

## PRINCIPALS' LEADERSHIP BEHAVIOUR IN ENSURING QUALITY ASSURANCE ON TEACHERS' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ABIA STATE

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### Abstract

*The study investigated the principal's leadership behaviour in ensuring quality assurance on teachers' performance in public secondary schools in Abia state. Three specific objectives were developed in line with the major purpose of the study. Accordingly, three research questions were posed and three hypotheses were tested. The study adopted descriptive survey research design. The study was carried out in public secondary schools in Abia State. The population for the study consisted of 9394 teachers in 263 public secondary schools in Abia State. Proportionate sampling technique was employed to obtain a sample size of 237 teachers. Structured questionnaire was used in collecting data for the study. The instrument for data collection was validated by three experts. A reliability coefficient of 0.83 was obtained using cronbach alpha method. A total of 226 copies out of 237 copies of the instrument correctly filled and returned were used for the study. The return rate of the instrument distributed was 82.7 percent. Mean was used to answer the three research questions. The three null hypotheses were tested at 0.05 level of significance using t-test statistic. The result revealed that principals' communications styles ensure quality assurance on teachers' job performance in public secondary schools in Abia State to a great extent. The study also revealed that principals' motivation and supervisory behaviours ensure quality assurance on teachers' job performance in public secondary schools in Abia State to a great extent. It was recommended among others that regular seminars, workshops, and in-service training programmes should be organized for principals. These initiatives should focus on developing skills in communication, motivation, and supervision. Such training will deepen their understanding of motivational strategies and their impact on enhancing teacher performance.*

**Keywords:** Principal, leadership behaviour, Quality assurance, Teacher, Performance, Public Secondary School

### Introduction

Education is an instrument for change. Education is a vital investment for human and national development. In Nigeria, there are different levels of education of which secondary education is one of them. Secondary education is the education which children receive in a school system

after primary education and before the tertiary stage. Secondary education, according to Okoro (2022), is a very important segment of education ladder both in Nigeria and elsewhere. This is because secondary education not only produces middle level manpower for the economy; it also prepares its beneficiaries for tertiary education. The broad goal of secondary education, according to Federal Republic of Nigeria (2013), includes the preparation of the child for useful living within the society. The achievement of this broad goal suggests the importance of managerial functions of the principals.

Principals are the head of secondary schools, and they are charged with the responsibility of running the day-to-day affairs of the schools. Accordingly, they are responsible for all that happen in the school. Al-Omari (2020) described principal as the accounting officer of the school, the chief executive and instructional leader. According to Northouse (2020), the most important function of the secondary school principal is his instructional leadership role in the school. According to Ndambo, Maithya and Mwaura (2023), secondary schools can only be productive if there are effective and efficient leadership by the principals. Leadership is a significant managerial factor in any organization. Nobile (2019) asserted that leadership is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement. According to Okoro (2020), leadership is the catalyst for change and effectiveness of the school system as an organization. Leadership is the act or process of influencing people so that they work willingly toward the achievement of group goals. Leadership therefore, involves the ability to inspire and induce others to work to achieve desired organizational goals. In the context of this study, leadership involves the roles of school principals by ensuring quality assurance through the creation of a culture of excellence, setting high expectations for students, teachers and to improve educational outcomes.

Quality assurance refers to the processes and procedures that systematically monitor different aspects of a service, process or facility to detect, correct and ensure that quality standards are being met. Jakhar (2019) stated that quality assurance in secondary schools is a mechanism used to evaluate the efficiency and appropriateness of teaching and learning in secondary school so as to ensure the delivery of high quality education. Quality assurance in schools is a holistic method of identifying and resolving problem within the educational system in order to ensure continuous quality improvement. The level of attainment of quality assurance in secondary education, according to Ekpemogu, Nzokurum and Uche (2023), is dependent on the principal's good leadership behaviour.

