

**PRINCIPALS' PARTICIPATORY LEADERSHIP STRATEGIES ON TEACHERS'
JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ONDO WEST
LOCAL GOVERNMENT, NIGERIA**

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Award of the Degree of Master of Education in Leadership and Administration**

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DECLARATION

I declare that this thesis is my original work and has not been presented for a degree at any other university.

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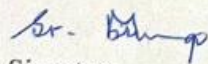
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DEDICATION

With profound appreciation, I dedicate this thesis to my Religious Congregation, Sisters of Saint Louis, to my beloved parents, Chief Ben Nwachukwu and Mrs. Christiana Nwachukwu, to my siblings, and to my friends for their unwavering support.

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ABSTRACT

This study investigated the influence of principals' participatory leadership on teachers' job performance in public secondary schools in Ondo West Local Government, Nigeria. The objectives of the study were to establish the influence of principals' practice of joint decision-making strategy on teachers' job performance, principals' supporting professional development strategy on teachers' job performance, principals' motivation strategy on teachers' job performance, and principals' collaboration strategy on teachers' job performance. The study was guided by Social Exchange Theory. This study employed mixed-method approach and convergent parallel mixed-methods design. The target population was the 32 public schools in Ondo West Local Government. Ten (10) schools were selected through stratified random sampling. All the 10 principals of the sampled schools were included in the study. Yamene (1967) formula was used to sample 211 teachers from the target population. Questionnaire was used to collect data from the teachers, while interview guide was used to collect data from the principals. The research experts ascertained content validity. Split-half technique was employed to ensure the reliability of instruments and a score of 0.93 was realized. In the analysis of quantitative data, descriptive analysis was employed and findings were reported in percentages, frequency tables, pie charts, and graphs. The qualitative data was thematically analyzed and presented in forms of narratives and direct quotations. The study's findings established that principals' participatory leadership strategies which include decision making strategy, professional development strategy, motivation strategy, and collaboration strategy positively influenced teachers' job performance in public secondary schools in Ondo West Local Government. In order to improve on sub-optimal performance of teachers, the study recommended that principals should engage teachers more in decision making processes, align professional development to the needs of the teachers', principals be consistent and fair in their motivation strategy, and encouraging collaboration among teachers in the public schools in Ondo West Local Government.

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LIST OF ABBREVIATIONS AND ACRONYMS

JAMB Joint Admission and Matriculation Board

LGA Local Government Area

MoE Ministry of Education

NECO National Examination Council

UTME University Tertiary Matriculation Examination

WASSCE West Africa Senior School Certificate Examination

CHAPTER ONE

INTRODUCTION

This chapter gives the background to the study about the principals' participatory leadership strategies on teachers' job performance in public secondary schools in Ondo West Local Government, Nigeria. It further presents the statement to the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope and delimitations, theoretical framework, conceptual framework, and operational definition of key terms.

1.1 Background to the Study

Achievement of educational goals in a school is conditional on principal's leadership strategy and has bearing on teachers' job performance. The leadership strategy adopted by a school principal has an influence on teachers' behavior and determines their job performance. The school principal is responsible for giving high valued visions, focused on day-to-day methods that serve to foster good culture and supportive of exceptional teacher performance (Saleem et al., 2020). The primary objective of leadership is to harness every unit of the school system into effective and efficient functioning part that will enhance the achievement of educational goals. The school environment is dynamic in nature as such, school leader needs to adopt more flexible and inclusive leadership approach in achieving educational goals.

As asserted by Peng et al. (2021), making timely and effective decisions without the active presence and participation of the members of staff in the school, may be difficult for school leaders. This act can only be possible by having an effective leader that inspires the teaching and non-teaching staff members. A school leader needs to align teachers' job performance to achievement of educational goals. School leadership has become a focal point in education policy agendas (Amthal, 2021). It is indeed necessary that teachers are engaged

in the leadership process of the school as a way of learning as they are potential future school leaders.

School leadership directly influences school conditions that enhance teachers' job performance. Every educational institution needs to have an effective leader as it is in the heart of every organization that could lead to high service delivery (Chebonye, et al., 2021). Notably, there are various leadership styles which include autocratic, laissez-faire, transformational, etcetera. One major type of leadership styles is participatory leadership. One of the contemporary issues in educational management science that has started to gain interest at the moment is participatory leadership (Mbua, 2023).

Participative leadership refers to the way leaders employ democratic approach to team engagement. Participatory leadership is a cooperative and joint effort, referring not only to the leader's cooperative method of leading a group, but also a cooperative method in which the group is eager to distribute responsibilities to maintain interaction (Salim & Shaqran, 2021). Understandably, participative leaders give employees the chance to express their creativity by coming up with suggestions to tackle situations. Participatory leadership is dependent on preparing subordinates to assume responsibilities and lead them down the path of administrative growth (Al-Mukhlafi, 2021).

Participative leadership is an exceptional type of leadership as it achieves performance goals and also reduces the difficulties that come with the achievement of goals (Zou et al., 2020). Participative leadership strategies are adaptable in any kind of organization size. Under participative leadership strategies, leader empowers the followers and engage them in decision-making process. The ultimate idea behind participatory leadership strategies is to achieve school goals through collaborative efforts and joint decision making involving the principals and the teachers (Shikokoti et al., 2023). As a result, employees feel valued and

devote themselves whole heartedly to the organization. Thus, leaders practicing participatory leadership motivate their employees and extract from them better performance.

Participatory leadership involves teachers taking responsibility of the resources in a way that produces worthwhile results for the institution. Participatory leadership strategy involves a team of employees working together in a cooperative manner so that no one person serves as the regular or even perpetually irregular leader. In practicing participatory leadership, the leader chooses decentralization over centralization by giving some of his authority to subordinates in proportion to the responsibilities entrusted to them (Mbua, 2023). Participatory leadership is collegial and every member of a group is allowed to participate in the process of decision making (Ukaidi, 2019).

Teachers are allowed to take responsibilities, participate in making and implementing work-related decisions under participatory leadership strategy. Being fully involved in the planning, processing, and executing the job descriptions will help to improve teachers' job performance and in attaining the desired results of the school programme. Participative leadership may seek to involve members or subordinates and all those who matter in the running of a school especially teachers and parents with the view of tapping and harnessing their rich experiences, knowledge and talents. Teachers involved in decision-making can solve principals' problems because there are many good skills that can be combined to solve intellectual problems that leaders cannot solve alone (Ossai & Okokoyo, 2023). As a result of teachers' involvement in establishing school objectives, strategies for achieving them, and the resources needed to do so, participatory principals are thought to increase teachers' job performance (Mbua, 2023).

Supporting teachers' professional development is one major way of fostering participatory leadership in a school setting. Professional development is a dynamic process that gives the employees needed encouragement and support in reviewing and reassessing

their goals and activities (Alnajim, 2021). Participatory leadership strategy helps the school leader to inspire staff members in investing their innovative and creative skills thereby developing themselves as they learn by doing on the job. Teachers as professionals, have both the right and obligation to engage in professional development, in order to develop competencies and keep abreast with the developments in their field (UNESCO, 2019).

Federal Republic of Nigeria (2014), through the national policy on education states that “efforts towards improvement of quality of education at all levels shall include improvement and regulation of career-long professional development of teachers through the provision of a wide range of programme and multiple pathways to provide serving teachers with regular opportunities to update their knowledge and skills” (p.45). Continuous professional development is an essential aspect of modern education systems, aiming to enhance teacher competency, efficacy, and student outcomes (Rajendran et al, 2023). Participative leadership style works well for the organization where all members are well skilled and they are competent in doing things on their own. Hence, one of the positive impacts of participatory leadership strategies on teachers’ job performance could be principal supporting professional development.

Principal sustaining teachers’ morale and motivation aid in creating more democratic learning environment in the school setting. The teachers carrying out their responsibilities and performance will be at its highest level if motivation is maintained (Brandmiller et al., 2020). Tasya and Gilang (2020) argued that motivation significantly impacts employee’s performance. As noted by Rofifal et al (2021), whether partially or concurrently, work motivation has a good and significant impact on teacher’s job performance. The demand for satisfying motivating requirements has not been met and most teachers tend to feel less motivated by motivational phenomenon (Rodrigo & Palacois, 2021). Effective leadership in secondary schools’ entails creating a working environment where teachers identify with the

school's mission and goals, leading to high faculty morale and satisfaction (Kurian, 2024). Promotion of teachers as at when due, could be of an encouragement and a way of motivation to improve their job performance. Likewise, giving of awards to the teachers based on their landmark contributions can be a significant way of motivating them.

The school leader initiating and encouraging collaboration among the members of staff may influence teachers' job performance. Collaboration among educators is receiving a growing amount of attention in the area of education as a strategy for improving teaching methods and increasing the quality of results for students (Khasawneh et al, 2023). As argued by Meyer et al. (2022), when teachers collaborate to improve their schools, they can collectively identify the schools' needs, develop targeted and effective innovations, and ultimately implement innovations. In other words, teachers' teams perceive their goals to be self-initiated, they are more likely to develop collective ownership and sustainably pursue these goals (Nguyen & Ng, 2020). Collaboration among teachers include co-teaching, team-teaching, and collective problem solving. Empirical study revealed that collaborative teaching strategies improve the instructional abilities of instructors (Khasawneh et al, 2023). Principal's collaboration strategy may aid teachers, who are initiators and facilitators of learning activities to perform better in the discharge of their duties.

A teacher's job performance translates to teacher being skilled technically and possesses the soft skills needed to deliver content appropriately in the process of teaching and learning. Some studies indicate that the average student's test performance is correlational to teachers' job performance (Mendez-Keegan, 2019; Rivai et al., 2019). Practicing participatory leadership strategies by principal of secondary school will help teachers be motivated to work harder, achieving their goals, enhances their level of performance, and energizes their enthusiasm (Madigm, 2021).

Teacher performance refers to how a teacher acts while teaching and teacher's competence which measures the degree to which a teacher possesses the necessary knowledge and skills (Mbua, 2023). In the same vein, teachers' job performance can be measured by the outcome of students' academic performance. It is paramount that effective teachers be clear about their instructional goals, have adequate and appropriate subject knowledge, and understanding of the curriculum content. Ability to be able to use the right teaching methods and materials is a sign of quality job performance on the part of teachers as well. Teachers' failure in the delivery of expected services to the scholars in the teaching-learning process might culminate in the breakdown of the educational system (Ajetunmobi et al., 2020). Some other factors that contribute to teachers' job performance include classroom management, orderliness during lesson delivery, and organized classroom arrangement. The physical environment in which the learning takes place does contribute to the effectiveness of learning and enhances teachers' job performance.

Some scholars studied how participatory leadership is related to teachers' job performance. Sultan (2019), conducted a study on leadership styles carried out by principals and academic coordinator in school in Gilgitistan, Pakistan. Following result findings, participatory leadership style was commonly practiced by head of schools. In addition, that because the subordinates participated in the leadership process, better results were recorded. It follows that the practice of principal engaging teachers in leadership process of the school is key in improving their overall job performance. This fact was established in Pakistan in a different culture and social background. The current study aimed at establishing the influence of principals' practicing participatory leadership strategies such as decision-making process, supporting teachers' professional growth, motivation, and collaboration on teachers' job performance in public secondary schools in Ondo Local Government Area, Nigeria. This

present study took place in a different culture, a different social background, and in a different context.

In a study carried out by Sithy and Samsudeen (2020), in Sri Lanka, the study focused on participatory, autocratic, and change-oriented principal leadership styles in relation to teachers' job performance. As established from the study's findings, participatory and change-oriented leadership styles significantly impacted on teachers' job performance. This explicitly means that not purposively engaging teachers in issues concerning education could lead to underachievement of educational goals. Therefore, the study focused particularly on the principals' participatory leadership strategies and their influence on teachers' job performance in public secondary schools.

In Tanzania, a study was conducted by Aunga and Masare (2019), to establish the effect of leadership styles on teachers' performance in Arusha District. The study investigated the effect of leadership style on teachers' job performance in primary school. The study found out that as the participatory leadership strategies increased, the school overall performance became better. In other words, the performance of teachers became better because they were involved in the leadership process of the school which led to high students' academic performance. This implies that teachers participating in the leadership process of the school could boost their own job performance by putting efforts in their teaching and improve students' academic performance as well. Therefore, this study focused on the influence of participatory leadership strategies on teachers' job performance in public secondary schools in Ondo Local Government Area, Nigeria.

Kosgei and Edabu (2023), in Kenya probed head teachers' participative leadership style and teachers' job satisfaction in public primary schools. The study emphasized that head teachers' participative leadership style significantly influences teachers' job satisfaction in public primary schools. This clearly indicated the importance of job satisfaction that led to

better job performance. Hence, teachers' job performance in a school cannot be underestimated as it usually has ripple effects on the students and the society at large. The study was carried out in primary school context and the focus was on teachers' job satisfaction. Meanwhile, this study was conducted in public secondary schools and established the influence of principals' participatory leadership strategies on teachers' job performance.

In Cameroon, a study carried out by Mbua (2023) in Fako Division, investigated principal's participatory leadership approaches: An effective tool for teacher effectiveness. Based on the findings of the study, it was evident that principals' participatory leadership approaches were critical variables in teachers' effectiveness and job performance. Also, that principals' participatory decision-making, democratic leadership, and collective leadership strategies significantly exerted a strong and positive impact on teachers' effectiveness.

In line with the study's finding, the school leaders when making school related decisions will have to ensure that teachers are involved as a way of improving their job performance. In the achievement of educational goals, both principals and teachers will have to complement one another's efforts, otherwise there may be underachievement of educational goals. The study focused on principals' participatory leadership approaches which comprised of decision-making, democratic, and collective leadership styles as an effective tool for teachers' effectiveness in Fako Division, Cameroon. Though similar to the present study, the present study focused on the influence of other aspects of principals' participatory leadership strategies including decision-making, supporting professional development, motivation, and collaboration on teachers' job performance in public secondary school, Ondo West Local Government Area, Nigeria.

In Nigeria, Nwankwo et al. (2021), carried out a study that researched principals' administrative styles and teachers' job performance as predictor for secondary school

effectiveness. Following the findings of the study, school effectiveness was underachieved because teachers were not fully engaged in the leadership of the schools. The researchers in line with the findings encouraged school leaders to imbibe participatory leadership strategies for achievement of school effectiveness. As such, the current study investigated the influence of participatory leadership strategies on teachers' job performance in public secondary schools in Ondo West Local Government.

Busa et al. (2023), researched on principals' leadership skills and teachers' job performance of senior secondary schools in Dutsin-Ma Local Government Area of Katsina state, Nigeria. The study findings showed that leadership skills are very significant in teachers' job performance. Also, the principals do not use effective leadership styles and managerial skills that will improve teachers' job performance. The study focus was on the principals' administrative styles on teachers' job performance. It was carried out in the Northern part of Nigeria in a different cultural background. This present study was carried out to establish the influence of principals' participatory leadership strategies on teachers' job performance in Western part of Nigeria with different cultural and social background.

One of the leadership styles that may prove effective is participatory leadership style. Reviewed literature highlighted the significance of participatory leadership in educational settings. Effective leadership by principal, characterized by participating in decision-making process, supporting professional development, motivation, and collaboration is linked to improved teachers' job performance. Although, many studies explored leadership in education, there are few specific studies focusing on how participatory leadership strategies influence teachers' job performance. Understanding this relationship is essential for coming up with strategies that will enhance educational outcomes and teachers' job performance in public secondary schools in Nigeria.

Therefore, this study established the influence of principals' participatory leadership strategies on teachers' job performance with focus on aspects such as practicing joint decision-making strategy on teachers' job performance, supporting professional development strategy on teachers' job performance, motivation strategy on teachers' job performance, and collaboration strategy on teachers' job performance. By addressing these elements, this study aimed at providing actionable insights that may help principals adopt more effective leadership strategies in carrying out their duties, ultimately leading to enhanced educational outcomes.

1.2 Statement of the Problem

The performance of teachers in public secondary school is pivotal determinant of quality education and student outcomes. The quality of education of any country can easily be measured by the quality of the teachers' job performance (UNESCO, 2017). One of the key factors that may influence teacher' job performance may be the leadership strategy adopted by the principals (Sarwar et al, 2022; Kurian et al, 2024). Specifically, participatory leadership strategies, which include involving teachers in decision-making processes, supporting professional development, motivation, and collaboration, are considered to enhance teachers' job performance.

