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Influence of Principals' Administrative Strategies on Teachers' Job Performance in Public Senior Secondary Schools in Jalingo Education Zone, Taraba State, Nigeria

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ABSTRACT
The research examines the influence of principals' administrative strategies on teachers' job performance in public senior secondary schools in the Jalingo education zone, Taraba State. Two research questions and two hypotheses were established and tested at a significance level of 0.05. The study employed a descriptive survey research design. The population consists of 1,432 teachers selected from three local government areas in Jalingo Education Zone. The study sample comprises 350 teachers', selected through purposive random sampling, representing 30% of the population. A structured questionnaire named "Principals' Administrative Strategies on Teachers' Job Performance Questionnaire" (PASTJPQ). The PASTJPQ was duly validated by three experts from the Department of Educational Foundations at Taraba State University, Jalingo, reliability of PASTJPQ was done using Cron-bach Alpha method at a 0.05 level of significance, resulting in a coefficient value of 0.78. The data obtained from the respondents were examined using descriptive statistics, specifically mean and standard deviation, to address the study objectives, while inferential statistics of chi-square were employed to test the two null hypotheses at a 0.05 level of significance. The findings indicated that the principals' financial management approach, monitoring strategy, significantly influence teachers' job performance in senior public secondary schools in Jalingo education zone, Taraba State. The study concludes that principals' financial and monitoring administrative strategies influence teachers' job performance in public senior secondary schools in Jalingo education zone, Taraba State. The study recommends that: regular supervision of teachers should be implemented to strengthen their competence to fulfil their academic responsibilities, the principals' should employ motivational strategies that will inspire teachers' to engage actively in instructional activities.
Keywords: Principals Management Practices, Teachers' Job performance in Jalingo Education Zone.

INTRODUCTION

A school is an institution established for the modification of attitudes and the instruction of pupils under the guidance of educators. A space or institution designated for teaching and learning, established for educational purposes (Mulyasa, 2013). Almost all nations possess formal education systems that are generally mandatory. The basic objective of any educational system is to furnish society with the necessary workforce for development and to improve the living standards of its pupils (Nnebedum, Akinwale, & Obuegbe 2016). Education is usually regarded as the foremost catalyst for economic advancement, personal growth, political sustainability, and effective national progress in any country. It may be regarded as the largest enterprise in any country, with Nigeria being no exception. Consequently, the education system instructs individuals, or rather members of society, on the anticipated conduct inside that community. It is also a method by which individuals gain socially accepted vocational skills, enabling them to become valuable members of society. Nigeria has had numerous alterations in the administration and management of its educational system.

The initiative commenced with the missionaries, and upon independence in 1960, it became evident that the missionary education model was insufficient and inadequate to fulfil the goals and demands of society. This stimulated the government's interest in completely engaging in the administration and management of the education sector (Nwankwo, 2017). Secondary education holds a significant role within the national education system. It is the segment of education that often follows primary education and before postsecondary education. Yabo, 2017. The principal serves as the professional and administrative leader of the institution. He strategizes, arranges, supervises, and synchronizes all matters concerning teaching and non-teaching personnel as well as pupils. He allocates responsibilities to educators and oversees their performance to ensure the efficient and successful attainment of the school's objectives in a managerial role inside the secondary institution.

Adeyemi (2013) perceives the principal as an administrative leader, manager, public relations representative, supervisor, instructional leader, curriculum developer, and a catalyst for planned transformation. The performance of students, the accomplishments of instructors, and the effectiveness of schools are all contingent upon the quality of school principals.