Leadership behaviour refers to the pattern or the collection of leadership behaviours that characterize a given leader (Azainil, Komariyah & Yan, 2021). Leadership is a range of behaviour of a leader, which a leader adopts in particular. In order to succeed, it also involves those variables that a leader will do in an organization such as planning, structuring of tasks, controlling and his relationship with staff under his jurisdiction. Leadership is the key to progress and survival of any organization. Ndambo, Maithya and Mwaura (2023) stated that leadership is an act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals and objectives. Leadership behaviour is a particular

behaviour applied by a leader to motivate subordinates to achieve the objectives of the organization. In secondary school administration, the success of any school to achieve its stated goals or objectives depends on the ability of the principal and his leadership behaviour. The leadership behaviour of the principal is demonstrated in his activities which makes him/her to be recognized as a leader of a group. Many people strongly believe that even though there are good educational plans, good school programme, adequate staff and facilities what is more important is a good administrative leadership to co-ordinate all these for the progress and success of the school (Ekpemogu, Nzokurum & Uche, 2023).

Therefore, the function of the principal is to persuade and use his leadership behaviour to coordinate all activities of subordinates to contribute willingly to organizational goals in accordance with their maximum capability. The improvement of any educational institution depends on the equality of its teachers. The main objective of any educational system is to promote effective teaching-learning process (Conger & Kanungo, 2020). Therefore, the main responsibility of teachers is to facilitate learning process and in carrying out-this, the principal must provide a conducive atmosphere for it, through the type of leadership behaviour being operated in the school. Staff in any school has to be inspired with zeal before they can work or co-operate peacefully with the principal (Okoro, 2022). Okoro (2022) remarked that one of ways the principal exhibits his leadership behaviour is through effective communication. In almost all school activities, communication plays important role. This implies that communication can be both a way to analyse and understand processes in schools and a process to influence others actions and understanding. According to Nobile (2019), it is impossible to conduct any type of leadership without communication since leadership and communication are closely connected. Al-Omari (2020) stated that a communicative principals is especially important in schools with values that are non-negotiable and such principal has power to influence the teachers job performance. Al-Omari further stated that communication between principals and teachers reflect and affect their work towards the objectives in the school curriculum. A communicative leader uses language and communication to motivate different actions.

Motivation in school hinges on how satisfied or dissatisfied teachers are, with their jobs. It is only the highly motivated teachers that can facilitate student learning towards achieving desired outcome (Jakhar, 2019). Principals are expected to motivate the teachers under them for the effective achievement of educational goals and objective (Zhou & Bity, 2024). Today, moral decadence and other social vices have become very prevalent in the school system. In all these shortcomings parent expect the school to provide solution to these problems as the school is considered to be an agent of change within Nigeria society, and of course all over the world. The only way therefore to achieve this change is through principals' supervision behaviour and well motivated teachers.

Supervision leads to a greater demand for probity and accountability. School supervision ensures maintenance of standards and assurance of adequate measure of quality control in the school. However leadership performs the functions of planning coordinating, controlling and

motivating through the recognition of the differences among the individual workers. Conger and Kanungo (2020) stated that the teachers performance in secondary schools depends on how well the principals could coordinate the activities of the teachers via the leadership and supervision process. Edikpa, Chigbu and Ezeaku (2023) stated that effective supervision is efficient, motivating and developmental towards works performance.

Performance could be described in various ways. It could be an act of accomplishing or executing a given task (Cheng, Tracy & Henrich, 2019). It could also be described as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives. Teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Budohi, 2021). It could also be described as the ability of teachers to combine relevant input for the enhancement of teaching and learning process. Haar, Koeslag-Kreunen, Euweand and Segers (2020) argued that job performance is determined by the workers level of participation in the day to day running of the organization. Poor leadership behaviour can lead to low productivity and low employee performance. There are incidents of falling standard in the quality of teaching and learning in the secondary schools in Abia State owing to many factors especially the declining teacher's effective job performance caused by principal's poor instructional leadership behaviours. The decline in teacher performance can be attributed to stem from the decline on the effective leadership behaviours of secondary schools principals. This can be seen in their inability to achieve the set goals and objectives of education, student's poor performance in both internal and external examinations. Principals can therefore encourage effective performance of their teachers by indentifying their needs and trying to satisfy or meeting them.