Despite the theoretical benefits of participatory leadership, there is insufficient empirical evidence on its effectiveness in the context of public secondary schools in Ondo West Local Government. In Ondo west Local Government of Nigeria, there has been increasing concern regarding the sub-optimal performance of teachers, which is reflected in the declining educational goals achievement (IseOlorunkanmi, 2021). There are no readily and sufficient evidence to demonstrate that teachers are involved in the school leadership process and policy making (Haris & Jones, 2019). The problem lies in the limited understanding of how principals' participatory leadership strategies influence teachers' job

satisfaction and overall performance. This gap in knowledge hinders the development and use of effective leadership practices that could improve educational outcomes. The effects of school principals' not employing participatory leadership strategies are multifaceted. For instance, when principals do not employ participatory leadership strategies, teachers may feel undervalued and disengaged. This can result in lower commitment to teaching and ultimately reduced educational goals achievement. The overall school climate may suffer, with increased sub-optimal job performance, and reduced collaboration among staff members.

If this problem is not addressed, the consequences could be severe and long-lasting. School principals not practicing participatory leadership strategies in the running of the schools will likely perpetuate a cycle of continued poor job performance among teachers in Ondo West Local Government. This could have broader implications for the community, including reduced opportunities for students, lower overall educational standards, and a diminished reputation of the local education system.

Hence, this study investigated the influence of principals' participatory leadership strategies on teachers' job performance in public secondary schools in Ondo West Local Government, Nigeria. By examining this relationship, the study sought to provide valuable insights that may inform leadership practices and policy interventions to enhance teacher performance and educational quality in the region.

1.3 Purpose of the Study

The aim of the study was to establish the influence of principals' participatory leadership strategies on teachers' job performance in public secondary school in Ondo West Local Government, Nigeria.

1.4 Objectives of the Study

This study was guided by the following Objectives:

1. To establish the influence of principals' practice of joint decision-making strategy on teachers' job performance in public secondary schools in Ondo West Local Government, Nigeria.
2. To evaluate the influence of principals' supporting professional development strategy and teachers' job performance in public secondary schools in Ondo West Local Government, Nigeria.
3. To determine the influence of principals' motivation strategy on teachers' job performance in public secondary schools in Ondo West Local Government, Nigeria.
4. To explore the influence of principals' collaboration strategy on teachers' job performance in public secondary schools, Ondo West Local Government, Nigeria.

1.5 Research Questions

This study answered the following questions:

1. How does principals' practice of joint decision-making strategy influences teachers' job performance in public secondary schools in Ondo West Local Government, Nigeria?
2. How does principals' professional development strategy influence teachers' job performance in public secondary schools in Ondo West Local Government Ondo, Nigeria?
3. How does principals' motivation strategy influence teachers' job performance in public secondary schools in Ondo West Local Government, Nigeria?
4. How does principals' collaboration strategy influence teachers' job performance in public secondary schools, Ondo West Local Government, Nigeria?

1.6 Significance of the Study

This study elicited information that are significant in informing the stakeholders in education on the influence of participatory leadership strategies on teachers' job performance

in public secondary schools. The study helped to build upon the educational and organizational literature in relation to leadership and teachers work performance. One positive way of achieving educational goals is by having right policies in place that will enhance good relationship among school leaders, teachers and students. Therefore, this study provided information that may aid Ondo State Ministry of Education formulate policies and procedures that will inform and guide the school operations and management.

The insights of this study may be crucial to the school administrators in identifying ways to better discharge their duties as school leaders. The teachers have more engagement with students in achieving their academic goals. Hence, the findings of the study may help teachers understand the need to be open in contributing their own ideas and opinions on matters concerning their work and well-being in achieving educational goals. Students may be beneficiaries of the study's findings as they are directly impacted by the teachers' job performance. The findings of the study may as well be of help to the parents who are also stakeholders in education to understand and play their roles correctly.

The study findings are anticipated to be of benefit to the community at large because the community is impacted directly by the achievement of educational goals or underachievement of educational goals. The findings of the study may as well be helpful to scholarly community to gain more insight on participatory leadership and its influence on achievement of educational goals. In addition, the study's findings will benefit the researcher to be more knowledgeable on how to carry out leadership roles and responsibilities as a future school leader.

1.7 Scope and Delimitations of the Study

The study focused on the influence of principals' participatory leadership strategies on teachers' job performance in public secondary schools in Ondo West Local government, Nigeria. The study was carried out in all the 32 public secondary schools in Ondo Local

Government although there are other private secondary schools. The study participants were school principals and teachers. Principals participated because they exercise leadership roles in their various capacities and are perhaps well versed with the topic of study. Teachers participated because they are the group that experience leadership and are impacted by it in their performance.

Besides, there are other participatory leadership strategies that can be used to improve teachers' performance, this study only focused on principals' practicing participating in decision-making, supporting professional development, motivation, and collaboration strategies. These strategies were discussed in relation to leadership strategies practiced by principals of public secondary schools in Ondo West Local Government Area, Nigeria to improve teachers' job performance.

1.8 Theoretical Framework of the Study

The study was guided by and based its theoretical argument on Social Exchange Theory. Social exchange theory was developed by George Homans in the year 1958. According to Usman et al. (2021), social exchange theory helps to explain how participative leadership strategies significantly affect job performance. This implies that social exchange theory can be used to better explain the influence that participative leadership strategies have on teachers' job performance. Leaders in exchange relationship such as employing participative leadership strategies make the subordinates perceived being valued and respond with positive attitudes and behavior (Wang et al., 2021).

Participative leaders give room for employees to air their own individual views and opinions and positively engage them in decision-making about their own work and duties. Following this act, employees in turn have the sense of belonging springing from motivation received from the leadership and put in their best in achieving the goals of the institution. Teachers under the guidance of participative leadership strategies will feel very well part of

the school system, be encouraged to air their own opinions in decision-making, experience professional growth and development, be motivated, and willing to collaborate with one another. For instance, the teachers who experience participative leadership strategies practices, would further be of great help, resourceful, and collaborate with their colleagues.

Social exchange theory creates a sense of mutual co-responsibility for the leader and the followers. In a school setting, social exchange theory gives the understanding that there is need for participatory leadership strategies where all stakeholders have the sense of belonging through contributing their ideas and opinions in a formal or informal way. Notably, the principal is still very much responsible for the school as the head even though there is shared responsibility. In a sense that the process of leaders consulting employees before making decisions makes a positive social exchange relationship, employees tend to perform better at work (Wang et al., 2022). This theory makes it explicit that school setting is democratic in nature where every member's opinion and behavior is of utmost important in achievement of educational goals.

1.8.1 Strength of Social Exchange Theory

Social exchange theory is a scientific theory that explains how individuals minimize their costs and maximize their reward in a relationship. It is a timely and systematic approach that is applicable in all situations. It helps to understand the nature of social relationship that should exist between the principal and teachers in a school setting. It advocates principals' participatory leadership strategies of participating in decision-making, supporting staff development, motivation, and collaboration that will encourage better job performance on the part of the teachers. The theory is fairly simple to apply, allowing easy understanding of its general assumptions in order to be able to relate with them. Becoming knowledgeable of the theory will aid in having more balanced relationships especially between principals and

teachers. It equally provides awareness of principals' responsibilities towards the teachers as well as teachers' obligations towards their duties.

1.8.2 Weaknesses of Social Exchange Theory

There is uncertainty however, in the practice of social exchange theory due to individual differences on the part of the leader and the subordinates. The whole theory revolves around rewards only and neglects the cultural contexts and variations of cultures. It can make people feel individualistic and reward seeking. Nevertheless, the strengths of the theory far outweigh the weaknesses; therefore, the researcher grounded the theoretical argument of the present study on social exchange theory

1.8.3 Application of the Theory to the Study

Relevance of Homan (1958) social exchange theory exudes from the fact that the researcher uses it to conceptualize the principals' participatory leadership strategies with four relatable indicators as follows: practicing participating in decision-making process, supporting professional development, encouraging collaboration, teachers' motivation. In the study, social exchange theory gave the insights into the relationship dynamics among principals and teachers. Principals practicing joint decision may make enhance opportunities for dialogue such as effective communication, active listening, and be able to make progress in delegation of duties to the teachers. By so doing, teachers' job performance maybe improved. Principals can apply social exchange theory by supporting and investing in teachers' development and growth. This act could be done through training and retraining of teachers, mentoring and encouraging peer coaching among them. Through this principals' act, teachers may feel encouraged and put in their best performance.

Social exchange theory helps principals to understand motivation of teachers. Principals realizing the fact that teachers base their behaviors on rational calculations of promotion, awards, and rewards will help to consider engaging them on the effective

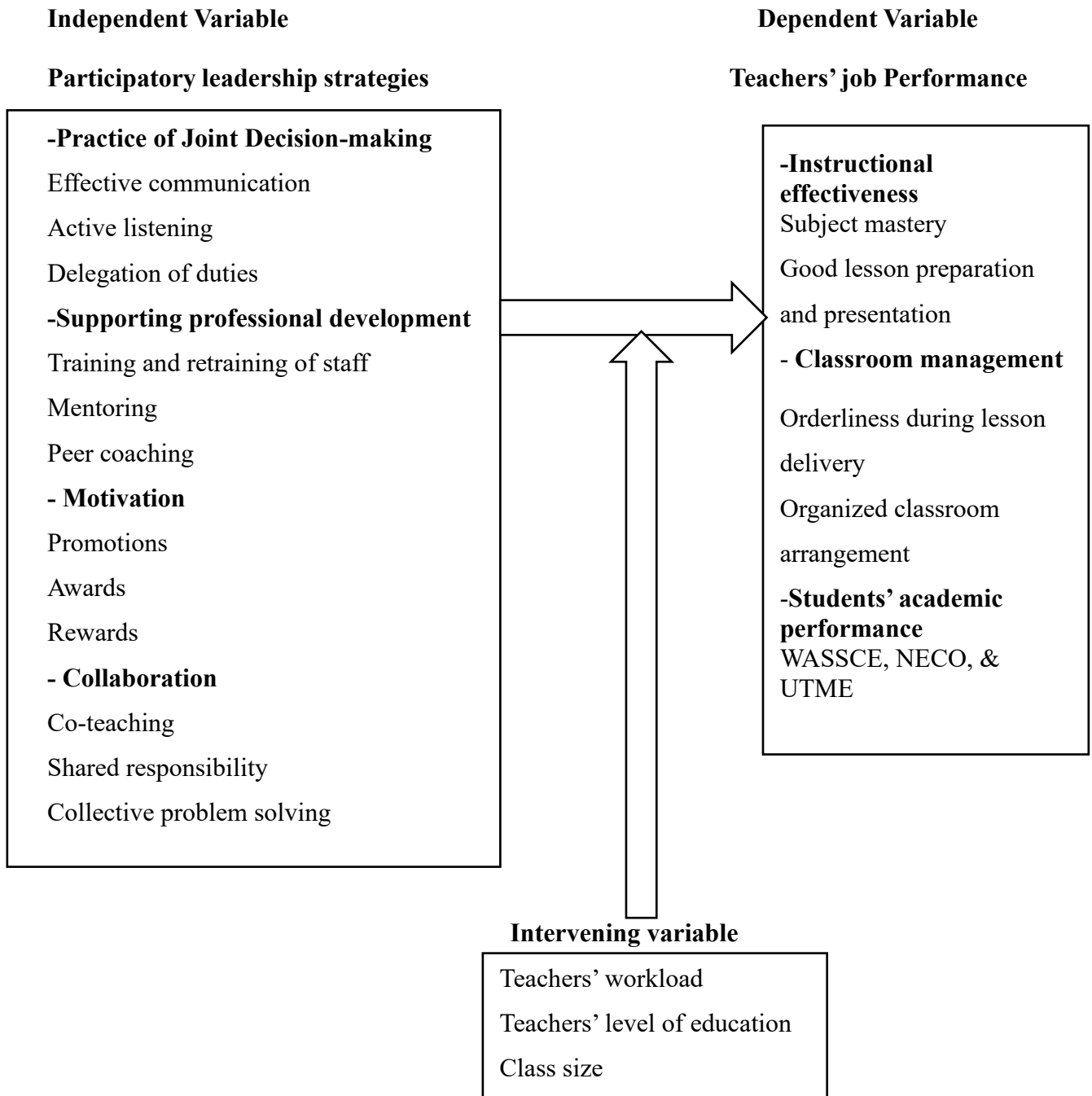
motivation factors for better job performance. Social exchange theory emphasizes the importance of collaboration between principals and teachers. Principals can apply social exchange theory by fostering collaborative environment through co-teaching, shared responsibility, and collective problem-solving practices.

1.9 Conceptual Framework of the Study

Conceptual framework identifies the concepts included in the study and shows their relationships. The conceptual framework is a diagrammatic explanation of the concepts and variables in a study (Varpio et al., 2020). Figure 1 shows the relationship between the independent variable, the intervening variable, and the dependent variable in the study.

Figure 1

Conceptual Framework of the Principals' Participatory Leadership Strategies and Teachers' Job Performance



This study's independent variable is the participatory leadership strategies. The independent variable indicators include principals' practicing participating in decision-making process, supporting professional development of teachers, sustaining teachers' morale through motivation, and initiating and encouraging collaboration among teachers. The

dependent variable is teachers' job performance which can be measured by effective teaching and students' academic performance. Notably, teacher's workload, teachers' level of education, and class size are intervening variables that can mitigate on the influence of independent variable on dependent variable.

Principals' practice of joint decision making through effective communication, active listening, and delegating of duties to teachers will aid in encouraging them to feel engaged and valued. This will equally help teachers put in their best efforts in carrying out their job which will lead to improved job performance and evident in achievement of school goals. In addition, principal supporting professional development strategy through organized training and retraining, mentoring, and peer-coaching as peculiar to groups or individual needs of teachers, will lead to new learning and improved job performance on the part of the teachers. Accordingly, principals' collaboration strategy which include organized co-teaching, shared responsibility, and collective problem solving will create avenues for teachers to learn from one another for effective and improved job performance on their part.

Principals' motivation strategy being carried out through giving of awards, rewards, and promotions to teachers who had outstanding performance will encourage more of their improved performance and participation in school related matters. It is worth noting that factors such as teachers' workload, teachers' level of education, and class size can intervene the principals' participatory leadership strategies influence on teachers' job performance in public secondary schools. Nevertheless, the empirical benefits of participatory leadership strategies on teachers' job performance in public secondary schools in Nigeria cannot be overemphasized.

1.10 Operational Definition of Key Terms

Collaboration strategy: This is a clear way of practicing co-teaching, shared responsibility, and collective problem solving among teachers led by the school principal's initiative.

Motivation strategy: This is in a sense of giving of promotions, awards, and rewards to teachers with outstanding performance in order to encourage them do better.

Participatory leadership: This involves principals' engagement of teachers in school leadership process by involving them in decision-making, supporting their professional development, encouraging collaboration, and sustaining their motivation.

Practice of joint decision-making strategy: This entails effective communication, active listening, and delegation of duties initiated by school principal among the teachers.

Supporting professional development strategy: A practical way of organizing training and retraining, mentoring, and peer coaching sessions that aid teachers gain needed skills and knowledge to perform their duties well.

Teacher's job performance: This is the outcome of teacher's instructional effectiveness which can be seen in subject mastery, good preparation and presentation of lesson, as well as classroom management through orderliness during lesson delivery and organized classroom arrangement, and students' academic performance.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is a review of related literature on the relationship between principals' participatory leadership strategies on teacher's job performance in public secondary schools. There are so many theories which help to gauge how society and schools view leadership. More so, many researchers consider school leadership to be central to teachers' job performance. Some of these theories reviewed for the purpose of this study include Leader-Member Exchange (LMX), transactional and participatory leadership theories.

2.2 Review of Related Theories

Leadership has been defined by Reza (2019), as individual traits, leader's behavior, communication patterns, relationship role, follower views, and influence over followers, stimulus on task goals, and stimulus on organizational culture. Theories have been developed to depict the human aspect of various constructs over time, drawing connections, behavior, and emotion into perspective via experience and varied situations. Examples of such theories are the Leader- Member Exchange (LMX) and transactional leadership theories.

The basic idea behind LMX theory is that leaders form two groups, an in-group and an out-group of employees or followers. In-group followers are given more privileges such as access to more information, more responsibilities, greater rewards, and optimum attention. Whereas, the out-group followers have less access to information, rewards, responsibility, and attention. LMX theory indicates that leaders do differentiate among followers and that these differences are purposive and not random.

