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Principals' Managerial Variables and Teachers' Job Performance in Public Secondary Schools in Akwa Ibom State, Nigeria

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Abstract

This study investigates the extent of the relationship between principals' managerial variables and teachers' job performance in public secondary schools in Akwa Ibom State, Nigeria. To achieve this purpose, two research questions and two null hypotheses were formulated to guide the study. Ex post facto research design was adopted for the study. The population of the study comprised all 762 principals and 7,607 teachers drawn from the 254 public secondary schools in Akwa Ibom State, Nigeria. The sample of this study consisted of 381 principals representing 50% of the population and 1,481 teachers representing 30% of the teaching population, giving a total of 1,862 respondents. A multistage sampling technique was adopted for the study, whereby purposive and stratified sampling techniques were used for the selection. Two researcher-developed instruments, tagged Principals' Managerial Variables Questionnaire (PMVQ) and Teachers' Job Performance Questionnaire (TJPQ) were used for data collection. The instruments were validated and pilot tested using the face validation method. The reliability of the

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instruments was established using the Cronbach alpha analysis method, which yielded reliability coefficients of .81 and .90 for the independent and the dependent variables, respectively. Regression coefficient was used to answer the research questions, while simple linear regression analysis was used to test the hypotheses at .05 level of significance. The results of the analyses revealed that principals' reward systems and mentoring have significant relationships with teachers' job performance. It was therefore recommended, among others, that principals should adopt a reward system for teachers to motivate them and give adequate mentoring to teachers in order to improve their job performance.

Keywords: Principals, Managerial Variables, Teachers, Job Performance, Reward System, Mentoring

Introduction

Education is widely recognised as a powerful instrument for both human and national development, primarily because of its ability to impart skills and values to learners. This role is largely fulfilled through formal institutions such as secondary schools. In this regard, principals, as the managers of secondary schools, bear the responsibility of coordinating teachers for effective teaching through the application of managerial variables such as reward systems and mentoring. Where principals fail to adequately coordinate teachers, instructional delivery is often met with low enthusiasm, thereby undermining the attainment of educational goals.

In Nigeria, citizens generally believe that higher levels of education translate into improved living conditions and national development. Consequently, education has been adopted as a key instrument for achieving national progress (FRN, 2013). However, the persistence of societal vices such as insurgency, moral decadence, drug abuse, human trafficking, and political as well as religious crises has been attributed to low levels and poor quality of education. The quality of education provided in many public secondary schools remains inadequate, leaving graduates ill-equipped with the requisite skills to overcome poverty, unemployment, and to contribute meaningfully to societal development.

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The introduction of free and compulsory education has further exacerbated these challenges. Public secondary schools now record high enrolment rates without a corresponding increase in the recruitment of teachers or the provision of infrastructural facilities such as classrooms and new schools to accommodate the growing student population. This mismatch has posed serious challenges to school management and teacher performance. For instance, in some cases, staff rooms have been converted to classrooms, leaving teachers without adequate space to prepare for lessons. As a result, principals struggle to effectively supervise their staff, while some teachers only attend school during their teaching hours, further weakening institutional discipline. An uncondusive learning environment, characterised by infrastructural deficits, undermines both teacher effectiveness and managerial efficiency.

In many schools, communication between principals and teachers is poor. Teachers are often unable to provide feedback or make meaningful contributions towards school growth. Some principals rarely engage with their staff on strategies for improvement due to poor working conditions or bureaucratic bottlenecks that hinder free flow of information. These circumstances reduce teachers' morale, which in turn affects their performance.

The success or failure of any school system depends largely on the effectiveness of principals as managers, the quality and commitment of teachers, and their performance on the job. Achieving desired learning outcomes that align with national educational goals requires competence from both principals and teachers. In this context, the managerial variables adopted by principals play a pivotal role in shaping teachers' performance and commitment to their duties, which ultimately influences students' learning outcomes.

Managerial variables are systematic and analytical methods designed to support decision-making, enhance efficiency, and improve effectiveness, particularly in planning and control (Heine, 2010). These variables are tools that managers use to sustain team morale, boost productivity, and develop new talent. They provide structured approaches to solving problems, generating information for decision-making, and improving operational efficiency. According to Iwhiwhu (2010), managerial variables address every aspect of a situation and suggest possible measures for achieving goals.