The success of any organization whether formal or informal, depends on the way or manner in which a leader carries out its operation within the organization. To succeed, a leader has to adopt particular leadership behaviour or blending of behaviour together to achieve the aim and the objective of that organization. An effective leadership behaviour leads to achievement of school goals and objectives. The success of any school depends on the ability of the principals in his/her leadership behaviour. Secondary schools in Nigeria seem to be influenced by different types of leadership behaviour which have contributed immensely to the performance of the teachers. There are incidents of falling standard in the quality of teaching and learning in the secondary schools in Abia State owing to many factors especially the declining teacher's effective job performance caused by principal's poor instructional leadership behaviours. The decline in teacher performance can be attributed to stem from the decline on the effective leadership behaviours of secondary schools principals. This can be seen in their inability to achieve the set goals and objectives of education, student's poor performance in both internal and external examinations. According to the Chief Examiner's report, about 46.21% passed in 2023 and 48.35 passed in 2024 respectively (WAEC Result, and statistics unit, Abia, 2024). This is not encouraging. Principals' leadership behaviour and teachers' job performance contribute to a large extent to students' success. This necessitated the need for this study.

The main purpose of the study was to examine the principal's leadership behaviour in ensuring quality assurance on teachers' performance in public secondary schools in Abia State. Specifically, the study sought to:

1. determine the extent to which principals communication style ensure quality assurance on teacher's job performance in public secondary schools in Abia State.
2. find out the extent to which principals motivation style ensure quality assurance on teacher's job performance in public secondary schools in Abia State.
3. ascertain the extent to which principals supervisory behaviour ensure quality assurance on teachers job performance in public secondary schools in Abia State.

The following research questions guided the study.

1. To what extent do principals' communications styles ensure quality assurance on teachers' job performance in public secondary schools in Abia State?
2. To what extent do principals' motivation styles ensure quality assurance on teachers' job performance in public secondary schools in Abia State?
3. To what extent do principals' supervisory behaviour ensure quality assurance on teachers job performance in public secondary schools in Abia State?

The following null hypotheses were tested at 0.05 level of significance.

H<sub>01</sub>: There is no significant difference between the mean ratings of male and female teachers on the extent to which principals' communication style in ensuring quality assurance impact on teachers' job performance in public secondary schools in Abia State.

H<sub>02</sub>: Male and female teachers do not differ significantly in their mean scores on the extent to which principals' motivation styles in ensuring quality assurance impact on teachers' job performance in public secondary schools in Abia State.

H<sub>03</sub>: There is no significant difference between the mean ratings of male and female teachers on the extent to which principals' supervisory behaviour in ensuring quality assurance impact on teachers' job performance in public secondary schools in Abia State.

The study was delimited to examine the principal's leadership behaviour in ensuring quality assurance on teachers' performance in public secondary schools in Abia State. The content scope covered the extent to which these leadership behaviour indices such as communication, motivation and instructional supervision impact on teachers job performances. However, the findings of this study will be beneficial to principals, teachers, students, state ministry of education and future researchers.

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## Literature Review

### Leadership Behaviour and Its Impact on School Management

A leader's behavior in any organization, including schools, plays a crucial role in achieving goals and motivating subordinates. Leadership behavior can be defined as the dominant pattern of behavior that influences others in accomplishing group objectives. In the context of school management, the role of leadership behavior is particularly significant, as school principals are tasked with creating a conducive environment for teachers to facilitate changes in students' learning. Effective leadership behavior involves establishing structures, managing personnel, motivating staff, and providing direction to achieve organizational goals and maintain positive relationships (Andriani, Al-Omari, 2020; Akinyemi, 2020; Budohi, 2021). Communication and its Importance in School Activities: Communication is a fundamental aspect of daily life, and in the context of schools, effective communication plays a pivotal role in teaching and learning processes. Teachers use verbal and non-verbal communication skills to facilitate student understanding of complex concepts. A supportive physical learning environment is essential for fostering productive communication and group interaction among students. Principals need to allow for flexible changes in classroom settings to promote effective communication and collaboration among students (Al-Omari, 2020; Uche, 2020; Nobile, 2019; Okoro, 2022).