LMX theory postulates that a leader assigns unique assignments to a select group of followers, which typically leads to improved performance, higher morale, lower turnover, and increased job satisfaction (Hester, 2019). In the LMX theory, dyadic interactions are

important. Leaders applying LMX theory do not treat their subordinates equally but from unique relationship with individuals. This act may breed unhealthy competition among workers and affect the outcome of their job performance negatively. Whereas, social exchange theory emphasizes participative leaders encourage all employees to express their views and opinions (Wang et al., 2022). One similarity, however, between LMX theory and social exchange theory is the goal of a leader to use followers' communication as a tool to achieve the intended result. Nevertheless, the present study was guided by social exchange theory because it encouraged that the leader must consciously engage all the followers in the affairs of the organization for better achievement.

Transactional leadership theory explains a cost-benefit exchange between leaders and followers (Tavanti, 2023). What the leader has or is in control of is exchanged for something of value with what the follower wants in exchange for his or her services and what the leader wants. To guarantee that broader organizational goals are realized, transactional leadership requires leaders to communicate, clarify goals and objectives, and organize tasks and activities with the cooperation of their staff. Transactional leaders encourage followers to comply with the leader's wishes and organizational roles through an exchange process.

Transactional leader shows concern of the achievement of organizational goals than the welfare of the followers. This could lead to followers working hard to achieve organizational set goals but not being committed and dutiful as they should be in the organization due to the fact that their welfare and needs may not be put into consideration by their leaders. On the other hand, social exchange theory focuses on the relationship that should exist between leaders and followers in achieving intended goals. The strategies employed by the leader should promote the welfare of the followers as well as their professional development for optimum achievement of organizational goals. Therefore, this study was anchored on social exchange theory tenets.

2.3 Empirical Review

In this section, reviews of some empirical studies were done globally, regionally, and locally. The research gaps that this study sought to bridge were identified as well.

2.3.1 Principals' Practice of Joint Decision-Making Strategy and Teachers' Job Performance

Participative leadership seeks to involve members or subordinates and all those who matter in the running of a school especially teachers and parents with the view of tapping and harnessing their rich experiences, knowledge and talents. This implies that engaging the teachers in decision making process will help teachers develop a sense of school ownership and commitment that will lead to positive outcome.

In a study conducted by Chopra (2020) that investigated teachers' participation in school decision making processes and practices: The case of an Indian government secondary school. The study employed qualitative research approach that used semi-structured interviews and a focus group discussion for data collection. The participants for the study were selected from Indian government secondary school in Gurgaon district, Haryana, India.

The research findings indicated that improved access to participative and inclusive spaces facilitated critical thinking. In other words, including both teachers and students' participating in decision-making processes and practices, contributed to addressing challenges that created barriers for the provision of quality secondary education for children. The result lacks the credibility of generalization due to the research approach used. This present study employed mixed method research approach to bridge the gap of generalizability of research findings as it investigated the influence of principals practicing participating decision-making strategy on teachers' job performance.

In Sudan, a study was conducted by Alredaisy (2023) at the faculty of Education, University of Khartoum, which performed the analysis of the influence of participation in

decision making on staff performance. The study employed analytical and descriptive research method approaches. The target population was the teaching staff members of faculty of education. Sources of data were from documents review relevant to the study from scientific sites and primary data collected with the use of questionnaire. SPSS was used to do the statistical analysis of the study's data.

The result showed that there was statistically significant influence of participation in decision making on the staff performance of the faculty. The study was carried out in a university setting. Similarly, the present study sought to find out the influence of principals' participating decision making strategy on teachers' job performance but in different context, in public secondary schools. The present study employed convergent parallel mixed method approach that enabled the collection of both quantitative and qualitative data simultaneously and analyzed separately for more concrete outcome. Engaging teachers in decision-making process in relation to school affairs and their job, impact positively on their job performance as revealed in the study reviewed. Hence, the present study established that principals' practice of joint decision-making influenced teachers' job performance.

In Rwanda, Musengamana et al. (2024) conducted a study that examined the role and contributions of teachers in the decision-making process and their level of engagement. The primary investigation approach used for the study was a qualitative research design. The research had a sample of 10 participants. A semi-structured online interview was conducted with eight teachers and two school principals from two public secondary schools to collect data. The interview transcripts were analyzed using ATLAS.ti 23, a software tool for qualitative research.

The study found out that teachers expressed dissatisfaction for their inability to engage in decision making processes and conversations and wished for more engagement. The study based on its finding recommended that it is exceptionally desirable for teachers to

actively and proactively engage in decision-making process. Similar to this present study, the study reviewed context was public secondary schools. However, the focus was on the perception and the role of teachers regarding participating in decision making process. Whereas, this present study, established the influence of principals employing decision making strategy on teachers' job performance in public secondary school. The present study employed mixed method approach to bridge the gap of small sample size.

In Nigeria, a study carried out by Wakili et al (2019) on the influence of principals' management practices on teachers' job performance in secondary school in Kaduna State. The variables focused were leadership skills and communication skills of the principal. The research employed descriptive survey design and data collection instrument was a structured questionnaire. The research participants were only teachers. The study was conducted in the Northern part of Nigeria.

The result showed that participation in decision making process by the teachers served as a medium or instrument for effective collaboration between the school management and the teachers. The study recommended that participatory decision-making process should be employed by principals in order to have cross fertilization of ideas for efficient service delivery in secondary schools in Kaduna State. In this present study, the focus was on principal practicing participating in decision making strategy and the research participants were both principals and teachers due to their direct involvement in the administration of schools. The data collection instruments were questionnaire and interview guides. This present study was conducted in the Western part of Nigeria, to establish the influence of principals' participatory leadership strategies on teachers' job performance in public secondary schools in Ondo West Local Government, Nigeria.

2.3.2 Principals' Supporting Professional Development Strategy and Teachers' Job Performance

One importance of professional development is the facts that it makes the teacher up to date and enable them keep up with the constant changing educational environment. The school principal as instructional leader should encourage the teachers in keeping up with professional development and upgrade the knowledge in their relative subject matter. Teacher professional development include training, retraining of teachers, organizing workshops and seminar to acquire more knowledge and skills that will aid teachers in discharging their duties.

In Pakistan, research that investigated the continuous professional development of teachers: A case study of public universities was carried out by Dilshad et al. (2019). The study explored teachers' professional development activities, the importance of different professional development activities, skills needed for future training, and barriers in professional development of teachers. Questionnaire was administered to 700 conveniently selected teachers from four faculties. Descriptive statistics analysis including frequency of responses, mean scores and standard deviation, and t-test of independent samples were employed for data analysis, and for comparing views of respondents from different groups.

The results of the study revealed that teachers were moderately engaged in all the fifteen professional development activities and some suggestions were made. The suggestions include that university teachers' professional development of should be taken as ongoing process. University leadership should encourage and facilitate their teachers' participation in continuous professional development activities. Workshops and seminars must frequently be planned and organized by the universities to help teachers improve their academic and research skills. The study was carried out in public university settings in Pakistan. Employing mixed method approach, this present study was carried out in public secondary schools in

Ondo West Local Government, Nigeria investigating the influence of professional development on teachers' job performance.

In Dubai, Abbassi and David (2021), investigated impact of professional development on teachers' job performance. The main objective of the study was to explore the role of professional development on the performance of teachers working in private school sector of Dubai. It was quantitative research. The findings of the study showed that the performance of teachers is influenced by professional development and its associated variables. This implies that school level professional development strategy adopted by a school principal can enhance the quality of job performance among teachers. The present study employed mixed method research approach to establish the influence of principal supporting professional development on teachers' job performance in secondary school in Ondo West Local Government, Nigeria.

In Kenya, Shikokoti et al. (2021) carried out a study on principals promoting professional development on teachers' job satisfaction in public secondary schools in Kakamega County, Kenya. The study adopted a survey research design. It used a purposive sampling technique to select five sub counties out of 12 Sub-Counties in Kakamega County and stratified sampling technique getting 64 schools out of a total of 324 schools. The study participants were 64 principals and 12 TSC officers who were selected using purposive sampling and 300 teachers selected from simple random sampling. Questionnaires were used as tool for data collection and analysis was done using descriptive statistics.

The result showed that teacher professional development enhances skills development which resulted in the achievement of the school goals. The study reviewed is similar to the present study in terms of data collection methods, sampling methods and analysis methods, and focused on principals' promotion of teacher professional development. However, it is different in that it focused on principals' promotion of teacher professional development and

job satisfaction while the current study focused on the influence of principal supporting teacher professional development on teachers' job performance in public secondary school in Ondo West Local Government, Nigeria.

In Nigeria, a correlational survey study that examined professional development, participatory management, and teachers' job performance in public secondary schools in Ogun State was carried out by Ajetunmobi et al. (2020). The sample size consists of 504 participants that were selected through a multi-stage technique from 12,745 teachers from 217 schools. Two researcher-designed instruments PM/PDQ and TJPS were used to collect data. The Pearson Product-Moment Correlation statistical tool was used for data analysis.

The result of the study showed that teachers' job performance was significantly and positively related to both professional development and participatory management respectively. The study proposed the need to improve the 21st Century skills of teachers through continuing professional development opportunities as a concern for authorities of public secondary schools. Therefore, this present study explored the influence of principal supporting professional development strategy on teachers' job performance in Ondo West local Government, Ondo State.

A study was carried out by Ogunbayo and Mhlanga (2022) to establish the effect of training on teachers' job performance in Nigeria public secondary schools. The study investigated the effects of training on teachers' job performance in teaching technical/engineering-based subjects in public secondary schools. The study was a field survey conducted among teachers in selected public secondary schools in Mainland Education District Lagos, Nigeria. In the study, a simple random sampling was employed, questionnaires were used to gathered data from 200 schoolteachers of the selected public secondary schools. The study revealed that teachers who got professional development in

teaching technical/engineering-based subjects in secondary schools improved on their job performance and the students' outcomes improved as well.

Recommendation from the study was that government and educational stakeholders need to organize and facilitate technical/engineering-based subject teachers into having different on-the-job training that allows professional growth. Following the recommendation of the study reviewed that was limited to only technical/engineering-based subjects' teachers, this present study investigated the influence of professional development on teachers' job performance in secondary schools by purposely engaging all teachers in different subject specialization. Stratified random sampling technique was employed ensuring that different subject teachers participated, in examining the influence of principals supporting professional development on teachers' job performance in public secondary schools in Ondo West Local Government, Nigeria.

2.3.3 Principals' Motivation Strategy and Teachers' Job Performance

Motivation is one major key to success and way to encourage teachers to work with affection and deliver their job efficiently. Motivation could be in the form of appraisal, giving both negative and positive feedback to help the teachers improve in the duties and tasks, promotions and awards. Principals employing participatory leadership strategies that have motivation as one of its indicators might improve teachers' performance in secondary schools.

In Lebanon, Rouadi et al. (2020) conducted a study on the effect of motivation on teachers' performance and a role of leadership in between. The case study tackled teachers' motivation and their performance. The study sampled forty teachers of different society status randomly selected from one school. Finding out about teachers' motivation, data was collected from forty teachers using a 5-point Likert-scale that was modified having each

teacher self-rated. Frequency, the percent, the average, and the correlation coefficient were the statistical analysis used.

Nevertheless, the result showed that the participants lacked motivation correlated to their performance. The result cannot be generalized because of the small sample size, that is the number of the participants. There was a recommendation suggesting school leaders need to direct their focus and efforts on motivating teachers to attain better performance. Similar to the current study, the target population was teachers and principals. This present study in order to bridge the gaps of small sample size and limitedness on data collection investigated the influence of principal's motivation strategy on teachers' job performance in public secondary schools by employing convergent parallel mixed method design. The sample size were 10 principals and 211 teachers.

In a research study carried out by Sinulingga et al. (2023) in Indonesia aimed at determining the effect of leadership, work discipline and work motivation on teachers' job performance at the vocational school Bangun Mulia foundation. The study adopted quantitative research that had 91 respondents. The findings of the study showed that work motivation is quite influential on teachers' job performance which stated that there is a positive relationship between achievement motivation and performance achievement. The study was carried out in a vocational school, this present study was done in a different context that is, in public secondary schools and employed convergent parallel mixed method research design approach to bridge the gap.

In Ghana, Forson et al. (2021) examined the relationship between job motivation factors and performance among teachers in basic schools. A quantitative research approach was employed. A sample size of 254 teachers from a target population of 678 in the Effutu Municipality, Ghana was selected. Data was collected using questionnaires and analyzed using multiple regression and ANOVA. The study found out that compensation package, job

design, environment, and performance management system were positively significant predictors of motivation that impact teachers' performance in the Municipality. The study participants were particularly the basic school teachers and the school leaders were not included in the study. The participants of the present study were both teachers and principals of public secondary schools because principals are also functional teachers in schools playing the role of instructional leaders.

In a study carried out by Amaefule and Ossai (2023) in Abuja Nigeria on the impact of motivational strategies on teachers' job performance in public secondary school. The study used descriptive survey research design. The study found out that teacher's recognition and appreciation form an integral component of winning strategic reward system that improves the job performance of teachers. However, the reviewed studies are limited in scope as most of them consist of accumulated results based on small sample size, quantitative research approach, and descriptive statistics. This present study bridged the gaps by employing convergent parallel mixed method research approach, with larger sample size establishing the influence of principals' motivation strategy on teachers' job performance.

2.3.4 Principals' Collaboration Strategy and Teachers' Job Performance

Collaboration of staff is inevitable as it is one of the most important strategies in achieving educational goals in schools. Teachers' collaboration can happen at different levels such as team created for different purpose to achieve a specific goal. Teachers' collaboration may be in the form of sharing of information, experiences, and workloads which will aid them to perform their duties better. The principal as the leader of the school has the duty of facilitating the strategy of collaboration and creating a conducive atmosphere for teachers' collaboration to take place. Pursuing collective goals as a form of collaboration will ultimately enhance the sense of responsibility among teachers and improved job performance.

In Netherlands, Jong et al. (2019) conducted a study that aimed at investigating School-based teacher collaboration: Different learning opportunities across various contexts. The study was a qualitative research approach that used a cross-case design method. Different teacher groups were studied in multiple contexts. The participants of the study were pre-vocational teachers with differentiated teaching. In the multiple case study, 5 teacher groups with a total of 20 teachers were examined.

The finding of the study revealed that short-term collaboration was dependent on the prior existence of collaborative cultures. Moreso, the study argued that collaboration practices provide opportunities to support professional learning in teachers' groups, even though, more support was needed especially where there were new teachers. The study stressed the need to support teachers' collegial collaboration which enhances professional learning and translates to higher job performance. The reviewed study focused on pre-vocational school to determine school-based teacher collaboration and different learning opportunities across various contexts. However, present study adopted mixed method approach examining the extent to which principal-led collaboration strategy influences teachers' job performance in public secondary schools.

Nasir and Mydin (2023), implemented a qualitative study to assess the influence of teacher collaboration on the teaching effectiveness in the Maldives. The researcher used a cross-sectional research design. The participants of the study were 390 school teachers working across Maldives. Questionnaire was used to collect data from the participants. The collected data were analyzed using SPSS and structural equation modeling with smartPLS 3.3.7. The study showed that collaboration among teachers was moderately low. However, there was influence between teacher collaboration and teachers' effectiveness. The findings of the study were context-specific to the teachers in Maldives. The present study was carried

out in Nigeria evaluating the influence of principal collaboration strategy on teachers' job performance.

In USA, O'Connor and Park (2023), explored collaborative data-based decision making among teachers in professional learning communities on teaching practice. An explanatory case study approach was used for the study. The participants of the study were 5 science teachers of Junior high school. The primary data collection was done by meeting observation and interviews with the participants. In analyzing the data, an emergent coding analysis was employed. Findings of the study revealed that the participants valued their collaboration of professional learning communities.

The study recommended that teachers should have protected time to collaborate and should be provided support needed by the leadership of the school. The study reviewed was conducted in the USA, which had a small sample of 5 science teachers in a school. This present study was carried out in Nigeria and it sampled 211 teachers and 10 principals of 10 public secondary schools. The present study employed convergent parallel mixed methods to fill the gap of small sample size that was identified in the reviewed study.

Regionally, in the same regard, Mohapi and Chombo (2021), investigated the collaboration that existed between the principals, parents, and teacher governors in rural South Africa. The researcher utilized a qualitative research methodology to conduct the study. The study used purposive sampling and a typical case sampling technique. The sample participants were 2 principals, 4 parents, and 4 teachers from 2 schools in one rural province of South Africa. Focus group discussions and interviews were used to elicit information from principals, parents, and teachers' perception on governance collaboration. Data collected were analyzed according to Tesch's method of open coding to identify themes and categories.