Nonetheless, the effectiveness of managerial variables is inseparable from teachers' performance. Teachers' performance involves the execution of task-oriented

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responsibilities aimed at achieving defined goals (Asiyai, 2005). These tasks encompass classroom management, which requires efficient use of human and material resources to achieve organisational objectives. Classroom management and control remain some of the most challenging duties of teachers, as their effectiveness in teaching is judged by their ability to employ various managerial strategies to maintain order and foster meaningful learning (Oyira, 2004).

A conducive classroom environment is indispensable for achieving educational objectives. Yet, observations across public secondary schools reveal overcrowded classrooms, with teachers often handling 80–100 students at a time, contrary to the teacher–student ratio of 1:40 recommended by the National Policy on Education (FRN, 2013). Such overcrowding negatively affects teaching quality and overall teacher performance. Teachers' other responsibilities include lesson planning, continuous assessment, examination administration, use of instructional materials, completion of schemes of work, and introducing innovations to improve comprehension and retention. However, inadequate staffing, dilapidated facilities, insufficient classrooms, and overcrowding often weaken teachers' morale and diminish their cooperation with school authorities.

Teachers' performance is typically measured using two paradigms: the effectiveness paradigm, which assesses student outcomes, and the teaching process paradigm, which evaluates teacher and student behaviours considered valuable in their own right or linked to student achievement (Iyede, 2001). In Nigeria, it is generally believed that effective teachers should produce high-performing students. Poor student performance has thus been attributed to teachers' ineffectiveness, negative work attitudes, and poor instructional practices, which in turn are linked to weak management structures (Ofoegbu, 2004).

Reward systems constitute a key managerial variable that motivates principals to recognise teachers' efforts through pay, prestige, or praise. For instance, principals may arrange supplementary payments from internally generated funds, such as proceeds from agricultural products or hall rentals. Beyond monetary incentives, recognition through promotions, respect, or praise for accomplishments can significantly motivate teachers to enhance their performance. Conversely, neglect of reward systems may result in poor lesson delivery, inappropriate teaching methods, failure to complete schemes of work, and general laxity, including absenteeism and low morale.

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Another critical managerial variable is mentoring. Mentoring refers to a semi-structured relationship in which a more experienced individual guides a less experienced one by sharing knowledge, skills, and experience. This reciprocal and collaborative relationship fosters growth, learning, and career development (Onoyase, 2007). In schools where principals neglect mentoring, newly employed teachers may lack professional development, struggle with lesson delivery, and fail to adapt to innovative teaching practices. Without proper guidance, teachers often find it difficult to align classroom curriculum with broader school objectives. Since teachers are central to curriculum implementation, mentoring is essential for coordinating learning content with instructional objectives to achieve effective teaching and learning.

Statement of the Problem

The effective management of secondary schools requires principals to apply appropriate managerial variables that motivate teachers and enhance their performance. Among these variables, the reward system and mentoring are critical for sustaining teachers' commitment, competence, and professional growth. In Akwa Ibom State, however, evidence suggests that many principals fail to implement these variables effectively. Teachers' efforts are often unrecognised or inadequately rewarded, while structured mentoring programmes for professional development are largely absent. These gaps appear to contribute to teachers' declining morale, negative work attitudes, and poor classroom performance.

The introduction of the free and compulsory education policy in the state has further aggravated the situation. Rising enrolments have overstretched available resources, yet teachers receive little or no incentives or recognition for managing overcrowded classrooms. Similarly, many new and inexperienced teachers, including those recruited through ad hoc empowerment schemes, lack the professional guidance that mentoring provides. Without proper mentoring, teachers struggle with lesson delivery, classroom management, use of innovative teaching methods, and alignment of instruction with curriculum objectives.

Consequently, teachers in many public secondary schools display behaviours such as absenteeism, lateness, low commitment, and ineffective instructional delivery, which negatively affect students' academic outcomes. The lack of a functional reward system and mentoring framework not only diminishes teacher performance but also undermines the attainment of educational goals. It is against this backdrop that this study investigates the extent to which principals' managerial variables (specifically reward

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systems and mentoring) relate to teachers' job performance in public secondary schools in Akwa Ibom State, Nigeria.