Motivation and Its Influence on Teachers' Performance: Motivation is the driving force that spurs individuals to work towards achieving their goals. In educational settings, motivation plays a crucial role in enhancing teachers' productivity and job satisfaction. Motivated teachers are more likely to perform their tasks effectively and contribute positively to achieving organizational objectives. Principals must understand the needs of their staff and provide the necessary motivation to ensure discipline, efficiency, and overall performance improvement (Jakhar, 2019; Zhou, Bity, 2024). Supervisory Behavior and its Impact on Teachers' Job Performance: Supervision in schools is essential for maintaining standards, improving instruction, and enhancing the overall performance of teachers. By advising, guiding, and overseeing staff, supervisors can identify instructional problems and implement strategies to address them effectively. Supervision focuses on changing the behavior of teachers to promote better teaching practices and create a conducive learning environment. Principals play a key role in coordinating teachers' activities through leadership and supervision practices to ensure high-quality performance (Perse, Conger, Kanungo, 2020; Edikpa, Chigbu, Ezeaku, 2023).

### Theoretical Framework

The study is anchored on Fiedler's Situational Theory. Situational theory was propounded by Fielders in 1967. The theory states that leaders are the products of the situation from which they emerge and in which they operate. The theory emphasizes the interaction between a leader's style and the situational factors in determining leadership effectiveness. By assessing the specific needs and challenges within the school environment, principals can tailor their leadership approaches to motivate, support, and evaluate teachers effectively. The Situational

Theory provides a framework for understanding how principals' behaviors impact teachers' job performance (Fiedler, 1967).

### **Empirical Review**

Previous studies have investigated the relationship between principals' leadership behavior and teachers' job performance in various contexts. Wilson (2019) conducted a study on principals' leadership style and staff job performance in selected secondary schools in Emohua Local Government Area of Rivers State. Five research questions guided the study and five corresponding hypotheses were tested. Structured questionnaire was used for data collection. The data were presented and analyzed in tabular and percentage frequency. The study findings identified ten different leadership styles adopted by different principals in different secondary schools in the area, and emphasized that democratic leadership style has significant effects on the staff job performance in the schools. Recommendations were made based on the findings. The two studies are similar in terms of the intended research design and instrument for data collection. Contrarily, while the study under review used percentage frequency for data analysis, the current study will analyse data using mean with standard deviation and t-test which give due, brighter and broader results. Also, while school administrators were used as population for the study under review that of the current study will focus on teachers. These constitute the gap that the current study intends to fill.

Haruni (2020) conducted a study on influence of principals' supervisory leadership behaviour on teachers' job performance in sougea and morogoro districts, Tanzania. Four hypotheses were tested. The study adopted the descriptive survey design. The population of the study comprised of 1002 principals. Multi stage procedure involving proportionate sampling and simple random sampling (balloting without replacement) were used to draw the sample. This amounted to 121 principals as sample for the study. Instrument used for data collection was structured questionnaire. A reliability coefficient of 0.70 was obtained using Cronbach Alpha technique. Analysis of data collected was done using mean scores to answer the four research questions while t-test was used in testing the hypothesis at 0.05 alpha level. Findings revealed that the democratic leadership style was the most dominant in best performing secondary schools. Recommendations were made based on the findings. The two studies are related at the level of research design, instrument for data collection and method of data analysis. Both studies adopted the same level of research design, instrument for data collection and analytical tools. However, the two studies differed at the level of population and location. While the current study will use teachers as population, the study under review used principals. Moreso, the study under review was conducted in Tanzania while the current study was done in Abia State, Nigeria. Both countries differ in their educational policies. These are the gaps that the current study intends to fill.