The study result indicated that there was a lack of collaboration among principals, parents and teachers. The lack of collaboration had far reached consequences not only on

principals, teachers, and parents but also on the processes of teaching and learning. The result thus implies that collaboration impacts teachers' performance which could be reflected in effective teaching and learning process as well as students' academic performance. The study reviewed employed qualitative research methodology and was carried out in rural South Africa. The present study employed mixed method approach and was implemented in Ondo Local Government, Nigeria.

Locally, similar studies have been undertaken. In Remo local Government area, Nigeria, Owodunni (2021), adopted pretest-posttest-control group quasi-experimental design involving a 2x2 factorial matrix to examine if teacher collaboration improves students' academic achievement in junior secondary mathematics. The participants of the study were 135 students from two junior classes and 5 teachers of the two junior secondary schools that were purposively selected. A questionnaire, Mathematics Achievement Test, developed by the researcher with reliability coefficient of 0.86 was used for data collection. Both descriptive and inferential statistics were used to analyze the data collected.

The findings of the study revealed that there was no significant effect of teachers' group of collaboration and isolation on students' achievement. Following the finding of the study, recommendation was made that government needs to restructure the school hours to cater for teachers' collaboration practices. Also, workshop should be organized for school teachers to learn more about collaboration as a means of professional development and growth. Compared to the present study, that had 10 schools, 10 principals, and 211 teachers as sampled size; the sample size of 2 schools was small as well as that of 135 teachers. The reviewed study was conducted in Remo Local Government Area with the focus on student academic performance while the current study was conducted in Ondo West Local Government Area to determine the influence of principal collaboration strategy on teachers' job performance.

In Nigeria, Okon and Dien (2021), employed a survey research design to investigate the relationship between teachers' characteristics, collaboration, and their teaching effectiveness in senior secondary schools. The study sample consisted of 164 teachers and 328 students selected from seven Local Government Areas in South/South of Nigeria. The instrument used for the study was Teachers Characteristic scales (TCS), School Social Environment Questionnaire (SSEQ), and Effective teaching Questionnaire (ETQ). Data collected were analyzed through descriptive statistics. The result of the study revealed that the more experienced a teacher is, the more effective he/she is as to influence students' learning.

The results thus imply that collaboration was effective in enhancing teachers' job performance which reflected in improved students' academic achievements. Similar to the present study, the examined study was carried out in a secondary school context but employed only qualitative research design. This present study adopted mixed method design approach to find out the influence of principals' collaboration strategy on teachers' job performance.

2.4 Summary of the Literature and Research Gaps

In the literature reviewed, it was evident that there existed limited studies on the influence of principals' participatory leadership strategies on teachers' job performance in public secondary schools in Nigeria. Reviewed literature globally indicates that principals' participatory leadership strategies influence teachers' job performance and consequently educational goals' achievement (Chopra 2020). However, most studies that exist regionally and locally on principals' participatory leadership strategies fail to focus on teachers' job performance.

Some of the studies reviewed on principals' participatory leadership strategies and teachers' job performance used either qualitative method or quantitative method with a few

using mixed method. The studies that adopted mixed methods approach were conducted in different contexts and not in Nigeria. For instance, a study conducted by Alredaisy (2023), at the faculty of Education, University of Khartoum, Sudan that performed the analysis of the influence of participation in decision making on staff performance. The study employed analytical and descriptive research method approaches. More so, some of the studies lacked theories to ground their research. In other words, reviewed literature on principals' participatory leadership strategies revealed methodology, geographical, theoretical, and knowledge gaps.

Some studies reviewed revealed geographical gaps because they were conducted in other countries whose geographical backgrounds are different from Nigeria's. For instance, Sultan (2019), conducted a study in Pakistan and Sithy and Samsudeen (2020) conducted a study in Sri Lanka. Based on the contextual differences noted, the need for the present study to bridge the geographical gaps.

Some other studies expressed gaps in the research methods adopted. Forson et al. (2021), employed a quantitative approach to conduct their study and O'Connor and Park (2023), employed an explanatory case study approach that was a qualitative method to carry out their research. By adopting mixed methods research design, the gaps identified in their studies were bridged and taken care of in this current study.

Knowledge gaps were identified in the some of the studies reviewed. Jong et al. (2019), conducted a study that aimed at investigating School-based teacher collaboration: Different learning opportunities across various contexts. Musengamana et al. (2024), conducted a study that examined the role and contributions of teachers in the decision-making process and their level of engagement. Their studies differ in scope in relation to the present study. Therefore, to respond to the identified gaps, the present study was conducted

that examined the influence of principals' participatory leadership strategies on teachers' job performance in public secondary schools in Ondo West Local Government, Nigeria.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this chapter the research design and methodology used for the study was discussed. The chapter discusses the research design, location of the study, target population, sample and sampling techniques, data collection instruments, validity and reliability, credibility and dependability of qualitative instrument, data analysis procedures, and ethical considerations.

3.2 Research Design

A research design is a plan that links the conceptual research problem to the relevant and attainable empirical research (Asenahabi, 2019). Mixed-methods research approach was employed in this study. Mixed-methods provided more insight into the phenomenon being studied as against one method of either qualitative or quantitative research method. As noted by Poth and Munce (2020), a mixed-methods design can integrate and synergize multiple data sources which can assist to study complex problem.

Precisely, convergent parallel mixed-methods design was adopted for the study. It is an approach in which two data sets are combined to get a complete picture of the issue being explored and to validate one set of findings with the other (Creswell & Plano Clark, 2018). The choice of convergent parallel mixed methods design was because it aided the researcher to triangulate the two methods by comparing both quantitative and qualitative findings as well as providing a broad analysis of the research problem (Demir & Pismek, 2018). The researcher integrated both findings from qualitative and quantitative data to gain comprehensive understanding of the complex dynamics between principals' participatory leadership strategies and teachers' job performance.

3.3 Location of the Study

The study was conducted in selected public secondary schools in Ondo West Local Government. Ondo West Local Government Area is situated in Ondo State, Nigeria. Its headquarters is in Ondo town, the second largest town in Ondo State. It covers an area of 970 square kilometers. It borders Ore to the Southwest and borders Ifetedo, Osun State to the Northeast. It has a total number of 32 public secondary schools. Ondo West Local Government Area is predominantly occupied by Yoruba people (Omosho et al., 2020). The choice of Ondo Local Government came because of consistently sub-optimal teachers' job performance in the area (Ayeni, 2020).

3.4 Target Population

Target population is a group of people or organizations with characteristics that the researcher seeks to identify and investigate (Cresswell, 2018). The target population for the study was the public secondary schools in Ondo West Local Government Area. The study targeted 32 public schools, 32 principals, and 976 teachers in Ondo West Local Government Area (Post Primary School Management Board (PPSMB) Statistical Unit, Ondo Local Government Zonal Office 2023/2024 Academic Session).

The principals were included in the study because of the administrative role that they play as school leaders in coordination and organization of teachers work. Teachers equally participated in the study because they were directly impacted by the leadership strategy of the school leader and it is important to get their views on how the leadership strategies influence their job performance.

3.5 Description of Sample and Sampling Procedures

A sample is a subset of the whole population that the researcher targets to investigate and it is used to generalize about the target population of a study (Cresswell, 2018).

According to Kabir (2016), sampling procedure is the process of obtaining information about

an entire population by examining only a part of it. In this study, both probability and non-probability sampling techniques were used to select participants for the study.

3.5.1 Sampling of Schools

Probability sampling technique was used to select a total of 10 schools from target population of 32 schools. According to Kothari and Garg (2014) a sample of 10% to 30% of the total population is sufficient for generalization in a study. A sample size of 30% of the target population resulted to 10 schools. Stratified random sampling was used to select schools from categories of boys' public secondary schools, girls' public secondary schools and mixed public secondary schools. Stratified random sampling involves dividing the population into homogeneous subgroups and then taking a simple random sample in each subgroup (Kombo & Tromp, 2018). A simple random sampling technique was employed to draw a sample from 7 boys' public secondary schools, 4 girls' secondary schools, and 21 mixed public secondary schools. Two (2) boys' schools, one (1) girls' school, and Seven (7) mixed schools was selected from each stratum to make up the total of 10 schools.

3.5.2 Sampling of Principals

Purposive sampling which is a non-probability sampling technique was used to select 10 principals from the selected public secondary schools. In purposive sampling method, the researcher purposely targets a group of people believed to be reliable for the study (Kombo & Tromp, 2018).

3.5.3 Sampling of Teachers

The study investigated 211 teachers. The researcher ensured that the number of teachers from each selected school is proportionate to the total population of teachers in each school. Proportionate sampling method was applied with the use of the formula designed by Yamane (1967) to calculate the sample size of teachers in the schools as follows:

$$n = \frac{N}{1 + N e^2}$$

Whereby:

n= is the sample size

N = is the size of the population (447)

e = is the desired level of confidence (0.05)

The sample size will be computed as stated below:

$$n = 447 \div (1 + 447 \times 0.05^2)$$

$$n = 447 \div (1 + 1.1175)$$

$$n = 447 \div 2.1175$$

$$n = 211 \text{ teachers}$$

Hence, stratified random sampling was employed to determine teachers that participated from each of the schools in proportionate to their numbers. A sample size of 211 teachers was distributed among the 10 schools in Ondo West LGA. The researcher ensured that male and female teachers participated in the study in proportion to their number.

Table 1

Sample Matrix

Group	Target population	Sampling Technique	Participants	%
Schools	32	Stratified and Simple Random	10	30%
Principals	32	Criterion purposive	10	30%
Teachers	976	Stratified and Simple Random	211	47%

3.6 Description of Data Collection Instruments

A research instrument is a scientific and systematic designed tool used to collect, measure, and analyze data related to research interest and alignment (Oben, 2021). The

researcher decides the research instrument to be used based on the type of the study being conducted. The researcher made use of questionnaires and interview guides as research instruments for data collection. A questionnaire is a behavioral/psychological measuring instrument designed to collect quantitative information from members of a population which can then later be transformed into quantitative or numerical data for analysis (Awu, 2021). Interviews offer important information and allow respondents to give a detailed and in-depth description of their personal experiences (Cresswell, 2018). Interviews equally allowed the researcher to seek for clarification by asking probing questions.

3.6.1 Questionnaire for Teachers

Questionnaires containing both closed ended and open-ended items were used to collect data from the teachers. The questionnaire was divided into 5 parts; A, B, C, D and E. Part A included demographic information which included gender and teaching experience. Data for each research objective was collected in part B, C, D and E as follows: Part B; principals participating decision-making process strategy on teachers' job performance, Part C; principals' supporting staff professional development strategy on teachers' job performance, Part D; principals sustaining staff morale and motivation strategy on teachers' job performance, E; principals' initiating and encouraging staff collaboration strategy on teachers' job performance.

3.6.2 In-depth Interview Guide for Principals

In the study, interview guides with semi-structured questions were used to collect data from the principals. This allowed the researcher to collect comprehensive data through face-to-face interaction and further probing. The interview guide had 5 parts; A, B, C, D, and E. Part A was on demographic information which included gender and years of experience as principals. Data was collected in part B, C, D, and E according to the research questions as follows: Part B; principals' practicing participating decision-making process strategy on

teachers' job performance, Part C; principals' supporting staff professional development strategy on teachers' job performance, Part D; principals' sustaining staff morale and motivation strategy on teachers' job performance and, Part E; principals' initiating and encouraging staff collaboration strategy on teachers' job performance.

3.7 Validity of Quantitative Instruments

Validity refers to the extent to which an instrument measures what it is purported to measure. Mark et al (2023), opined face validity is the clarity, conciseness and completeness of a research instrument while content validity is the extent to which items of a research instrument are related to the topic and their relevance to objectives of the test. In determining the content validity, judgement of an expert with good knowledge and mastery of the subject being investigated was sorted. The opinions and suggestions of the experts was adhered to in modifying the items on the instruments. The researcher employed the help of the supervisors and experts with knowledge in leadership and administration from Tangaza University and Catholic University of Eastern Africa.

3.8 Pilot Testing of the Research Instruments

The instruments for this study were piloted in two public secondary schools in Ondo local Government Area that were not included for the study. Noting that the two schools that were selected for pilot testing had the same characteristics with the others sampled schools for the study. The need for the pilot testing was to help the researcher detect and militate against problems that the respondents may encounter and be able to correct the errors beforehand. The pilot study was carried out in two public secondary schools which is an equivalent of 20 percent of the sample size. This involved two principals and 26 teachers from two public schools selected for pilot testing. The instruments were corrected before administering the final copy to the participants.

3.9 Reliability of the Research Instruments

Reliability aids the researcher to detect ambiguities and inadequacies in the items of a research instrument. The researcher employed split-half technique to establish reliability of the research questionnaire. The instrument was administered to the respondents of the sampled group. The administered instruments were then being split into two parts; one part consisting of the odd number items and the other part consisting even number items of the instrument. The results of one half were compared with those of the other half. The reliability coefficient of the instruments was established using Cronbach's test that was generated by using Statistical Package for Social Sciences (SPSS). This was employed to determine how two measures of instrument correlate. Cronbach's alpha coefficient ranges between Zeros to One. A value of 0 indicates that there is no correlation between measures; a value of 1 indicates a perfect correlation while a value of 0.7 and above indicates a strong correlation and is acceptable (Sürücü and Maslakçı, 2020). The reliability coefficient of 0.93 was achieved which aided the researcher to conclude that the instrument was reliable for data collection and was therefore used.

3.10 Credibility and Dependability of Qualitative Instruments

Credibility refers to participants' perceptions of what the researcher portrays of them in terms of what they think, feel, and do. On the other hand, dependability is the stability and steadiness of data over time. Confirmability is the accurate representation and interpretation of the information that participants provide without the interference of the researcher (Johnson et al., 2020). According to Norman and James (2020), trustworthiness is judged in terms of credibility, dependability, transferability and confirmability. The level of confidence in data interpretation and methods that are used to guarantee quality of a research study is referred to as trustworthiness or rigor of a study (Connelly 2016).

Transferability is the extent to which findings of one study can be useful to other different contexts determined by those who wish to compare their studies (Connelly, 2016). The researcher used triangulation as one way of ensuring trustworthiness of data. As asserted by Stahl and King (2020) triangulation is used as one of numerous sources of data from the field to establish recognizable patterns.

3.11 Description of Data Collection Procedures

The researcher made sure that the necessary documents were obtained and available before embarking on the data collection. These documents included a clearance letter from Tangaza University and a signed research proposal which was used to apply for a research permit from the Ondo State Ministry of Education, Science, and Technology, Nigeria. The researcher used this permit to get permission from the Ondo West Local Education Officer to collect data from the public secondary schools in the Local Government Area. The researcher informed principals of the visit to conduct the study ahead of time via email. The researcher ensured that the principals and the teachers signed the consent form before embarking on data collection from them. The researcher supervised the filling of the questionnaires by the teachers and after proceeded to conduct interviews for the principals.

3.12 Description of Data Analysis Procedures

In analyzing quantitative data, the researcher used descriptive statistics. Descriptive statistics method summarizes the data to reach a simple presentation (Taherdoost, 2020). The descriptive statistical techniques that were employed in this study comprised of frequency distributions and tabulation, percentages, pie charts, and graphs. Qualitative data gathered through interviews and open-ended questions were read through by the researcher in order to clear any ambiguities. Data were then transcribed, coded, and organized into themes and sub themes.

3.13 Ethical Considerations

In keeping with the guidelines, principles, and ethics of conducting research, the researcher obtained a recommendation letter from the directorate of research, innovation, and extension at Tangaza University. The letter aided the researcher in getting permit from Ondo State Ministry of Education, Science, and Technology. This permit was used to request for permission from the Local Education Officer of Ondo West Local Government Area, in order to be allowed conduct research in the public secondary schools within the Local Government Area.

The researcher via email informed the principals of the study prior to collection of data from the participants. Once the permission was granted by the principals, explanation was made to the participants by the researcher on the intention of the study. Assurance of freedom in case they would not want to continue at any point in time during the process of data collection was given to the participants. The participants anonymity, confidentiality, privacy and safety, was assured by keeping safe the data collected from them. The researcher ensured that participants' identity was protected and made sure that no harm was caused to those who participated in the study. The participants were treated with dignity and respect. The researcher also explained to the participants that the data obtained were used solely for the purpose of the study. The researcher ensured that the participants had enough time to read through and sign the consent form before the process of data collection.

The researcher carefully acknowledged both primary and secondary sources of information in avoidance of plagiarism. Raw data were protected by the researcher by not sharing the raw data collected during and after the research process for any other purpose. The researcher also ensured that there was no falsification, fabrication, and manipulation of data. The findings were reported without bias by the researcher objectively.