In other words, principals are the primary leaders and administrators of their schools, holding the destiny of these institutions in their hands. This is due to their role for coordinating and arranging the entire organization to meet established goals and objectives. The performance of school principals dictates the efficacy of their role. Wamulla (2013) asserts that the characteristics of principal leadership indicate the school's efficacy in attaining its objectives and targets. Leadership encompasses the attributes of individual leaders, their functions, management styles, alignment with the school's vision, values, and objectives, as well as their strategies for implementing change. Leadership in educational institutions is a dynamic process in which the principal oversees group duties and actively seeks the collaboration and commitment of all members to achieve collective goals within a specific context. The principal has various responsibilities to fulfil for effective administration of the school system (Usman, 2016). Osakwe (2015) defines administration as the distribution of resources and inputs to generate outputs requested by an organization's consumers, hence achieving corporate objectives. Administration pertains to the facilitation of planning, organizing, directing, and controlling operations inside the school to attain success. Kelechukwu (2013) characterizes the school principal as the leader, paternal figure, advisor, top administrative executive, public relations officer, curriculum director, inventor, policy maker, organizer, communicator, educational authority, perfectionist, and philosopher of the school. The study findings delineate the roles of the principal as supervisor of instruction, curriculum creation, assessment evaluation, school-community connections, and manager of school finances, as well as staff and student personnel management. This indicates that the principle plays a vital role as a school administrator. Alhassan (2014) asserts that the administrative practices of a principal encompass orientation, decision-making, communication, distribution of responsibilities, supervision, staff professional development, and motivating.

Teacher efficacy is the primary factor influencing the educational outcome. The efficacy of educators is indispensable for the enhancement of education in any nation. The professional actions that educators take in the classroom that are pertinent to their areas of expertise are included in the evaluation of teachers' performance (Richards, 2012). The job performance of teachers encompasses

the following: the creation of high-quality instructional materials, the delivery of effective lessons, the regular evaluation of students, and the punctual attendance at school and in class, the efficient utilization of instructional time, and the establishment of positive professional relationships. Performance refers to the actual work that is completed in comparison to the anticipated level of success. Performance is the outcome of the utilization of resources and the exertion of effort (Vipinosam & Acevedo, 2015). Consequently, the quality of teachers' work is contingent upon their ability to fulfill their fundamental responsibilities of instruction and learning, as well as their overall perspective on the teaching profession (Owan, 2012).

In the context of this study, the researchers employed the impact of principals' financial management strategy on teachers' job performance and the impact of principals' monitoring strategy on teachers' job performance in public secondary schools in Jalingo education zone. Financial resources are essential organizational assets. It is essential for the success of any organization. No organization has achieved success without financial resources (Allis, 2014). Consequently, it is essential for institutions, enterprises, organizations, and business entities to prioritize financial management to improve their performance and reduce exposure to financial risks. The advancement and evolution of the educational sector rely on the effective management of finances. Magak (2013) asserts that the purpose of financial management is to procure finances for both short-term and long-term applications and to optimize the utilization of these assets. The money of educational institutions is allocated for their everyday operations and activities. In educational institutions, headmasters, principals, and administrators are tasked with the responsibility of formulating the school budget to fulfil the institution's objectives and ensure successful financial management (Sharma, 2011).

Adi and Cletus (2022) examined the impact of principal management practices on the attainment of quality assurance in public secondary schools within the Southern Senatorial District of Taraba State, Nigeria. The study's findings indicated that a principal's capacity to meet staff needs to enhance efficiency positively impacts quality assurance. Additionally, assigning responsibilities according to specialization by principals ensures quality assurance, as does the enforcement of regular attendance by principals in public secondary schools in the Southern Senatorial District of Taraba State, Nigeria. The findings indicated that prompt allocation of funds to departments for the efficient operation of schools ensures quality, while the annual financial reporting from the bursary department improves quality assurance.

Ezeh and Ogara (2020) conducted a study to examine the influence of financial management on efficient school administration in the Enugu Education Zone. The study aimed to investigate the impact of principals' money management on school coordination in the Enugu Education Zone and to assess the influence of budget control on the availability of instructional resources in schools within the same zone. The Findings indicated that Principals' fund management positively influenced the coordination of schools in Enugu Education Zone (95, $n = 304$) = 4.253, $p > 0.05$. Additionally, budget control positively affected the provision of instructional materials in schools within the Enugu Education Zone (95, $n = 304$) = 4.555, $p > 0.05$.