Purpose of the Study

The main purpose of this study is to determine the extent to which principals' managerial variables influence teachers' job performance in public secondary schools in Akwa Ibom State. Specifically, the study seeks to:

- i. examine the relationship between principals' reward systems and teachers' job performance; and
- ii. examine the relationship between principals' mentoring practices and teachers' job performance.

Significance of the Study

This study is significant as it addresses critical managerial variables that influence teachers' job performance in public secondary schools. Its findings will be of value to multiple stakeholders.

For educational policymakers, the study will provide empirical evidence on how managerial practices affect teacher performance and student outcomes. This can guide the formulation of policies that prioritise effective reward structures and mentoring frameworks in the state's education system.

For school principals, the study will highlight the importance of applying effective managerial variables in motivating teachers, improving classroom practices, and enhancing overall school performance. By adopting appropriate reward and mentoring strategies, principals can foster greater teacher commitment, reduce absenteeism, and improve instructional delivery.

For teachers, the study will underscore the benefits of recognition and mentorship in professional growth. It will demonstrate how these managerial variables can improve morale, teaching effectiveness, and career development.

For students and parents, the study has indirect significance as improved teacher performance translates into better learning outcomes, higher academic achievement, and the production of well-prepared graduates capable of contributing meaningfully to society.

Finally, for future researchers, the study will serve as a reference point for further investigations into school management practices, teachers' performance, and educational quality in Nigeria and beyond.

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Research Questions

- i. To what extent does principals' reward system relate to teachers' job performance in public secondary schools in Akwa Ibom State?
- ii. To what extent does principals' mentoring relate to teachers' job performance in public secondary schools in Akwa Ibom State?

Research Hypotheses

- i. There is no significant relationship between principals' reward system and teachers' job performance in public secondary schools in Akwa Ibom State.
- ii. There is no significant relationship between principals' mentoring and teachers' job performance in public secondary schools in Akwa Ibom State.

Literature Review

Theoretical Framework

This study is anchored on two theories: the Path-Goal Theory of Leadership by Evans (1970) and the Modern Management (Administrative) Theory propounded by Fayol (1916). Both theories provide a conceptual foundation for understanding how principals' managerial variables influence teachers' job performance in public secondary schools.

Path-Goal Theory of Leadership (Evans, 1970)

The path-goal theory posits that effective leadership is essential to achieving organisational goals. Leaders (in this case, principals) are facilitators who motivate subordinates, clarify tasks, remove obstacles, and provide the necessary support for effective performance. According to the theory, leaders enhance subordinates' satisfaction and productivity by adopting strategies that align with their needs and the work environment. This directly relates to principals' use of *reward systems* and *mentoring*. Rewards serve to recognise and motivate teachers' efforts, while mentoring provides guidance, coaching, and professional development. Both are leadership behaviours that clarify the path to goal achievement and improve teacher performance.

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Modern Management (Administrative) Theory (Fayol, 1916)

Fayol's theory emphasises that effective management requires systematic planning, organising, commanding, coordinating, and controlling. Applied to secondary schools, the theory underscores the principal's role as the chief administrator responsible for harnessing human and material resources for educational objectives. Managerial variables such as *reward systems* and *mentoring* reflect Fayol's principles of motivating, directing, and developing staff for optimal organisational performance. For example, recognising teachers' contributions through appropriate rewards aligns with Fayol's principle of equity and fairness, while mentoring relates to coordination and development of staff for improved efficiency.

Relevance to the Study

Together, the Path-Goal Theory and Fayol's Administrative Theory provide a solid foundation for this study. They explain how principals' application of managerial variables (reward systems and mentoring) can motivate teachers, enhance job satisfaction, and improve their performance in the classroom. Thus, the theories align with the study's objectives by linking effective leadership and management practices with teachers' job performance in public secondary schools in Akwa Ibom State.