CHAPTER FOUR

PRESENTATION, INTERPRETATION, AND DISCUSSION OF THE FINDINGS

4.1 Introduction

In this chapter, the response rate of the participants, discussion of demographic data of the participants and analyses of the study variables in accordance with the study's objectives are presented.

4.2 The Response Rate of the Participants

In this study, a questionnaire and an interview guide were used to collect data from the participants. The questionnaire was used for teachers and interview guide for principals. A summary of the results is presented in Table 2.

Table 2

The Response Rate of the Participants

Participants	Sample participants	Actual Participants	Response Rate
Teachers	211	201	95.2%
Principals	10	9	90%
Total	221	211	95.4%

Source: *Field data, 2024*

As shown in Table 2, out of the research's target sample of 211 teachers, data was collected from 201 of the sample who successfully filled the questionnaires administered. Five (5) questionnaires were returned unfilled, three (3) were wrongly filled, and two (2) were not returned which made teachers response 95.2%. The researcher did not force her way to get all the questionnaires filled since participation was voluntary. The response rate for the principals was 90% due to the absence of one of the principals who was on sick leave as at the time of data collection. As contended by Mugenda and Mugenda (2013), response rate of 50% is deemed adequate enough for analysis and reporting and a response rate of more than 60%-69%

is considered to be good while that of above 70% is excellent. Therefore, the data collected from the respondents were deemed sufficient enough to shed light on the issues under investigation.

4.3 Demographic Information of the Participants

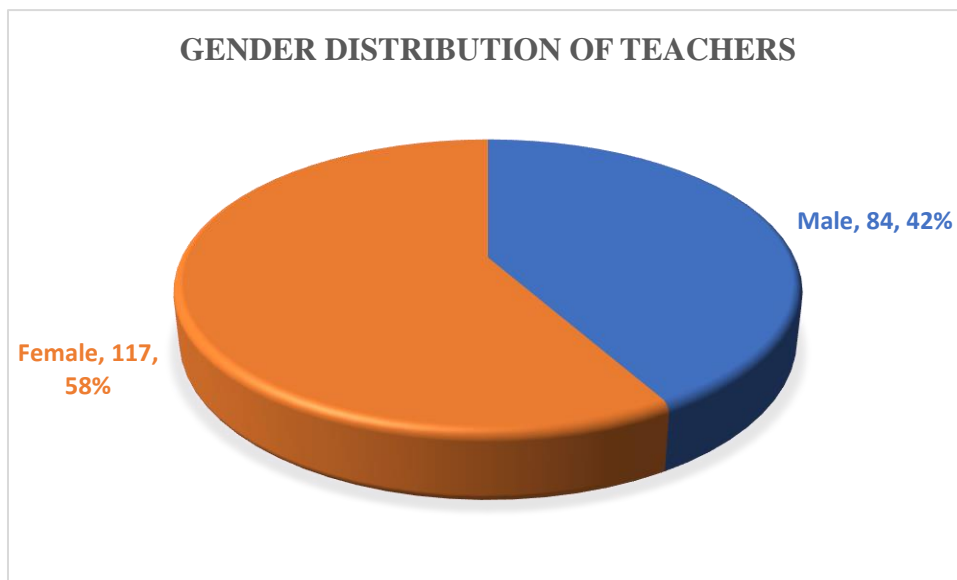
Some demographic characteristics that were considered to have a bearing on the objectives of the study including gender of the teachers and principals and their years of teaching experience were accessed from the respondents via the questionnaires and interview guides. The findings are presented as follows.

4.3.1 Distribution of Gender of the Teachers

To establish the composition of gender in the responding sample of the research, data was collected on the gender of teachers. The findings are presented in Figure 2.

Figure 2

Gender Distribution of Teachers



Source: *Field data, 2024*

The findings of the study revealed, there are slightly more female teachers as compared to male teachers, with females represented by 117(58%) while male was represented by 84(42%) of the teachers. The disparity in the distribution of the genders was

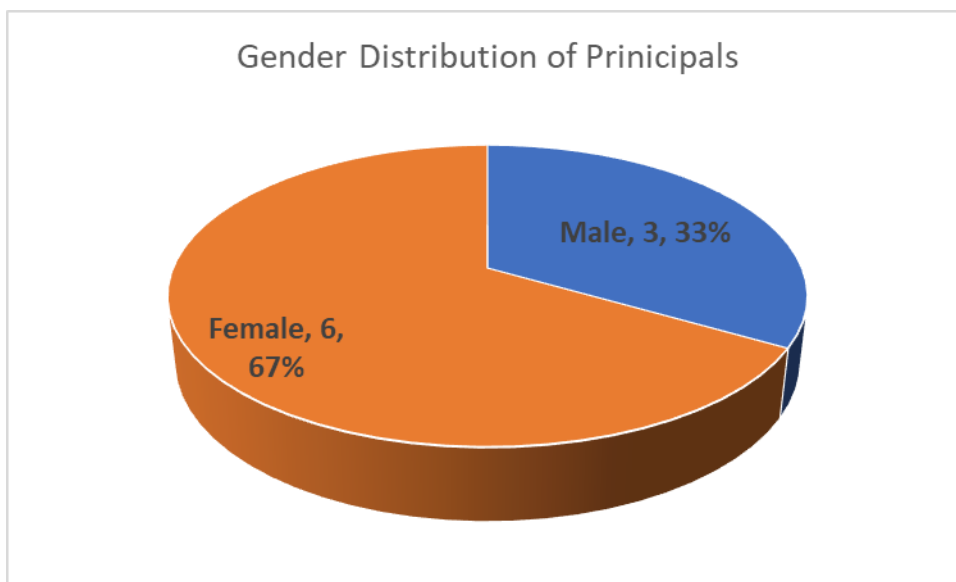
not much and therefore, their views or contribution to the research were considered well taken care of. Nevertheless, it is important for school leaders to prioritize gender balance in attending to school related issues as it can bring about diverse ideas and opinions. Therefore, principals' leading the school community based on gender balance in employing joint decision making, in organizing for professional development, collaboration, and motivation strategies as they discharge their duties may help to improve teachers' job performance. As argued by Bush (2021), there is need to promote gender balance in school administration in order to make better use of the available talent pool in the school system.

4.3.2 Distribution of Gender of the Principals

The study sought information from the principals regarding their gender to investigate if there was a difference between the male and female participation in the study and whether gender had an influence on principals' participatory leadership strategies and teachers' job performance. The findings are summarized in Figure 3.

Figure 3

Gender Distribution of Principals



Source: Field data, 2024

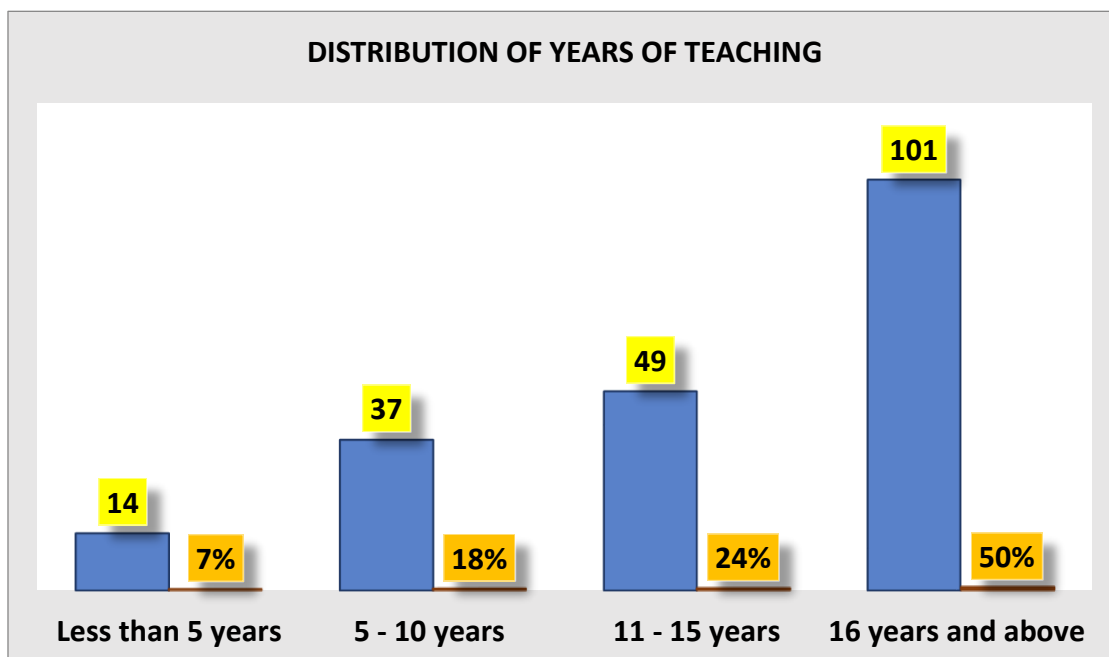
The findings in Figure 3 reveal out of 9 principals that participated in the study 3(33%) were male while 6(66%) were female. The findings indicated that female participants were more which indicated gender imbalance among the school leaders in public schools in Ondo Local Government Area. This gender disparity can influence teachers’ job performance as male and female tend to act differently while discharging their duties as school leaders. Hence, there is need for school managers and policy makers to take into cognizance the issue of gender balance among school leaders. As argued by Heinz et al. (2021), there is need for considering male patterns of representation in teaching for more just and equitable society.

4.3.3 Distribution of Teachers by Years of Experience

Data was collected from the sampled teachers in relation to their years of experience in teaching. This was done to establish if teachers’ years of experience had impact on principals’ participatory leadership strategies and teachers’ job performance. Figure 4 has the summary of the findings.

Figure 4

Distribution of Teachers’ Years of Experience



Source: *Field data, 2024*

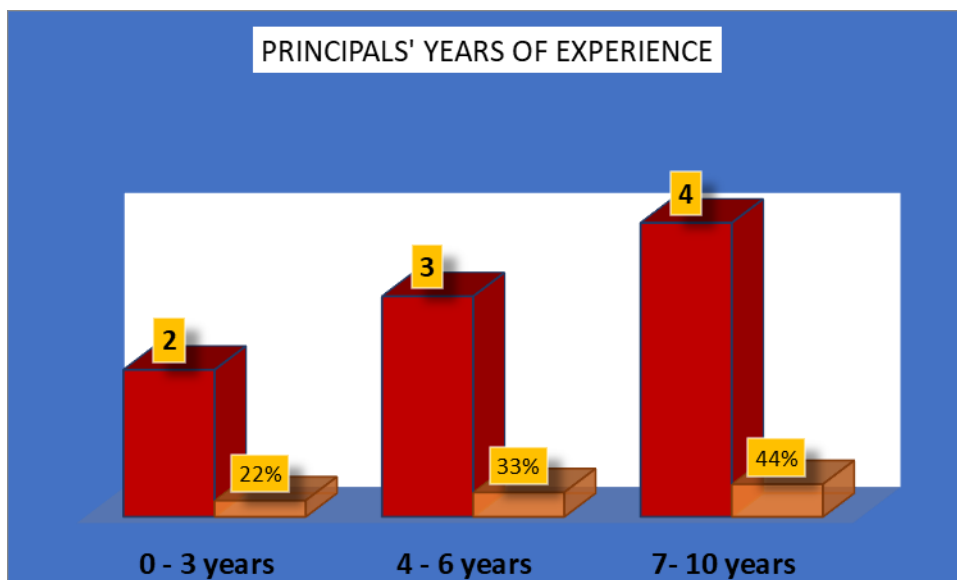
The study findings in Figure 4 indicate that the average sampled teachers (50%) had teaching experience of 16 years and above, while 24% of the teachers had teaching experience ranging between 11 and 15 years. The minority of the teachers (7%) sampled had teaching experience of less than 5 years. Given that most of the teachers had considerable years of teaching experience, they were in an informed position to shed light on the specific objectives been investigated in the study. According to Podolsky et al. (2019), a more experienced teaching workforce offer numerous benefits to the school system.

4.3.4 Distribution of Principals' Years of Experience

The study sought to establish principals' years of experience in order to determine whether the principals have acquired skills and knowledge that would enable them practice participatory leadership strategies, in the management of teachers in their schools which could lead to further improve the quality of teachers' job performance. Figure 5 has the summary of the findings.

Figure 5

Distribution of Principals' Years of Experience



Source: *Field data, 2024*

The findings in Figure 5 showed that majority of the sampled principals (44%) have been in school administrative position for 7-10 years. Also, 33% have been in school leadership position for 4-6 years, while only 22% have been in school leadership position for 0-3 years. The principals' leadership experiences are sufficient for them to carry out their duties as school leaders and manage the teachers in public secondary school. as contended by Mbangula (2022), the effectiveness and efficiency of school leaders in carrying out their roles are significantly related to their years of experience

4.4 Findings of the Study

The aim of the study was to establish the influence of the principals' leadership participatory strategies on teachers' job performance in public secondary schools in Ondo West Local Government of Nigeria. This section deals with the findings of the study based on the objectives which include: Principals' practicing participating in decision making strategy and teachers' job performance; professional development strategy and teachers' job performance; motivation strategy and teachers' job performance; and collaboration strategy and teachers' job performance.

4.4.1 Principals' Practice of Joint Decision Making and Teachers' Job Performance

The teachers were requested to choose the best response that suits their feelings on a five-point Likert scale. The rating was strongly disagreed, disagree, not sure, agree, and strongly agree. A numerical descriptive summary of the responses, on a five-point Likert scale rating is presented in Table 3 and the narration of the main outcomes.

Table 3

Principals' Practice of Joint Decision-making Strategy and Teachers' Job Performance

Statement	SD		D		NS		A		SA	
	F	%	f	%	F	%	F	%	f	%
Teachers (n=201)										

The opinions of teachers are often sought in school related matters	24	12	29	14	2	1	111	55	35	17
The reasons behind the decisions made within the school are effectively communicated by the school leadership to the teachers	12	6	36	18	7	3	104	52	42	21
My principal's decision-making strategy encourages me to perform better in my job as a teacher	12	6	27	13	3	1	92	46	67	33
My principal's involvement in decision making fosters the spirit of shared responsibility among the teachers	10	5	28	14	5	2	115	57	43	21
	7	3	21	10	1	0	111	55	61	30
I feel valued as a teacher and as a member of the school community by the principals' involvement in decision making										
My principal's involvement in decision making fosters the spirit of shared responsibility among the teachers	8	4	24	12	14	2	115	57	50	25
	27	13	113	56	7	3	10	5	44	22
I am pleased with the level of influence that I have in decision making processes within the school										
I am convinced that my principal's engagement in decision making process contributes to the overall effectiveness of the school	8	4	26	13	5	2	95	47	67	33
	9	4	25	12	12	6	101	50	54	27
I am satisfied with the principal's decision-making strategy within the school										

Source: *Field data, 2024*

As study findings indicated in Table 3, most of the teachers (72%) agreed that their opinions are often sought in school related matters while some of the teachers (26%) disagreed with the statement. in line with these findings, a principal in an interview commented “it is important to seek the opinion of teachers especially in relation to their work for effective decision making and for achievement of school goals”. Another principal had this to say:

I operate an open administration whereby teachers, parent, and students are encouraged to participate in decision making processes when issues at hand are about any of them. I employ delegation of duties cum supervision as well as encourage the teachers. These acts go a long way to get the teachers engaged, give their opinions, and participate actively in the affairs of the school. Not only that, engaging them in decision making process gives them the sense of belonging as well as the sense of responsibility as members of the school community. Moreso, the approach helps to improve the job performance of the teachers in the school (Principal D, 27/07/2024).

The study further showed that majority of the teachers (73%) agreed that the reasons behind the decisions made within the school are effectively communicated to them by the school leaders. Nevertheless, some of the teachers (24%) disagreed with the statement. In line with the findings, in an interview, a principal commented that:

In most cases, decision making is jointly done by vice-principal and I, then the responsibilities of carrying them out are delegated to teachers and other members in the school community. I find this faster and less cumbersome especially when there is no time to debate on the issue that might have come up (Principal B, 27/7/2024).

The findings revealed that teachers sometimes are not aware of the reasons behind the decisions made in schools but have the responsibility of ensuring that the decisions are carried out. It is crucial that teachers are aware and understand the reasons behind school related decisions to be able to better carry them out. As contended by Salim and Shaqran (2021), decision making is a cooperative and joint effort, referring not only to the leader's cooperative method of leading a group, but also a cooperative method in which the group is eager to distribute responsibilities to maintain interaction.