### **Methodology**

Descriptive survey research design will be adopted for this study. Abuka (2021) stated that descriptive survey research focuses on people, the vital facts of people, their beliefs, opinions,

attitudes, motivation and behaviours. It typically involves the use of questionnaires for data collection. The study was carried out in public secondary schools in Abia State. The population for the study consisted of 9394 (2742 male and 6652 female) teachers in 263 public secondary schools in Abia State. Proportionate sampling technique was employed to obtain a sample size of 237 teachers. Structured questionnaire was used in collecting data for the study. The questionnaire used four-point rating scale with response options namely; Very Great Extent (VGE), Great Extent (GE), Low Extent (LE) and Very Low Extent (VLE) with assigned values of 4, 3, 2 and 1 with assigned values of 4, 3, 2 and 1, respectively. The instrument for data collection was validated by three experts; two from Educational Management Department and one expert in Measurement and Evaluation unit, all from Abia State University Uturu. A reliability coefficient of 0.83 was obtained using cronbach alpha method. A total of 226 copies out of 237 copies of the instrument correctly filled and returned were used for the study. The return rate of the instrument distributed was 82.7 percent. Mean was used to answer the three research questions. Any mean which was 2.50 and above was regarded as great extent and items with mean less than 2.50 were regarded as low extent. The two null hypotheses were tested at 0.05 level of significance using t-test statistic. Similarly for the hypotheses, a null hypothesis of no significant difference was upheld when the p-value reaches a significance level that is greater than or equal to 0.05. On the other hand, the null hypothesis of no significant difference was not be upheld when the p-value is less than 0.05.

## Results

### Research Question One

To what extent do principals' communications styles ensure quality assurance on teachers' job performance in public secondary schools in Abia State?

**Table 1: Mean with standard deviation of the respondents on the extent to which principals' communications styles ensure quality assurance on teachers' job performance**

S/N	Indicate the extent to which the following communications style ensure quality assurance impact on teachers' job performance	Male Teachers			Female teachers		
		$\bar{X}$	SD	RM KS	$\bar{X}$	SD	RM KS
1	Principals leverage communication tools (e.g., emails, messaging platforms) to ensure efficient information sharing	3.59	1.05	GE	3.32	0.93	GE
2	Principals set clear achievable goals	3.61	0.76	GE	3.20	0.92	GE
3	Principals listen actively to teachers' concerns	3.61	0.76	GE	3.05	0.93	GE
4	Principals encourage open dialogue to ensure teachers feel valued	2.83	0.68	GE	3.00	0.87	GE



5	Principals foster a sense of ownership by including teachers in school planning	3.80	0.60	GE	3.57	0.87	GE
6	Principals create opportunities for teachers to bond and relax outside the classroom	3.03	0.70	GE	3.15	0.98	GE
7	Principals address conflicts with empathy to create a harmonious work environment	3.77	0.80	GE	2.55	0.84	GE
<b>Cluster means and standard deviation</b>		<b>3.46</b>	<b>0.76</b>	<b>GE</b>	<b>3.12</b>	<b>0.91</b>	<b>GE</b>

The data analyzed in table 1 revealed a cluster mean scores of 3.46 and 3.12. This implies that the respondents were generally of the view that principals' communications styles ensure quality assurance on teachers' job performance in public secondary schools in Abia State to a great extent. The cluster standard deviation scores of 0.76 and 0.91 indicated that the respondents have consensus opinion on the issues.