Empirical Studies

Reward System and Teachers' Job Performance

Ndidi and Alike (2018) conducted a study titled *Principals' Application of Reward System as a Correlate of Teachers' Job Performance in Secondary Schools in Anambra State, Nigeria*. The purpose was to ascertain the relationship between principals' application of reward systems and teachers' job performance. Using a correlation survey design, a sample of 665 teachers was drawn from a population of 6,396 teachers. Data were collected using researcher-developed questionnaires titled 'The Principals' Reward System Questionnaire' (PRSQ) and 'Teachers' Job Performance Questionnaire' (TJPQ). Reliability coefficients of 0.81 and 0.78 were obtained using Cronbach's Alpha. Data were analysed with Pearson product moment correlation and t-test statistics. Findings revealed a moderate but significant relationship between principals' reward systems and teachers' job performance, as well as the importance of staff development for improved outcomes. The study recommended regular training for principals to update their leadership and management skills. This study is relevant, as it highlights

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how reward systems motivate teachers and provides methodological insights for the present research.

Similarly, Manafo (2018) examined the *reward system needed by principals for effective management of secondary schools in Anambra State*. Using a descriptive survey design with 206 principals and vice principals, the study employed the Reward System Questionnaire (RSQ) for data collection. Reliability was established at 0.81 using test-retest. Data were analysed using mean and standard deviation. Findings revealed that poor application of reward systems led to low educational standards and lack of unity of purpose among staff. The study recommended the application of the “3 Ps” (pay, praise, and prestige) as motivational tools for teachers. This is relevant, as it emphasises the practical strategies principals can apply to enhance teachers' job performance through rewards.

Mentoring and Teachers' Job Performance

Harrison (2006), in a study titled *Mentoring Beginning Teachers in Secondary Schools: An Analysis of Practice* conducted in New York, examined the conditions that promote best practices in mentoring. A descriptive research design with semi-structured interviews was used to capture the experiences of 410 teachers across six high schools. Findings revealed that developmental mentoring, which combines challenge and support within a conducive school environment, fosters professional growth and productivity in teachers. This study is relevant to the present research, as it demonstrates the role of mentoring in improving teachers' job performance.

Harris (2009) investigated *the impact of a new teacher mentoring programme on teacher effectiveness in Eastern Georgia*. Adopting a qualitative case study design, the study used self-administered questionnaires and triangulation to evaluate how mentoring influences classroom skills and teacher retention. Results indicated that effective mentoring supports teachers' success, strengthens classroom management, and sustains retention. This reinforces the need for mentoring as a managerial tool to enhance teacher effectiveness, aligning directly with the present study.

Gill (2015) conducted a study on *teacher induction programmes and their effectiveness on teacher retention* among 50 high school teachers in Missouri, USA. Using a survey method and descriptive statistics, the study found that induction and mentoring programmes significantly impacted teacher retention and commitment to professional standards. The study recommended adequate provision of mentoring

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facilities and resources for beginning teachers. This study is relevant because it links structured mentoring with long-term teacher performance and retention.

Iqbal (2015) investigated *mentoring for improving teachers' performance* among 384 teachers in Khyber Pakhtunkhwa, Pakistan. Data were collected using opinionnaires and interviews. Findings revealed an urgent need to mainstream mentoring to promote pedagogical skills, career development, self-confidence, and motivation among teachers. The study concluded that mentoring mechanisms are essential for improving teacher performance. This is relevant to the present study, as it underscores the role of mentoring in enhancing teachers' productivity and job performance.

The reviewed studies provide useful insights into the importance of reward systems and mentoring in enhancing teachers' job performance. Research evidence from Nigeria (Ndiri & Alike, 2018; Manafo, 2018) and other countries (Harrison, 2006; Harris, 2009; Gill, 2015; Iqbal, 2015) consistently indicates that principals' managerial practices in rewarding and mentoring teachers positively influence their motivation, professional development, retention, and classroom effectiveness. These studies also highlight practical strategies such as financial and non-financial rewards, developmental mentoring, and structured induction programmes that contribute to improved job performance among teachers.

However, while these findings are valuable, most of the empirical evidence originates from contexts outside Akwa Ibom State or focuses on broader management practices without directly linking principals' reward systems and mentoring practices to teachers' job performance within public secondary schools. This leaves a contextual gap in understanding how these managerial variables operate in Akwa Ibom State, particularly under the challenges of increased enrolment, limited infrastructure, and a shortage of qualified teachers. It is this gap that the present study seeks to fill by investigating the relationship between principals' managerial variables (reward systems and mentoring) and teachers' job performance in public secondary schools in Akwa Ibom State, Nigeria.