Majority of the teachers (79%) agreed that their principals' decision-making strategy encourages them perform better in their job while some teachers (19%) disagreed with the

statement. The findings highlight the decision-making strategy employed by school leader is fair enough and acceptable by majority of the teacher while few teachers registered their disagreement. The findings conform to the study of Musengamana et al. (2024) which found out that some teachers expressed dissatisfaction for their inability to engage in decision making processes and conversations and wished for more engagement. There is need for principals employing decision making strategy such as effective communication, active listening, and delegation of duties in ensuring that teachers are carried along in the affairs of the school.

There were 78% of the teachers that agreed to the principal's involvement in decision making fostering the spirit of shared responsibility among the teachers. Some of the teachers (19%) disagreed with the idea. The findings reveal that involvement of teachers in decision making process increase their sense of responsibility and participation in school related matters. The act helps the teachers in carrying out the decisions made and owning the outcome of the decision which will impact their work positively. The findings conform with the study finding of Wakili et al (2019), participation in decision making process by the teachers served as a medium or instrument for effective collaboration between the school management and the teachers as well as impact their job performance positively.

Regarding the statement that teacher feel valued as a member of the school community by the principals' involvement in decision making, majority of the teachers (85%) agreed while the statement was disagreed upon by minority of the teachers (14%). These findings reveal that principals involving the teachers in decision making process encouraged them feel more valued and enhance their job performance in schools. Principals carry this out by incorporating teachers' suggestions in the decisions made or by calling for meetings and discussing with teachers prior to making decisions. The findings agree with the study finding by Mbua (2023), that revealed in relation to teachers' involvement in

establishing school objectives, strategies for achieving them, and the resources needed to do so, principals are thought to increase teachers' job performance.

In regard to the principal's involvement in decision-making enhancing collaboration among the teachers, majority of the teachers (82%) agreed with the statement while some teachers (14%) disagreed. When commenting on those who are involved in decision making process in the schools, a principal had this to say:

I involve all the stakeholders including teachers, parents, students, and community representatives in the school decision making process as the need arises. I introduced the use of social-media platform/group such as WhatsApp for effective participation in decision making among staff of various departments in the school. This is aiding prompt and effective participation in decision making process and collaboration among the teachers in my school (Principal F, 28/7/2024).

Most teachers (69%) disagreed that they were pleased with the level of influence that they have in decision-making processes within their school while 27% of the teachers agreed to the statement. In line with the findings, a principal in an interview had this to say:

I involve and consider only those who will be affected by the decisions made when making decision in the school. For instance, if the decision will affect the teacher's welfare or job, I involve them. Otherwise, the teachers are not always part of all the decision-making process in the school. The teachers are informed about other decisions made in the school and they implement them accordingly. The teachers are allowed to seek clarification when needed though (Principal C, 28/7/2024).

The findings agree with the finding of a study conducted by Chopra (2020), there is need to improved access to participating in decision making for teachers as well as inclusive spaces are important for teachers, which will facilitate critical thinking and improved job performance among them. These findings revealed differing views which imply that teachers

do not always have the chance to participate in decision making processes in the school system. The inadequate participation opportunity in decision making in school related matters is found dissatisfying for most of the teachers. Therefore, there is need for more of teachers' participation in decision making process in school related matters in order to improve on their job performance.

There were 80% of teachers who affirmed that principal's engagement teachers in decision making process contributed to the overall effectiveness of the school. In line with the finding, one of the principals in an interview commented:

I engage the teachers in almost all the decision-making process to be made in my school because they are the ones who implement them. I believe that when teachers are part of the decision-making process, they will be enthusiastic to carry them out with little or no supervision. This had made it a lot easier to achieve most of the school plans and helped to record improvement on students' academic achievement (Principal B, 27/07/2024).

The findings agree with the study finding of Alredaisy (2023), there was statistically significant influence of participation in decision making on the staff performance. Principals engaging teachers in decision making process involving teachers in the planning, processing, and executing the job descriptions will help to enhance teachers' job performance, as well as in attaining the desired results of the school programme.

As indicated in Table 3, most of the teachers (77%) consented to being satisfied with the principal's decision-making strategy within the school. The finding suggests that principals' strategy of seeking teachers' opinions, ideas, and consensus while making decisions within the school is recognized by the teachers and had significantly impacted the teachers' job performance. Teachers are allowed to take responsibilities, participate in making and implementing work-related decisions. The finding is in agreement with the study finding of Ossai and Okokoyo (2023), teachers involved in decision-making can solve principals'

problems because there are many good skills that can be combined to solve intellectual problems that school leaders cannot solve alone.

In the findings in Table 3, the sampled teachers (77%) agreed that the principals’ practicing participating in decision making contributed positively to their job performance. In line with the findings, principals’ practicing participating in decision making is evaluated as essential in enhancing teachers’ job performance and the overall effectiveness of public secondary schools in Ondo Local Government. This finding relates to the finding of Alredaisy (2023), that showed there was statistically positive significant influence of participating in decision making on the teachers’ job performance. In order to enhance and improve the quality of teachers’ job performance, practice of joint decision making in school related matters is of most necessary by the school leaders.

4.4.2 Principals’ Supporting Professional Development Strategy and Teachers’ Job Performance

The study further investigated the influence of principals’ supporting professional development strategy on teachers’ Job Performance. A numerical descriptive summary of the responses, on a five-point Likert scale rating is presented in Table 4 and the narration of the main outcomes.

Table 4

Principals’ Supporting Professional Development Strategy and Teachers’ Job Performance

Statement	SD		D		NS		A		SA	
	f	%	f	%	f	%	f	%	f	%
My principal provides and supports on going on-the-job training activities for teachers	8	4	50	25	6	3	101	50	36	18
My principal offers professional development training that aligns with the needs of the teachers	13	6	63	31	13	6	82	41	30	15

My principal fosters a culture of continuous professional development through mentoring and coaching within the school	10	5	42	21	9	4	106	53	34	17
My principal supports me to work with teachers from other schools for creativity and innovation	8	4	57	28	14	7	95	47	27	13
My principal encourages teachers to assist one another in areas of difficulties within the school	4	2	15	7	6	3	114	57	62	31
I get the resources needed to implement new strategies learned during professional development training	13	6	51	25	8	4	90	45	39	19
My principal engages teachers in networking and linkages that enhance their teaching practice	6	3	36	18	9	4	112	56	38	19
I found professional development training timely and helpful among the teachers within the school	11	5	34	17	4	2	113	56	39	19
I feel supported and encouraged by the principal for my professional growth and development	8	4	20	10	3	1	104	52	66	33
Professional development has positive impact on my job performance as a teacher										

Source: *Field data, 2024*

As indicated in Table 4, majority of the teachers (68%) agreed that principals provide and support on going on-the-job training activities for teachers. However, minority of teachers (29%) expressed disagreement to the statement while 3% of the teachers were not sure about the statement. In line with the findings from the teachers, a principal in an interview asserted that:

In my school, majority of the teachers are currently undergoing Diploma in Educational Management from the public service training institute organized by the government. Even though, not all teachers of all levels are involved in the training. I support those involved by granting them permission to meet up with their studies, exempting them from some

school tasks as well as encouraging them to put in their best for self-development. From those who engage in the on-the-job training, there is improvement on their level of engagement with the students which translate to better job performance on their part (Principal E, 28/7/2024).

These differing views suggest that there are varying needs and expectations among the teachers in relation to professional development support from the school leaders. Notwithstanding, the teacher's agreement underscores the fact the principals to a large extent support teachers in on going on-the-job activities. As argued by Rajendran et al (2023), continuous professional development is an essential aspect of modern education systems, aiming to enhance teacher competency, efficacy, and student outcomes.

Regarding principals offering professional development training that align with the needs of the teachers, just a little above average teachers (56%) agreed with the statement, 37% of the teachers disagreed, and 6% of the teachers were not sure. The findings revealed that it is not in all cases that the professional development organized by the school leaders align with the needs of the teachers. The findings also show that in some cases, school leaders do not organize professional training rather encourage the teachers to avail of any professional training that they could afford on their own. The findings agree with the study finding of Dilshad et al. (2019), teachers are moderately engaged in professional development activities in the school. There is need for school leaders to encourage and facilitate teachers' participation in continuous professional development activities. Workshops and seminars must frequently be planned and organized for the teachers in relation to their needs of professional growth and improvement.

There were 70% of the teachers that agreed to the statement of principal fostering a culture of continuous professional development through mentoring and coaching within the school. In relation to the finding, when the principals were requested to describe the roles

played in supporting teachers' professional development, a principal in an interview commented:

I create enabling environment for teachers to be professionally trained and encourage them to go for professional courses to help them in their carrier development. I give them incentives to encourage them. At the beginning of each session, the school organize seminars and workshops on skill acquisition to facilitate improvement on the school work and teachers' job performance. Some of the workshops are facilitated by me and I also invite external facilitators at other times. Teachers are always advised and encouraged to put in more efforts in the areas where they are lacking (Principal D, 28/7/2024).

The teachers' response leaned more towards agreement with the principals' supporting staff professional development impacting positively on teachers' job performance than on disagreement. The findings highlight that principal supporting professional development is crucial to enhance teachers' job performance. The findings conform with the study finding of Dilshad et al. (2019) which revealed that teachers were engaged in professional development activities and that it helped to improve their job performance.

Most of the teachers (60%) consented to the statement that principals support and encourage them work with teachers from other schools for creativity and innovation. The finding showed that principals allow teachers to interact with their colleagues from other schools to build on their skills for better performance. The finding aligns with the study finding of Alnajim (2021), professional development is a dynamic process that gives the employees needed encouragement and support in reviewing and reassessing their goals and activities with their colleagues for improvement.

In relation to the statement of principal encouraging teachers to assist one another in areas of difficulties within the school, 88% of the teachers agreed to the statement. A principal revealed similar finding asserting that, "I promote enabling environment that foster

strong relationships between teachers to share ideas and help one another in their duties”.

These results reveal teachers feeling comfortable consulting their colleagues which improve their performance. The findings reveal that teachers benefit from peer coaching engaged in among themselves that are encouraged by the principals. The findings agree with the study finding of Abbassi and David (2021), that showed school level professional development strategy adopted by a school principal can enhance the quality of job performance among teachers.

Regarding getting the resources needed to implement new strategies learned during professional development training, most teachers (64%) consented to the statement. One of the principals in an interview revealed similar finding by commenting that: “I encourage the teachers to go for professional trainings and I give them incentives to be able to get needed materials that will help them put into practice the skills acquired from the training”. The findings revealed that not only do the principals organize trainings and workshop for professional development of teachers, provision is made to cater for the resources needed to put into practice the skills acquired. The findings align with the study finding of Shikokoti et al. (2021), teacher professional development enhances skills development which resulted in the achievement of the school goals.

Majority of the teachers (75%) consented to finding professional training timely and helpful. This finding aligns with one of the principals’ views regarding professional development and teachers job performance who commented:

Professional development trainings have been helpful because it enables the teachers to be focused so as not to be found wanting in the area of their teaching. Professional development training enhances better performance of teachers in teaching-learning process as it encourages them to improve on their skills. Professional development has helped

more teachers in the school to attain their goals and made their work easier (Principal F, 28/7/2024).

These findings highlight the essence of professional development in improving teachers job performance and the need for the school principals to adopt it as one of the strategies to engage the teachers in administration of the school. The more the teachers acquire skills, the more they will be competent in discharging their duties. The findings agree with the study finding of Alnajim (2021), professional development gives the educators needed encouragement and support in reviewing and reassessing their goals and activities and improve on them.

In regards to teachers feel supported and encouraged by the principal for professional growth and development, 75% of the sampled teachers agreed to the statement while 22% of the teachers disagreed with the statement. A principal in an interview revealed similar finding by commenting “some of the teachers find ways of attaining professional development on their own because not all of them are involved in the government plan at the same time. Teachers who engage in professional development training perform better in the classroom”. The findings give the insight to the fact that not all the teachers get opportunities for professional development. The teachers who do not participate in the professional development growth may not perform well on their job. The findings agree with the study finding of Ogunbayo and Mhlanga (2022), teachers who got professional development based on their subjects in secondary schools improved on their job performance and those who do not get the professional development performed poorly on their job delivery.

Majority of the teachers (85%) consented that professional development has positive impact on their job performance. The findings conform with the findings of the study by Shikokoti et al. (2021), teacher professional development enhanced their skills development and job performance which resulted in the achievement of the school goals. As indicated by

the result of the finding in Table 3, teachers' professional development needs to be continuous for improved teachers' job performance.

4.4.3 Principals' Motivation Strategy and Teachers' Job Performance

Teachers were requested to indicate their level of agreement or disagreement with the statements about principals' motivation strategy and teachers' job performance. The findings are presented in Table 5 where the respondents responded to the Likert-scale of Strongly Disagree (SD), Disagree (D), Not sure (N), Agree (A), and Strongly Agree (SA).

Table 5

Principals' Motivation Strategy and Teachers' Job Performance

Statement	SD		D		NS		A		SA	
	f	%	f	%	f	%	f	%	f	%
My principal recognizes and acknowledges teachers' achievements	6	3	18	9	3	1	110	55	64	32
My principal provides meaningful rewards to motivate the teachers	7	3.5	46	23	11	5.5	94	47	43	21
The motivation strategies employed by the principal impact on my job performance as a teacher	3	1	34	17	12	6	83	41	69	34
My principal's motivation strategies promote a sense of pride and achievement among the teachers	4	2	32	16	12	6	99	49	54	27
My principal's motivation strategies are consistent over time	45	22	90	45	11	5	49	24	6	3
I feel personally motivated and pleased with the principal's leadership	9	4	31	15	6	3	106	53	49	25
My principal's motivation strategies are transparent and fair to all the teachers	7	3	40	20	15	7	93	47	46	24
	6	3	43	21	10	5	93	47	49	24

My principal provides regular rewards and recognition to keep teachers motivated

Table 5 shows majority of the teachers (87%) agreed that principals do recognize and acknowledge teachers' achievement. The finding was also affirmed by one of the principals who asserted:

I understand the need to regularly affirm teachers outstanding works. When I notice the teachers doing well and carrying out their duties conscientiously, I affirm and motivate them to keep it up. This is to encourage and motivate them to do more. Motivation gingers the teachers to carry out their roles dutifully and in turn improve their job performance from my own experience (Principal F, 29/07/2024).

These findings reveal that principals recognizing and acknowledging teachers' achievements motivate the teachers to improve on their job performance. This could be done by giving of regular feedbacks, promotions, and awards to encourage teachers improve on their job performance. The findings agree with the study finding of Amaefule and Ossai (2023), recognition and appreciation form an integral component of winning strategic reward system that improves the job performance of teachers.

Most of the teachers (68%) agreed to principals providing meaningful rewards to motivate the teachers. There were also 26% of the teachers who disagreed, while 5% of the teachers were not sure. These differing views from the findings might be due to the different levels that the teachers fall into regarding their years of teaching experience. This might imply that they have different needs as well as expectations from the school leaders. It is crucial that the school leaders employ the right and fitting motivation strategy to meet the needs of the different levels of teachers in their schools. The findings agree with the study finding of Rodrigo and Palacois (2021), the demand for satisfying motivating requirements

have not been met and some teachers tend to feel less motivated by the motivational phenomenon.

Regarding whether the motivation strategies employed by the principal impact on their job performance as teachers, 75% of the teachers agreed with the statement. This conforms with the finding from one of the principals, who attested that “when teachers are motivated and feel motivated, they perform very well in their duties and the quality of their job is improve greatly”. Based on the findings, it was highlighted that the principals’ motivation strategy is crucial in enhancing teachers’ job performance in public secondary schools. As Sinulingga et al. (2023) noted, work motivation is quite influential on teachers’ job performance and there is a positive relationship between achievement motivation and performance achievement.

Majority of the teachers (76%) agreed that principals’ motivation strategies promote a sense of pride and achievement among the teachers. This finding is in agreement with one of the principals’ views who commented:

Teachers receiving token of gifts at the end of the term and session encourage them to improve on their job performance. Provision of financial repayment support that I give occasionally goes a long way in motivating and giving the teachers sense of achievement. It equally helps teachers to improve on their job performance (Principal E, 28/7/2024).

The findings reveal that principals need to employ motivating strategies that promote sense of achievement among the teachers. More importantly, the motivation strategy employed by the school leader should help teachers respond dutifully to the responsibilities in the school system. The findings agree with the study result of Amaefule and Ossai (2023), which found out that teacher’s recognition and appreciation form an integral component of winning strategic reward system that improves the job performance of teachers.