### Hypothesis One

There is no significant difference between the mean ratings of male and female teachers on the extent to which principals' communication style in ensuring quality assurance impact on teachers' job performance in public secondary schools in Abia State

**Table 2: The t-test Analysis of mean Responses of the respondents on the extent do principals' communications styles ensure quality assurance on teachers' job performance**

Group	N	X	SD	DF	Sig	T. Value	P. Value	Remark
Male Teachers	105	3.46	0.76					
Female Teachers	121	3.12	0.91					
				224	0.05	-0.10	0.11	Accept

No of male teachers = 105, No of female teachers = 121,  $X_1$  = Mean for male teachers  $X_2$  = Means for female teachers; DF = 224, P = 0.05.

The results in table 2 revealed that the independent sample t-test yielded a t-value of -0.10 with a corresponding p-value of 0.11 at 0.05 level of significance. From the reported results, it is seen that the p-value obtained (0.11) was greater than the chosen alpha of 0.05, thus the null hypothesis was accepted. This indicated that male and female teachers had similar views as

regards to the extent to which principals' communication style ensure quality assurance on teachers' job performance in public secondary schools in Abia State

### Research Question Two

To what extent do principals' motivation styles ensure quality assurance on teachers' job performance in public secondary schools in Abia State?

**Table 3: Mean with standard deviation of the respondents on the extent to which principals' motivation styles ensure quality assurance on teachers' job performance in public secondary schools in Abia State**

S/N	Indicate the extent to which the following principals' motivation styles ensure quality assurance on teachers' job performance	Male teachers			Female teachers		
		$\bar{X}$	SD	RM KS	$\bar{X}$	SD	RM KS
8	Principals regularly acknowledge teachers' hard work through awards, shout-outs in meetings, or feature them in newsletters	1.53	0.80	LE	1.91	1.00	LE
9	Principals ensure that teachers have access to the necessary materials to enhance their teaching	2.25	0.54	LE	1.75	1.05	LE
10	Principals facilitate peer mentoring for knowledge-sharing	2.03	1.01	LE	2.00	0.96	LE
11	Principals allow teachers to experiment with new teaching methods which give them the freedom to implement creative ideas in the classroom	3.22	0.99	GE	3.00	1.06	GE
12	Principals organize fun team-building exercises to strengthen relationships among staff	2.09	0.81	LE	2.20	0.99	LE
13	Principals celebrate individual and team achievements in staff meetings or school events to boost morale	2.12	0.88	LE	2.15	0.82	LE
14	Principals create a platform for teachers to share resources, lesson plans as well as teaching strategies with one another	1.37	0.88	LE	1.50	0.75	LE
<b>Cluster means and standard deviation</b>		<b>2.09</b>	<b>0.84</b>	<b>HN</b>	<b>2.07</b>	<b>0.95</b>	<b>LE</b>

The result presented in table 3 showed that the respondents were of the opinion that principals' motivation styles ensure quality assurance on teachers' job performance in public secondary schools in Abia State to a low extent. This is evidenced by the cluster mean scores of 2.09 and 2.07 which are below the criterion mean of 2.50. The cluster standard deviation scores of 0.84 and 0.95 also indicated that the respondents were consistent in their opinions.

## Hypothesis Two

Male and female teachers do not differ significantly in their mean scores on the extent to which principals' motivation styles in ensuring quality assurance impact on teachers' job performance in public secondary schools in Abia State

**Table 4: The t-test Analysis of mean Responses of the respondents on the extent do principals' motivation styles ensure quality assurance on teachers' job performance**

Group	N	X	SD	DF	Sig	T. Value	P. Value	Remark
Male Teachers	105	2.09	0.84	224	0.05	0.10	0.14	Accept
Female Teachers	121	2.07	0.95					

Data presented in table 4 revealed that the p-value obtained (0.14) was greater than the chosen alpha of 0.05 at 224 degree of freedom. The null hypothesis of no significant difference was upheld. This indicated that male and female teachers had similar views as regards to the extent to which principals' motivation styles ensure quality assurance on teachers' job performance in public secondary schools in Abia State.