Methodology

This study adopted the correlational research design. The design was considered appropriate, as it enabled the measurement of the existing relationship between the independent variable, principals' managerial variables (reward system and mentoring),

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and the dependent variable, teachers' job performance, without manipulation of variables. In this design, the researcher only described the natural course of events as they occurred in the schools, which made it ethically and practically suitable for the present study (McCombes, 2009).

The population comprised all 762 principals, vice principals (academic, administration, and special duties), and 7,607 teachers across the 254 public secondary schools in Akwa Ibom State during the 2023/2024 academic session (SEB, 2024). A multistage sampling technique was adopted, combining purposive and stratified approaches to ensure proper representation. Vice principals were included alongside principals because of their administrative portfolios. Public secondary schools were stratified by senatorial district, with each district further clustered into local government areas and schools. From this process, 160 public secondary schools were randomly selected, representing 50% of the population across the senatorial districts. This yielded a sample of 381 principals, representing 50% of the population, and 1,481 teachers, representing 30% of the population, giving a total sample size of 1,862 respondents. The sampling was both school- and teacher-based, such that a minimum of 12 teachers were selected from each school. Each principal rated a minimum of four teachers, while four teachers also rated one principal, creating a 1:4 principal–teacher and 4:1 teacher–principal ratio. This arrangement was considered necessary for balanced and effective rating of teacher and principal performance (see Appendix 1 for the sampling frame).

Two instruments were developed by the researcher for data collection: the Principals' Managerial Variables Questionnaire (PMVQ) and the Teachers' Job Performance Questionnaire (TJPQ). The PMVQ measured principals' managerial variables based on seven sub-variables, with eight items per category, giving a total of 56 items. The TJPQ measured teachers' job performance across indices such as classroom management, lesson delivery, student evaluation, innovation, and knowledge of subject content, with a total of 20 items. Teachers rated the PMVQ, while principals rated the TJPQ, ensuring cross-validation of responses. All items were structured on a four-point Likert scale, allowing respondents to indicate their level of agreement or disagreement. The items were generated from insights obtained through the literature, conceptual framework, and empirical studies reviewed in the study.

The instruments were subjected to face validation by three experts—two from the Department of Educational Foundations (specialising in Tests and Measurement)

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and one from the Department of Curriculum Studies, Educational Management and Planning, University of Uyo. They assessed the instruments for suitability, clarity, and logical sequence of items. Their corrections were affected, including the elimination and restructuring of some items, after which the instruments were adjudged valid for the study. Reliability was established using the Cronbach Alpha method, with the instruments administered to 30 principals and 30 teachers outside the study population. The test yielded reliability coefficients of .81 for the independent variable and .90 for the dependent variable, indicating that the instruments were internally consistent and reliable.

Data collection was carried out with the assistance of two trained research assistants. They were instructed on proper etiquette, including courtesy, manner of approach, rapport building, and adherence to ethical standards, to ensure smooth administration and retrieval of instruments. A total of 245 questionnaires were distributed to principals and 1,481 to teachers. Of these, 239 were retrieved from principals, representing a 97% return rate, and 1,184 from teachers, representing an 80% return rate.

Data were analysed using both descriptive and inferential statistics. Regression coefficients were computed to answer the research questions, while simple linear regression analysis was used to test the hypotheses at a 0.05 level of significance.

Results and Discussion

Research Question One: To what extent does principals' reward system relate to teachers' job performance in public secondary schools in Akwa Ibom State?

The research question sought to find the extent of relationship between principals' Reward System and teachers' job performance in public secondary schools in Akwa Ibom State. In order to answer the research question, simple regression coefficient (R) was used and summary data shown in Table 4.1:

Table 4.1: Extent of relationship between principals' Reward System and teachers' job performance

Variables	R	R ²	% Extent of Relationship	Remark
Principals' Reward System	.649	.421	42.1	Fairly positive relationship
Teachers' Job performance				

n = 1423

Source: Researcher field work, (2024).

Table 4.1 shows the extent of relationship between principals' Reward System and teachers' job performance in Public Secondary Schools in Akwa Ibom State. The value of R of .649 reveals that there exists a fairly positive relationship between principals' Reward System and teachers' job performance. The coefficient of determination of .421 indicates that the principals' Reward System account for 42.1% of variation in teachers' job performance. The result therefore means that the supervisory technique of principals predicts teachers' job performance.

