, using the data to inform promotions, postings, and capacity development.
- The PTA should collaborate with school leadership to provide additional support financial or otherwise that enhances the work environment and contributes to teacher motivation and satisfaction.
- NGOs focusing on education should partner with schools to provide mentorship programs, workshops, and motivational support initiatives aimed at boosting teachers' morale and professional commitment.
- Researchers should conduct further studies exploring additional factors such as school climate, teacher workload, and professional development that may better explain variations in teacher performance beyond principals' leadership strategies.
- Teachers are encouraged to engage in continuous professional development and maintain open communication with school leadership to ensure their challenges and needs are clearly understood and addressed.

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