## Research Question Three

To what extent do principals' supervisory behaviour ensure quality assurance on teachers job performance in public secondary schools in Abia State?

**Table 5: Mean with standard deviation of the respondents on the to which principals' supervisory behaviour ensure quality assurance on teachers job performance in public secondary schools in Abia State**

S/N	Indicate the extent to which the following principals' supervisory behaviour ensures quality assurance on teachers' job performance	Male teachers			Female teachers		
		$\bar{X}$	SD	RM KS	$\bar{X}$	SD	RM KS
15	Principals maintain regular visits to classrooms help identify strengths and areas for growth	2.44	0.71	LE	1.70	0.69	LE
16	Principals encourage self-assessment to help teachers evaluate their performance for improvement	1.70	0.52	LE	1.67	0.62	LE
17	Principals act as mentors to guide teachers in navigating challenges in other to achieve success	1.80	0.40	LE	1.70	0.56	LE

18	Principals encourage teachers to observe one another's classrooms to share best practices from each other	1.51	0.62	LE	1.48	0.59	LE
19	Principals organize regular meetings for teachers to collaborate on lesson planning	3.58	0.67	LE	3.01	0.96	GE
20	Principals organizes training programmes to equip teachers with modern skills	1.64	0.61	LE	1.40	0.96	LE
21	Principals resolve conflicts among staff	1.65	0.55	LE	1.57	0.67	LE
<b>Cluster means and standard deviation</b>		<b>2.05</b>	<b>0.58</b>	<b>LE</b>	<b>1.79</b>	<b>0.72</b>	<b>LE</b>

The data analyzed in table 5 revealed a cluster mean scores of 2.05 and 1.79. This implies that the respondents were generally of the view that principals' supervisory behaviour ensures quality assurance on teachers' job performance in public secondary schools in Abia State to a low extent. The cluster standard deviation scores of 0.58 and 0.72 indicated that the respondents have consensus opinion on the issues.

### Hypothesis Three

There is no significant difference between the mean ratings of male and female teachers on the extent to which principals' supervisory behaviour in ensuring quality assurance impact on teachers' job performance in public secondary schools in Abia State.

**Table 6: The t-test Analysis of mean Responses of the respondents on the extent do principals' supervisory behaviour styles ensure quality assurance on teachers' job performance**

Group	N	X	SD	DF	Sig	T. Value	P. Value	Remark
Male Teachers	105	2.05	0.58	224	0.05	0.13	0.12	Accept
Female Teachers	121	1.79	0.72					

Data presented in table 6 revealed that the p-value obtained (0.12) was greater than the chosen alpha of 0.05 at 152 degree of freedom. The null hypothesis of no significant difference was upheld. This indicated that male and female teachers had similar views as regards to the extent to which principals' supervisory behaviour in ensure quality assurance impact on teachers' job performance in public secondary schools in Abia State.

## Discussion of the Findings

Evidence from analysis of research question one revealed that principals' communications styles ensure quality assurance on teachers' job performance in public secondary schools in Abia State to a great extent. The corresponding hypothesis showed that male and female teachers had similar views as regards to the extent to which principals' communication style ensure quality assurance on teachers' job performance in public secondary schools in Abia State. The finding was expected and not surprising. This is because effective communication between principals and teachers helps to create a healthy and supportive working environment, fostering a sense of collaboration and teamwork among staff members. When teachers feel listened to, valued, and respected by their principals, they are more likely to be motivated and engaged in their work. The finding agrees with the findings of Al-Omari (2020), who reported that good communication from principals also plays a crucial role in clarifying expectations, providing feedback, and giving guidance to teachers. Similarly Ndambo, Maithya and Mwaura (2023) noted that clear communication helps to ensure that teachers understand their roles and responsibilities, as well as the goals and objectives of the school. This can lead to improved job performance as teachers have a better understanding of what is expected of them and are more likely to stay on track with their work.