Research Question Two: To what extent does principals' mentoring relate to teachers' job performance in public secondary schools in Akwa Ibom State?

In order to answer this research question, simple regression coefficient (R) was used and summary shown in Table 4.2

Table 4.2: Extent of Relationship between principals' Mentoring and teachers' job performance

Variables	R	R ²	% of Extent of Relationship	Remark
Mentoring	.612	.374	37.4%	Fairly Positive extent of Relationship
Teachers' Job performance				

n = 1423

Source: Researcher's field work, (2021).

Table 4.2 above shows the analysis of the extent of the relationship between principals' mentoring and teachers' job performance. The relationship between principals' mentoring and teachers' job performance, as shown in the value of the coefficient of determination R of .612, reveals that there exists a fairly positive relationship between principals' mentoring and teachers' job performance. The regression coefficient of .374 indicates that principals' mentoring accounts for 37.4% variation in teachers' job performance. The result, therefore, means that the mentoring by principals predicts teachers' job performance.

Hypothesis One

There is no significant relationship between principals' reward system and teachers' job performance in public secondary schools in Akwa Ibom State.

Simple regression analysis was used to test the null hypothesis and summary data shown in table 4.3 below.

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Table 3 Simple Regression Analysis of Extent of Relationship between Reward System and Teachers' Job Performance

Variables	Source of Variables	SS	Df	MS	F-value	p-value	Decision P<.05
Principals' Reward System	Regression	282399.222	1	282399.223			
Teachers' job performance	Residual	389039.692	1421	273.777	1031.48	.000	Significant
	Total	671438.915	1422				

*Significant P<.05 *Source: Researcher's field work (2024).*

Table 4.4: Simple Regression Analysis of Extent of Relationship between Principals' mentoring and Teachers' Job Performance

Variables	Source of Variable	SS	Df	MS	F-value	P-value	Decision p<.05
Principals' mentoring	Regression	251349.826	1	251349.826			
Teachers' job performance	Residual	420089.090	1421	295.629	850.22	.000	Significant
	Total	671438.915	1422				

*Significant P<.05 *Source: Researcher's field work (2024).*

The result in Table 4.4 reveals that the F value was 850.220, and the calculated P-value of .000 was less than the P-significant value at .05 level of significance and degrees of freedom of 1,422. Therefore, the null hypothesis, which stated that the extent of the relationship between principals' mentoring and teachers' job performance is not significant, was rejected. Hence, the extent of the relationship between principals' mentoring and teachers' job performance is significant.

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Discussion of Findings

This study examined the relationship between principals' managerial variables and teachers' job performance in public secondary schools in Akwa Ibom State. The findings revealed a significant relationship between the two.

With respect to the reward system, the study established that principals' use of effective rewards significantly improves teachers' job performance. However, in many schools, reward practices were found to be weak, with some principals failing to adequately acknowledge teachers' efforts. This aligns with Lawal (2003), who argued that reward systems motivate teachers to maximise their contributions toward achieving school goals. It also supports Justine (2008), who found that organisations are more effective under leaders who combine people-oriented and task-oriented behaviours.

On mentoring, the results showed a significant positive relationship between principals' mentoring and teachers' job performance. Despite its importance, mentoring practices were found to be inadequate, with new teachers often lacking proper orientation and support. This finding agrees with Wilkins (2013), who emphasised that mentoring fosters collaborative learning, and with Sweeney (2004), who demonstrated that teachers who receive mentoring alongside training perform better than those trained alone. Similarly, Gerber (2010) and Amin et al. (2018) affirmed that mentoring enhances teachers' skills, knowledge, and classroom performance. Effective mentoring strategies such as coaching, active listening, providing feedback, and collaboration were found to inspire teachers and improve productivity.

Summary of the Analysis

The study investigated the relationship between principals' managerial variables and teachers' job performance in Akwa Ibom State public secondary schools. Guided by two research questions and two null hypotheses, the study adopted an ex-post facto design. The population consisted of 762 principals and 7,607 teachers, from which 381 principals and 1,481 teachers were selected using purposive and stratified sampling.