The findings from the teachers revealed 67% of the teachers were in disagreement with principals' motivation strategies been consistent over time. Only 27% of the teachers agreed and 5% were not sure of the statement. This implies that even though principals to some extent employ motivation strategy, the motivation packages giving are not adequate to sustain the teachers' morale. The finding aligns with the finding from one of the principals, who commented that:

I occasionally provide financial repayment support. Incentives are given to the teachers at the end of the session based on what the school can afford. Sometimes, we host the teachers to party at the end of the term to motivate them. These acts encourage the teachers and motivate them to carry out their roles effectively. They also impact their job performance positively (Principal B, 27/7/2024).

Based on the findings, it was revealed that the principals' motivation strategies consistency needs to be improved on in order to positively impact teachers' job performance. Having motivation strategies are great, it is crucial as well for school leaders to ensure that they consistently employ the strategies to enhance teachers' job performance. It is essential that principals employ sustainable motivation strategy of promotion, awards, and rewards as at when due to enhance teachers' job performance. There is need for school leaders to constantly acknowledge and recognize teachers' outstanding performance in order to reinforce their job performance. The findings conform with the study finding by Rofifal et al (2021), whether partially or concurrently, work motivation has a good and significant impact on teacher's job performance.

Most of the teachers (70%) agreed that principals' motivation strategies are transparent and fair to the teachers. 23% of the teachers disagreed while 7% were not sure of the statement. The differing views in the findings show that the motivation strategies employed by the school leaders are not fully comprehended by the teachers. It could mean

that those teachers, who find their principals' motivation strategies transparent and fair, feel motivated to improve on the job performance. The teachers who disagreed and not sure about the statement, may feel less motivated and not encouraged to improve on their job performance. It is important for principals to ensure that their motivation strategies are transparent and fair in relation to all the teachers. There should be guidelines on expectation regarding the teachers' duties so as to measure the criteria for giving rewards, awards or promotions as strategies for motivation. The findings conform with the study finding of Rodrigo and Palacois (2021), the demand for satisfying motivating requirements have not been met and some teachers tend to feel less motivated by motivational phenomenon.

Based on the findings that principals provide regular rewards and recognition to keep teachers motivated, 71% of the sampled teachers agreed to the statement. The findings align with one of the principals' views, who shared that when teachers are regularly motivated, their performance improve as well. Input and output system principles apply in this case, that when teachers are motivated and feel motivated, they perform very well in their duties and the quality of their job is improve greatly. The findings disagree with the study finding of Rouadi et al. (2020), studied the effect of motivation on teachers' performance and a role of leadership in between. The result showed that the teachers lacked motivation correlated to their performance. There is need for school leaders to constantly acknowledge and recognize teachers' outstanding performance in order to reinforce their job performance. As argued by Forson et al. (2021), adequate compensation package, job design, conducive environment, and performance management system are positively significant predictors of motivation that impact teachers' job performance.

4.4.4 Principals' Collaboration Strategy and Teachers' Job Performance

The teachers were requested to indicate their level of agreement or disagreement with the statements regarding principals' collaboration strategy and teachers' job performance. The

findings are presented in Table 6 where the respondents used the scale of Strongly Disagree (SD), Disagree (D), Not sure (N), Agree (A), and Strongly Agree (SA).

Table 6

Principals' Collaboration Strategy and Teachers' Job Performance

Statement	SD		D		NS		A		SA	
	f	%	f	%	f	%	f	%	f	%
My principal actively promotes collaboration among the teachers in my school	10	5	23	12	9	4	111	55	48	24
My principal initiates and encourages collaboration among the teachers in within the school	3	1	22	11	7	3	124	62	45	22
Collaboration with my colleague significantly impacts my job as a teacher	3	1	15	7	5	3	114	57	64	32
My principal encourages a culture of teamwork among the teachers	1	0	18	9	8	4	118	59	56	28
My principal effectively facilitates sharing of ideas among the teachers	2	1	21	10	5	3	120	60	53	26
Collaboration with my colleague help me solve problems relating to my teaching practice	3	2	20	10	6	3	103	51	69	34
Principal provides resources and time to support collaborative initiatives among teachers	6	3	39	19	12	6	96	48	48	24
	4	2	11	6	3	1	121	60	62	31

**Collaborating with my
colleagues increased my
sense of belonging and
connection within**

the school community

Source: Field data, 2024

Table 6 shows majority of the teachers (79%) agreed to principals actively promoting collaboration among the teachers in schools. Only 5% of the teachers strongly disagreed with statement. In line with these findings, a principal in an interview stated “promoting collaboration among the teachers results to getting the best out of the workforce for better achievement of the school goals”. Another principal had this to say:

I encourage collaboration among the teachers because when teachers work together in teams, it moves the school forward. The head of the departments are given the sole responsibility of getting teachers in the department to work together as a team for the overall benefit of the school community. Teachers working together enable the school to achieve her goal of teaching and learning process (Principal D, 28/7/2024).

The findings agree with the study finding of Khasawneh et al. (2023), collaborative teaching strategies improve the instructional abilities of instructors and enable them deliver their content better. From the findings, it is noted that teachers engaging in co-teaching and collective problem solving achieve more in their work and find needed help among themselves to improve on their job performance.

The study further revealed that 89% of the teachers agreed to collaboration with colleague significantly impacting on their job. 8% of the teachers disagreed with the statement. The findings give clear understanding that teachers benefit from one another when they collaborate as team to carry out their work in the school. Team work is enhanced through collaboration which leads to improved job performance among the teachers. This finding agrees with O’Connor and Park (2023), teachers valued their collaboration of professional learning communities that help them improve on their job performance.

There were 89% of teachers who agreed to principals encouraging a culture of teamwork among the teachers. Notably, 0% strongly disagreed with the statement. In line with the findings, a principal had this to say:

A culture of teamwork among the teachers results in getting the best out of the workforce of the school for the academic benefit of the students. All the teachers in my school belong to one committee or the other where they carry out functions jointly. Results are achieved easily and quickly through teamwork and the teachers find the work fulfilling from their shared experiences. I noticed that teamwork helps the teachers to sharpen their skills and become better in what they do (Principal C, 27/7/2024).

Based on the findings, it is notable that teachers benefit greatly when principals' leadership strategy encourages teamwork among the teachers in the school. Principals' encouragement of co-teaching, shared responsibility, and collective problem solving among teachers encourage teachers to improve on their job performance. A study by Mohapi and Chombo (2021), found that collaboration impacts teachers' performance which could be reflected in effective teaching and learning process.

There was agreement from most of the teachers (86%) on principal effectively facilitating sharing of ideas among the teachers, 10% of the teachers disagreed with the statement. The findings align with the finding from a principal, who had this to say:

Vice principals and Head of Departments are made to ensure that teachers in their department work together. They hold meetings and rub minds together for better output that enhance learning process. teachers are organized into groups while carrying out assignments. Teachers are advised to work with their colleagues for better performance. I organize training on capacity building for the teachers to aid them improve on their skills (Principal G, 28/7/2024).

The findings reveal that principals effectively facilitating sharing of ideas among the teachers provide opportunities that support professional learning among teachers' groups. Principals should endeavor to provide resources and allocate ample time to support collaborative initiatives among teachers. This will help to improve their service delivery in the

schools. As argued by Jong et al. (2019), there is need to support teachers' collegial collaboration which enhances professional learning and translates to higher job performance.

Regarding whether collaboration with colleagues help solve problems relating to teaching practices, 85% of the teachers agreed with the statement. This aligns with the findings from one of the principals, who said that collaboration helps the teachers to share and solve their problems concerning teaching, brings about more ideas, and enrich the knowledge of the teachers involved. The findings established that the teachers benefit from collaboration that exist among them. This emphasized that teachers' collaboration could be in form of sharing of information, experiences, and workloads which will aid them to perform their duties better. The findings stressed that collaboration among teachers is crucial in improving their job performance. The findings disagree with the finding of the study by Mohapi and Chombo (2021), indicated that there was a lack of collaboration among school leaders and teachers.

There were 72% of teachers who agreed that principals provide resources and time to support collaborative initiatives among teachers. 21% of the teachers disagreed, while 3% of the teachers were unsure of the statement. The findings are in line with the finding from one of the principals, who had said "I supporting collaborative initiatives among the teachers as time permits, when school seminars are arranged for teachers, teachers who were able to attend the seminar share their knowledge with those who were not able to attend". The variance in the findings even though majority of the teachers agreed, may be due to the different level of attention principals pay to the importance of collaboration among the teachers. When a principal does not attach much importance to teachers' collaboration, less resources and time will be allocated to the course of it. The findings indicate the need for enhancement of teachers' collaboration, by allowing teachers to collaborate among themselves in the same school, as well as with teachers in other schools. Organizing of workshops and seminars for teachers to improve provision of teaching services should be

ensured as well by the school leaders. The findings agree with Owodunni (2021), there is need to restructure the school hours to cater for teachers' collaboration practices in order to improve their job performance.

There were 91% of teachers who consented that collaborating with colleagues increased their sense of belonging and connection with the school community. The finding aligns with the finding of one of the principals, who had this to say:

Teachers collaborating among themselves help them work together as a group, own the responsibility as well as the result of their joint efforts. For instance, during extra-curricular activities in the school, teachers come together to impart both moral and academic knowledge on the students. Teachers' teamwork helps the school to achieve the goals of teaching and learning (Principal H, 29/7/2024).

The findings highlight the benefits that teachers gained from collaborating among themselves. Principal collaboration strategy will make teachers job easier and meaningful as well as encourages them to perform better. The findings conform with the study finding of Okon and Dien (2021), principal collaboration was effective in enhancing teachers' job performance which reflected in improved students' academic achievements. Collaboration among teachers in schools is crucial in improving their job performance. Collaboration strategy will aid teachers to share ideas and encourage them in responding dutifully to their assigned roles and duties.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

In this chapter, presentation of the summary and conclusion of the study is done. The recommendations of the study based on the findings and suggestion for further research are presented as well.

5.2 Summary of the Study

The study sought to establish the influence of principals' participatory leadership strategies on teachers' job performance in Ondo West Local Government, Nigeria. The summary of the study findings is presented in line with the four research objectives that guided the study.

Regarding the first objective, that examined principals' participating in decision making strategy and teachers' job performance in public secondary schools in Ondo Local Government, Nigeria. It was highlighted that majority of the teachers agreed that their opinions are often sought in school related matters when decisions are being made. There were few teachers who disagreed that the reasons behind the decisions made within the school are effectively communicated to them by the school leaders, which conformed with the assertion of one of the principals that revealed decision making is done by the principal and vice principals while teachers are made to carry out the outcome. Regarding whether teachers were pleased with the level of influence that they have in decision-making processes within their schools, majority of the teachers disagreed which aligns with the finding of a principal who narrated that teachers are not always involved in decision making process only when the matter to be discussed directly affect them. Otherwise, decision making is carried out by principal and vice-principals.

The second objective of the study evaluated principals' supporting professional development strategy and teachers' job performance in public secondary schools in Ondo Local Government Area, Nigeria. In regard to the second objective, it was highlighted that majority of the teachers agreed to principals supporting on going on-the-job training activities for teachers which conformed with the finding from one of the principals who commented that he supports those involved in on-the- job by granting them permission to meet up with their training. Regarding the teachers finding professional training timely and helpful, majority of the teachers consented to the statement which aligns with the finding from one of the principals who commented that professional development has helped more teachers in the school to attain their goals and made their work easier. There was a disagreement in regards to teachers been supported and encouraged by the principals for professional growth and development which aligns with a finding from a principal that said some of the teachers find ways of attaining professional development on their own because not all of them are involved in the government plan at the same time.

The third objective of the study examined principals' motivation strategy on teachers' job performance in public secondary schools in Ondo Local Government Area, Nigeria. As revealed, majority of the teachers agreed that principals recognize and acknowledge teachers' achievement which aligns with the finding from one of the principals who asserted that he understands the need to regularly affirm teachers outstanding works as it encourages and motivates them to do more. Regarding whether the motivation strategies employed by the principal impact on their job performance as teachers, majority of the teachers agreed with the statement which conforms with the finding from one of the principals, who attested that when teachers are motivated and feel motivated, they perform very well in their duties and the quality of their job also improve greatly. In regard to principals' motivation strategies been consistent over time, majority of the teachers were in disagreement with the statement

which was in line with the finding from one of the principals, who commented that she occasionally provides financial repayment support, and give incentives to the teachers at the end of the session based on what the school can afford.

The fourth objective of the study found out the influence of principals' collaboration strategy on teachers' job performance in public secondary schools in Ondo Local Government Area, Nigeria. As highlighted in the findings, majority of the teachers agreed to principals actively promoting collaboration among the teachers in schools which aligns with a principal's comment in an interview saying promoting collaboration among the teachers results in getting the best out of the workforce for better achievement in the school goals. Most teachers agreed to principals encouraging a culture of teamwork among the teachers which was in line with the finding from a principal, who said all the teachers in the school belong to one committee or the other where they carry out functions jointly. Majority of the teachers consented to collaborating with colleagues increased their sense of belonging and connection with the school community, which was in line with the finding from one of the principals, who shared that teachers collaborating among themselves help them work together as a group, own the responsibility as well as the result of their joint efforts.

5.3 Conclusions of the Study

This study investigated participatory leadership strategies practiced by principals on teachers' job performance in Ondo West Local Government, Nigeria. Based on the study's objectives findings, the study concludes that participatory leadership strategies such as practicing participating in decision making, supporting professional development, motivation, and collaboration employed by principals have positive significance on teachers' job performance.

In relation to practicing participating in decision making in school administration by principals, the study concluded participating in decision making encouraged the teachers to

have sense of belonging and put in their best in discharging their duties. Nevertheless, some teachers seek more room for participation in decision making in relation work to them in order to improve their job performance.

In terms of principals' supporting professional development strategy and teachers' job performance, it was concluded that professional development contributes to continuous improvement of teachers which leads to enhancement of their job performance. It was also concluded that not all the teachers were engaged in professional development and this impacts negatively on their job performance. Hence, continuous professional development will significantly improve teachers' job performance and needs to be continuously practiced by principals in Ondo West Local Government to improve teachers' job performance.

Regarding motivation strategy employed by school principals, there was a general agreement among the teachers that it positively impact their job performance. However, teachers showed disagreement over the consistency and the value of the motivation given by the school principals. Hence, the study concluded that principals do not effectively use motivational strategy to improve teachers' job performance in Ondo West Local Government.

Concerning principals' collaboration strategy and teachers' job performance, a higher number of teachers agreed that collaboration with colleagues significantly impacting on teacher's job performance. More so, sampled teachers supported the fact that principals' encouraging a culture of teamwork impacts their job performance. Therefore, the study concluded that principals should promote collaboration strategy as it significantly influences teachers' job performance in Ondo West Local Government.

5.4 Recommendations of the Study

Following the findings of the study, the researcher made recommendation for policy, theory, practice, and some suggestions for further research.

5.4.1 Recommendations for Policy

The recommendation of the study is that policy makers through the Ministry of Education put measures in place to ensure continuous professional development of teachers at all levels to enhance their job performance. In addition, school managers should ensure that teachers are supported to improve on their skills by organizing timely workshops, seminars, and webinars that align with the professional needs of the teachers, in order to aid them improve and perform better on their job. The recommendations were in line with the findings of the study that not all the teachers were engaged in professional development training.

5.4.2 Recommendations for Theory

The study recommended more application of this theory by the school principals for enhancement of teachers' job performance in public secondary schools in Ondo West Local Government. The study based its theoretical argument on Social Exchange theory to investigate principals' participatory leadership strategies and teachers' job performance in Ondo West Local Government. It was found out that principals less applied the theory in relation to management of teachers in their schools.

5.4.3 Recommendations for Practice

It was recommended that principals effectively practice engaging teachers in decision making in relation to their work and welfare as it will impact positively on their job performance and achievement of educational goals. This recommendation was based on the fact that teachers asked for more engagement in regards to decision making in their schools. It was discovered that the motivation strategies employed by principals are not effective to sustain teachers' morale. Therefore, the study recommended that principals should adopt effective and sustainable motivation strategy in management of the teachers.

5.4.4 Suggestions for Further Research

The study recommended a study on principals' participatory leadership strategies and teachers' job performance in public secondary schools be carried out in other Local Government in Nigeria to find out if comparable findings can be obtained. This would lead to principals, in other sub-optimal teachers' performance areas in the country to be informed and skilled on management of teachers for improved performance and better achievement of educational goals.

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APPENDICES

Appendix I: Letter of Introduction

TANGAZA UNIVERSITY

NAIROBI,

KENYA

Tel: 0759218395

Dear Participant,

RE: COLLECTION OF SURVEY DATA

I am a postgraduate student at Tangaza University, pursuing a master's degree in Educational Leadership and Administration. I am conducting research aimed at investigating the influence of principals' participatory leadership strategies on teachers' job performance in public secondary schools in Ondo Local Government, Nigeria. I kindly request you to respond to the research instrument. The only purpose of this research instrument is for data collection required for this study. Be assured that the information you provide will be treated with the utmost confidentiality and will be used solely for this study. Kindly help by filling the questionnaire and providing true information.