The evidence from analysis of research question two indicated that principals' motivation styles ensure quality assurance on teachers' job performance in public secondary schools in Abia State to a low extent. The corresponding hypothesis indicated that male and female teachers had similar views as regards to the extent to which principals' motivation styles ensure quality assurance on teachers' job performance in public secondary schools in Abia State. The finding was not expected and therefore, surprising. This is because principals, owing to their level of education and exposure, ought to understand the importance of motivation and put it into practice. However, the findings of this study reveal the opposite. When principals display poor motivation styles, such as being overly controlling, lacking in support or recognition, or demonstrating favoritism, it can have detrimental effects on the morale, motivation, and job satisfaction of teachers. One major implication is a decrease in teachers' job performance and productivity. However, the findings from this study corroborate with that of Jakhar (2019) which reported that when teachers feel undervalued, unsupported, or unfairly treated by their principal, they are less likely to be motivated to perform at their best. This can result in a decline in the quality of teaching, student engagement, and academic outcomes. Similarly, Zhou and Bity (2024) noted that poor motivation styles can also lead to increased teacher turnover and absenteeism. Teachers who feel de-motivated or unappreciated are more likely to seek opportunities elsewhere or take more frequent sick days. This can create instability and disruptions in the school environment, impacting the overall learning experience for students.

In addition, evidence from analysis of research question three revealed that principals' supervisory behaviour ensures quality assurance on teachers' job performance in public secondary schools in Abia State to a low extent. The corresponding hypothesis showed that male and female teachers had similar views as regards to the extent to which principals' supervisory behaviour in ensures quality assurance impact on teachers' job performance in public secondary schools in Abia State. Poor supervisory behavior by principals in secondary schools in Nigeria can have a significant impact on teachers' job performance. When principals do not effectively supervise teachers, it can lead to a number of negative outcomes for both teachers and students. One of the key ways in which principals' poor supervisory behavior affects teachers' job performance is through a lack of support and guidance. Teachers rely on principals for feedback, resources, and professional development opportunities to improve their teaching practice. When principals do not provide this support, teachers may feel de-motivated, disengaged, and unsure of their abilities. This can lead to decreased job satisfaction and ultimately impact their ability to effectively teach students. However, the finding is in tandem with that of Edikpa, Chigbu and Ezeaku (2023) which reported that poor supervisory behavior can create a negative work environment in which teachers feel undervalued and unsupported. This can breed resentment and hostility among teachers, leading to increased turnover rates and low morale. When teachers are not given the tools and resources they need to succeed, it can result in decreased job performance and a lack of passion for teaching.

## Conclusion

In the secondary school level of education, the principal is the head. It is also the responsibility of the principals to provide the appropriate leadership practices, which will, in turn, enhance teachers' job performance. However, it can be concluded that principals' communications styles ensure quality assurance on teachers' job performance in public secondary schools in Abia State to a great extent. The study also revealed that principals' motivation and supervisory behaviours ensure quality assurance on teachers' job performance in public secondary schools in Abia State to a great extent. In addition, the study revealed that male and female teachers had similar views as regards to the extent to which principals' communication, motivation and supervisory behaviours ensure quality assurance on teachers' job performance in public secondary schools in Abia State.

## Recommendations

Based on the results of this study and the conclusions reached, the researcher suggests the following recommendations:

1. School principals should significantly improve their communication methods to foster stronger teacher commitment. Adopting an open-door policy and promoting ethical leadership behaviors will greatly enhance communication and, in turn, support teachers' dedication to their roles.

2. Principals in secondary schools should consistently exhibit ethical leadership in their administrative duties. This approach will cultivate a positive school environment, crucial for achieving school objectives.
3. School supervision should be a joint effort between principals and teachers. A cooperative approach will ensure that school objectives are effectively pursued and achieved.
4. Regular seminars, workshops, and in-service training programmes should be organized for principals. These initiatives should focus on developing skills in communication, motivation, and supervision. Such training will deepen their understanding of motivational strategies and their impact on enhancing teacher performance.

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