Data were collected using two researcher-developed instruments: the Principals' Managerial Variables Questionnaire (PMVQ) and the Teachers' Job Performance Questionnaire (TJPQ). Both instruments were validated, with reliability indices of 0.81 and 0.90. Research questions were analysed with regression coefficients, and hypotheses were tested using simple linear regression at a 0.05 significance level.

The findings showed that:

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1. Principals' reward systems significantly enhance teachers' job performance.
2. Principals' mentoring significantly improves teachers' job performance.

Conclusion/Recommendation

Based on the findings of this study, it was concluded that effective principal managerial variables play a critical role in improving teachers' job performance in Akwa Ibom State public secondary schools, Nigeria.

Specifically, the study established that reward systems and mentoring exert a positive significant relationship between principals' managerial variables and teachers' job performance. From the findings and conclusion above, the following recommendations are made:

- i. that principals and managers of organisations should adopt appropriate reward systems to enhance improved job performance.
- ii. that an adequate mentoring programme should be mounted for teachers periodically, to broaden the horizon of teachers for improved job performance.

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APPENDIX

The literature, conceptual and empirical reviews in this study gave the ideas used in formulating the items in the questionnaire. The four-points rating type of questionnaire used in each case expected the respondents to indicate by ticking their level of agreement or disagreement. The respondents were required to tick under any of the following options with the scoring point as indicated:

- SA - Strongly Agree (4)
- A - Agree (3)
- D - Disagree (2)
- SD - Strongly Disagree (1)

SECTION A

PRINCIPAL'S MANAGERIAL VARIABLES QUESTIONNAIRE

S/N	ITEMS	SA	A	D	SD
Mentoring					
1.	Does not place high premium on mentoring				
2.	Schedules mentoring workshops to groom teachers				
3.	Encourages caching of young teachers				
4.	Does not mount periodic orientation to mentor teachers				
5.	Mounts mentoring programmes to clarify teaching outlines				
6.	Does not motivate mentors to empower their mentees				
7.	Initiates mentoring for skill development				
8.	Uses mentoring to guide new teachers				
Reward System					
1.	Does not place emphasis on teachers' promotion				
2.	Does not mount seminars for teachers				
3.	Does not encourage staff development for teachers				
4.	Does not believe in motivational ideas				
5.	Appreciate tax compliment				
6.	Initiates prompt teachers' promotion				
7.	Encourages acquisition of additional qualification				
8.	Encourages professional development programmes				

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The result in Table 4.3 reveals that the calculated F value was 1031.48 and the calculated P-value was .000, which was less than the p-significant value at .05 level of significance with 1422 degrees of freedom. With this result, the null hypothesis, which stated that there is no significant relationship between principals' reward system and teachers' job performance in public secondary schools in Akwa Ibom State, was rejected. This implies that the extent of the relationship between the principals' reward system and the teachers' job performance is significant.

Hypothesis Two

The extent of relationship between principals' mentoring and teachers' job performance is not significant.

Simple regression analysis was used to test the null hypothesis and summary data shown in Table 4.4.

SECTION B

TEACHERS' JOB PERFORMANCE QUESTIONNAIRE (TJPQ) AS ASSESSED BY PRINCIPALS

S/N	ITEMS	SA	A	D	SD
	My teachers				
1.	Maintain a high decorum in classroom situations				
2.	Maintain classroom organization for efficient distribution of learning materials				
3.	Maintain proper care of instructional materials				
4.	Usually show evidence of adequate learning preparedness				
5.	Show a high sense of professionalism in lesson presentation				
6.	Select activities congruent with lesson topic				
7.	Reviews students' prior knowledge				
8.	Preview appropriate resources to use for instruction				
9.	Apply periodic students' evaluation principles				
10.	Administer continuous assessment when appropriate				
11.	Use tests to monitor students' performance				
12.	Asses students' progress through series of evaluation techniques				
13.	Introduce innovations to boost learning outcome				
14.	Adapt new teaching practices validated by research				

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15.	Use initiative in handling assigned tasks				
16.	Adopt participative teaching method				
17.	Exhibit a sense of acquisition of lesson content knowledge				
18.	Cordinate learning content with instructional objectives				
19.	Select learning content congruent with prescribed curriculum				
20.	Perform duties in a professional manner				