Yours sincerely

Chroma

Francisca Chroma Nwachukwu

Appendix II: Informed Consent Form for Participants

The study aims at investigating the influence of principals' participatory leadership strategies on teachers' job performance in public secondary schools in Ondo West Local Government Area, Nigeria. It is in partial fulfillment of the requirement of a master's degree in educational leadership and administration at Tangaza University.

Benefit of the taking part in the study

By participating in this study, you will assist me in collecting data on how principals' participatory leadership strategies influence teachers' job performance. The success of this study will benefit Ondo West Local Government Area and the entire country, Nigeria in achieving educational goals. I assure you that your participation in this study will therefore not lead to any monetary benefits.

Cost or Payment Involved

Participation in this study is free, voluntary and you can pull out any time you wish. You will not incur any fee by participating.

Sharing of Study Results

This study is not meant to test your competency in your work. The findings of this study are intended to bridge gaps in literature and also add to the body of knowledge on principals' participatory leadership strategies on teachers' job performance. Therefore, the results of this research will not be given to any individual participants but will be published and will be available in the journal after publication.

Rights of participants

You have a right to call the researcher for any clarification or any concerns related to the filling of the questionnaire.

Contact person

If you have any questions or matter regarding the study, please contact the researcher using the number below.

Francisca Chroma Nwachukwu - 0759218395

Consent and signature

I accept to participate in the study under the conditions described.

Signature:

Appendix III: Teachers' Questionnaire

Introduction

You are kindly requested to take a few minutes to give your response to this questionnaire as honestly as possible. There are five sections, A, B, C, D and E. Respond to questions in all the sections by putting a tick (✓) in the appropriate space. **Remember, no answer is necessarily correct or wrong.** Therefore, feel free to give your answers as you consider them appropriate. The information obtained will be treated with confidence and will not be used for other purposes other than this research. You are not requested to write your name.

SECTION A: Demographic Information

1. What is your gender

Male ()

Female ()

2. Indicate your years of teaching experience

Less than 5 years ()

5-10 years ()

11- 15 years ()

16 years above ()

SECTION B: Principals' Practice of Joint Decision Making and Teachers' Job

Performance

The following statements are on principals' practicing participating in decision making and teachers' job performance. Indicate the extent to which you agree or disagree with each statement by putting a tick (✓) in the appropriate column.

Using the following Key:

Key: 0 = Not Sure, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

	Statement	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
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1.	The opinions of teachers are often sought in school related matters					
2.	The reasons behind the decisions made within the school are effectively communicated by the school leadership to the teachers					
3.	My principal's decision-making strategy encourages me to perform better in my job as a teacher					
4.	My principal's involvement in decision making fosters the spirit of shared responsibility among the teachers					
5.	I feel valued as a teacher and as a member of the school community by the principals' involvement in decision making					
6.	My principal's involvement in decision making enhances collaboration among the teachers					
7.	I am pleased with the level of influence that I have in decision making processes within the school					
8.	I am convinced that my principal's engagement in decision making process contributes to the overall effectiveness of the school					
9.	I am satisfied with the principal's decision-making strategy within the school					

5. Give suggestions that can be used to improve on principal's practicing participating in decision-making process within your school

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SECTION C: Principals' Supporting Professional Development and Teachers' Job Performance

Below are statements based on principals' supporting professional development and teachers' job performance. Indicate the extent to which you agree or disagree with each statement by putting a tick (√) in the appropriate column.

Use the following Key:

Key: 0 = Not Sure, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

	Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1.	My principal provides and supports on going on-the-job training activities for teachers					
2.	My principal offers professional development training that aligns with the needs of the teachers					
3.	My principal fosters a culture of continuous professional development through mentoring and coaching within the school					
4.	My principal supports me to work with teachers from other schools for creativity and innovation					
5.	My principal encourages teachers to assist one another in areas of difficulties within the school					
6.	I get the resources needed to implement new strategies learned during professional development training					
7.	My principal engages teachers in networking and linkages that enhance their teaching practice					
8.	I found professional development training timely and helpful among the teachers within the school					
9.	I feel supported and encouraged by the principal for my professional growth and development					
10.	Professional development has positive impact on my job performance as a teacher					

6. Explain other professional development strategies that the principal has put in place for the teachers in your school

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SECTION D: Principals’ Motivation Strategy and Teachers’ Job Performance

Find below statements on principals’ motivation strategy and teachers’ job

performance. Indicate the extent to which you agree or disagree with each statement by

putting a tick (√) in the appropriate column.

Key: 0 = Not Sure, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

	Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1.	My principal recognizes and acknowledges teachers' achievements					
2.	My principal provides meaningful rewards to motivate the teachers					
3.	The motivation strategies employed by the principal impact on my job performance as a teacher					
4.	My principal's motivation strategies promote a sense of pride and achievement among the teachers					
5.	My principal's motivation strategies are consistent over time					
6.	I feel personally motivated and pleased with the principal's leadership					
7.	My principal's motivation strategies are transparent and fair to all the teachers					
8.	My principal provides regular rewards and recognition to keep teachers motivated					

7. Explain the strategies your principal employ in teachers' motivation in your school

.....

Section E: Principals' Collaboration Strategy and Teachers' Job Performance

The following statements are on principals' collaboration strategy and teachers' job

performance. Indicate the extent to which you agree or disagree with each statement by putting a tick (✓) in the appropriate column.

Key: 0 = Not Sure, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

	Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1.	My principal actively promotes collaboration among the teachers in my school					

2.	My principal initiates and encourages collaboration among the teachers in within the school					
3.	Collaboration with my colleague significantly impacts my job as a teacher					
4	My principal encourages a culture of teamwork among the teachers					
5.	My principal effectively facilitates sharing of ideas among the teachers					
6.	Collaboration with my colleague help me solve problems relating to my teaching practice					
7.	Principal provides resources and time to support collaborative initiatives among teachers					
8.	Collaborating with my colleagues increased my sense of belonging and connection within the school community					

8. What are the strategies that you will like to be addressed for adoption by your principal in relation to collaboration strategies within the school?

.....

Thank you

Appendix IV: In-Depth Interview Guide for Principals

SECTION A: Demographic Information

1. Gender
2. For how long have you served as a principal?

SECTION B: Principals' Practice of Joint Decision-Making Process and Teachers' job Performance

1. Describe how decision-making process regarding your school activities were been carried out?

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2. Who are those involved in the decision-making process in your school?

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(How do you go about decision-making process in the school?).....

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3. What are the key factors you consider in decision-making process?

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(Share some of the process of decision-making that are happening in your school)

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SECTION C: Principals' Supporting Professional Development Strategy and Teachers' Job Performance

4. Describe some of the professional development programs for the teachers currently going on in your school

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(May you share about some of new training for teachers currently going on in the school?)

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5. How will you describe the professional development growth and teachers' job performance?

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(What can you say about professional development and teachers' job performance in your school?)

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6. Describe the roles you play in supporting teachers' professional development in your school?

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.....

(Give concrete examples of actions taken in supporting teachers' professional development in your school)

SECTION D: Principals' Motivation Strategy and Teachers' Job Performance

7. How do you ensure that your teachers are motivated to carry out their job?

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(What are the motivation strategies that you employ for the teachers?).....

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8. How does teachers' motivation improve the performance of teachers in the school?

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.....

(How does teachers' motivation reflect on their relationship with the students)

.....
.....

SECTION E: Principals' Collaboration Strategy and Teachers' Job Performance

9. Describe how you encourage collaboration among the teachers in the school to improve their job

performance.....
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10. Explain how teamwork and co-teaching among the teachers improve the process of teaching and learning for students in your school

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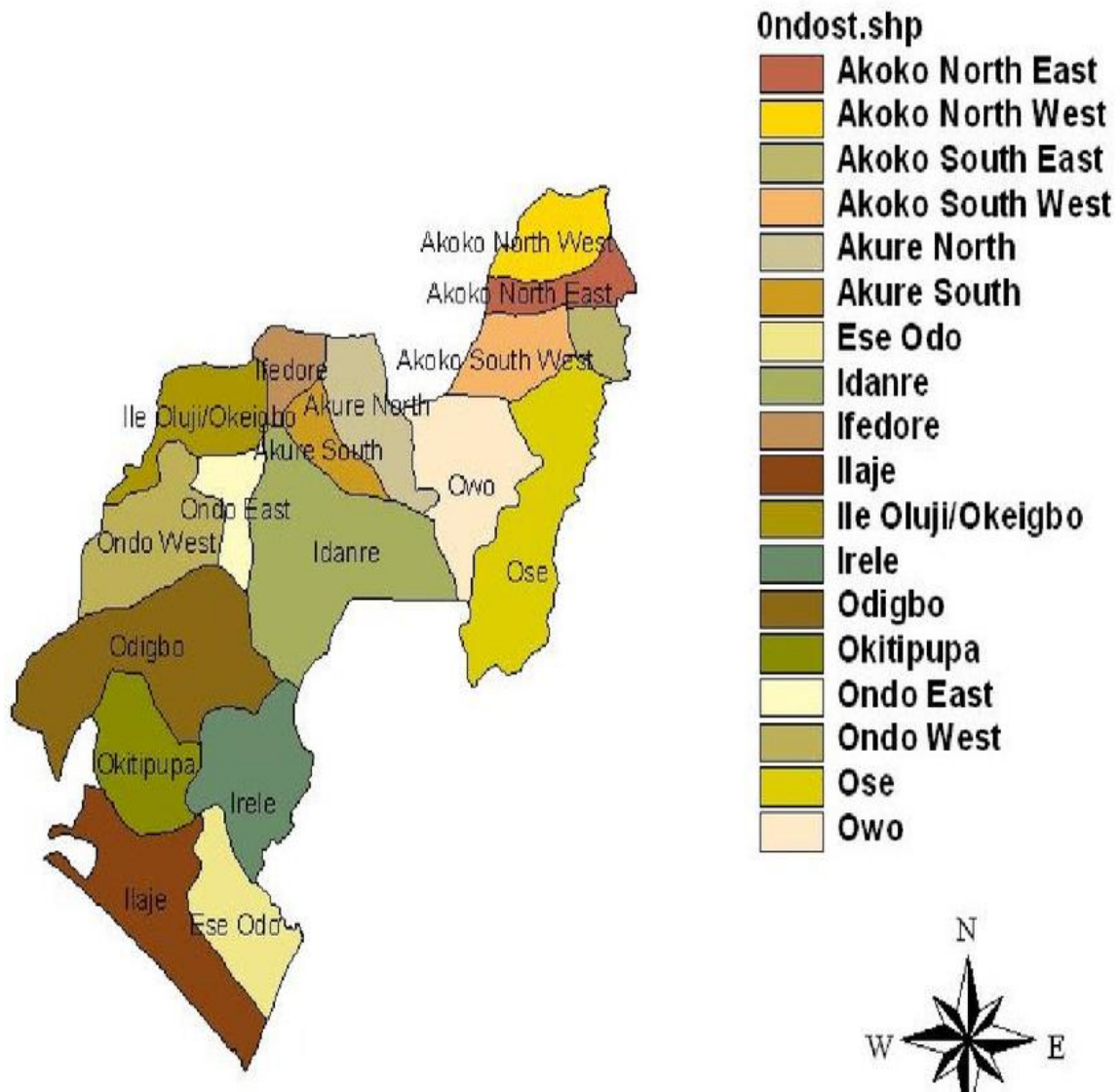
(What is the teachers' attitude towards teamwork and co-teaching)

11. How do you support teamwork among departments in ensuring that teachers work together well?.....

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(How do you review the process of teamwork with the teachers)
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Thank you

Appendix V: Map of Ondo State



Source: <https://www.google.com/search?q=The+Map+of+Ondo+State>

Appendix VII: Data Analysis Matrix

No	Title of the Research Objective	Data Collection Tools	Data Analysis Techniques
1	To establish the influence of principals' participating in decision-making strategy on teachers' job performance in public secondary schools in Ondo West Local Government Area, Nigeria	Questionnaires and In-depth Interview Guide.	<p>The study used a mixed-method approach.</p> <ul style="list-style-type: none"> • Quantitative data were analyzed with the help of SPSS version 24 using descriptive statistics (presented in tables, percentages, pie charts, and graphs), and inferential analysis test of hypothesis to assess the influence of the principal's multiple participatory strategies on teachers' job performance. • Qualitative data were organized into themes and presented in direct quotations and narratives.
2	To evaluate the relationship between principals' supporting professional development strategy and teachers' job performance in public secondary schools in Ondo West Local Government Area, Nigeria.	Questionnaires and In-depth Interview Guide	<p>The study used a mixed-method approach.</p> <ul style="list-style-type: none"> • Quantitative data were analyzed with the help of SPSS version 24 using descriptive statistics (presented in tables, percentages, pie charts, and graphs), and inferential analysis test of hypothesis to assess the influence of the principal's multiple participatory strategies on teachers' job performance. • Qualitative data were organized into themes and presented in direct quotations and narratives.
3	To determine the influence of principals' motivation strategy on teachers' job performance in public secondary schools in Ondo West Local	Questionnaires and In-depth Interview Guide	<p>The study used a mixed-method approach.</p> <ul style="list-style-type: none"> • Quantitative data were analyzed with the help of SPSS version 24 using descriptive statistics (presented in tables, percentages, pie charts, and graphs), and

	Government Area, Nigeria		<p>inferential analysis test of hypothesis to assess the influence of the principal's multiple participatory strategies on teachers' job performance</p> <ul style="list-style-type: none"> • Qualitative data were organized into themes and presented in direct quotations and narratives.
4	To explore the relationship between principals' collaboration strategy on teachers' job performance in public secondary schools, Ondo West Local Government Area, Nigeria	Questionnaires and In-depth Interview Guide	<p>The study used a mixed-method approach.</p> <ul style="list-style-type: none"> • Quantitative data were analyzed with the help of SPSS version 24 using descriptive statistics (presented in tables, percentages, pie charts, and graphs), and inferential analysis test of hypothesis to assess the influence of the principal's multiple participatory strategies on teachers' job performance. • Qualitative data were organized into themes and presented in direct quotations and narratives.

Appendix VIII: Research Permission from Tangaza University



TANGAZA UNIVERSITY

Teaching Minds / Touching Hearts / Transforming Lives

DIRECTORATE OF RESEARCH, INNOVATION & EXTENSION

E-mail: dir.rie@tangaza.ac.ke Website: www.tangaza.ac.ke

OUR Ref: DRIE/ISERC/07/2024

Date: 16th July 2024

To Whom It May Concern

Dear Sir/Madam,

Re: Research Permit for Francisca Chioma Nwachukwu

This is to confirm to you that the person named in this letter is a bona fide student at Tangaza University. Francisca is registered in the School of Education (Reg. No SE104/00009/2022) and she is pursuing a degree in Master of Education in Leadership and Administration.


Francisca has met all our provisional academic requirements leading to data collection. However, she cannot proceed to the field before getting a Research Permit from the relevant research authorising body in Ondo West Local Government, Nigeria. Kindly assist her to process the permit for the same purpose. Thanking you in advance for your cooperation.

Yours sincerely,



Dr. Daniel M. Kitonga (Ph.D., MBA)
Chair - TU ISERC
Director, Research, Innovation & Extension

Appendix IX: Permission Letter from Ministry of Education, Ondo

E mail: ondoedu@yahoo.com  Private Mail Bag: 606

MINISTRY OF EDUCATION
ZONAL EDUCATION OFFICE ONDO WEST DEPARTMENT

Your Ref:
All correspondence should be addressed
to the Honorable Commissioner quoting
Our Ref: ZEO/OD/OG/22/184

Office:
New Secretarial Complex
Alagbaka, Akure, Ondo State
Date: 25th July, 2024


Director,
Research, Innovation and Extension,
Nairobi – Kenya.

**RE: RESEARCH PERMIT FOR FRANCISCA CHIOMA
NWACHUKWU**

Above subject refers.

The above Student has been given approval to collect relevant data from the
attached selected Schools in Ondo West Local Government, Ondo State of Nigeria.

Thank you.


ZONAL EDUCATION OFFICER
ONDO WEST ZONAL EDUCATION
OFFICE, ONDO
DATE: 25th July 2024
Udoh, T. R. FCIHRSM
Zonal Education Officer,
Zonal Education Office,
Ondo West.

Scanned with ACE Scanner