Wanjala, Wamocha, and Sang (2020) examined the correlation between principals' financial management techniques and students' academic performance in public secondary schools within Bungoma East Sub-County. A mixed methods research strategy was employed for the investigation. The target population comprised all principals, deputy principals, and heads of department in public secondary schools within the Sub-County. The research demonstrated a significant positive correlation between principals' financial management techniques and academic performance in public secondary schools. Consequently, principals exhibiting elevated scores in financial management methods achieved excellent academic mean scores within their schools. Financial managerial practices are essential for the infrastructural and academic advancement of an educational institution.

Terhile and Ibuh (2014) examined the influence of financial management on the administration of secondary schools in the Zone A Senatorial District of Benue State, Nigeria. The study was led by two research questions and two hypotheses Prompt payment of staff salaries and allowances considerably influences the operation of secondary schools. The school fees and other produced funds substantially influence the availability of instructional resources in secondary schools within the Zone A Senatorial District of Benue State.

Onuselogu (2016) examines the financial management practices of secondary school principals in Anambra State. The study's results suggested that the principals failed to address numerous financial budgeting concerns, obtained funding from a variety of sources, and failed to oversee the prudent distribution of funds within the schools. Instances in which principals raise funds through multiple methods but still neglect to engage in proper budgeting and disbursement of funds suggest that the majority of schools were characterized by ineffective fund management. The secondary education program's objectives would not be realized if the funds were mismanaged. In order to guarantee that principals implement effective financial management practices, the board and principals of the Anambra State Education Commission were advised to implement certain recommendations.

Principals' monitoring Strategy is a systematic and on-going process of assessing and observing a program or project. Evaluation, on the other hand, involves assessing, appraising, or determining the worth, value, and quality of a program. This involves assessing the present conditions in relation to historical data to determine the extent of achievement of set goals (Handbook for Inspection of Educational Institutions, 2016). Monitoring and evaluation are performed in the education sector to assess programs, including educational quality.

Ndungu, Allan, and Emily (2015) examine the impact of monitoring and evaluation on the efficacy of teaching and learning in secondary institutions in the Githunguri district. The objectives of this study were as follows: to determine the impact of lesson preparation, the teaching and learning process, the monitoring of school attendance for teachers and students on the teaching and learning process, the effect of the evaluation process used in schools on the effectiveness of teaching and learning, and the effect of the learning and teaching environment on the effectiveness of teaching and learning. The results of the research will offer a priceless perspective on the impact of principals' monitoring and evaluation on the effectiveness of secondary school teaching and learning.

Otieno and Magoma (2022) evaluate the impact of principals' oversight of instructional assessments on the outcomes of teaching and learning. The empirical investigation was directed by the theory of result-based management. The study determined that the performance of schools was substantially impacted by the monitoring of instructional practices by principals (mean=3.5, SD=1.2).

Ndungu, Allan, and Bomett (2015), examines the impact of monitoring and evaluation on the effectiveness of teaching and learning in secondary schools in the Githunguri district. The results of the research will offer a priceless perspective on the impact of principals' monitoring and evaluation on the effectiveness of secondary school teaching and learning. This will assist policymakers in the development of policies that will direct the monitoring and evaluation process in secondary institutions.

Okochi (2019) examines the administrative variables that influence the performance of principals and their jobs in public secondary schools in Anambra and Delta States, Nigeria. The study's results indicated that the performance of principals in Anambra and Delta States was low in relation to the influence of administrative variables. However, the performance of principals in Anambra and Delta States was positively influenced by administrative variables such as funding, security of the school environment, and school monitoring, as the principals' ratings exceeded the criterion level of acceptance.

Vipene and Kerene (2021) conducted an investigation into the Determinants of Quality Assurance in Secondary Education in Rivers State: Monitoring and Evaluation of Teachers. The results of the study indicate that there is a substantial disparity in the mean ratings of principals, vice principals, and zonal directors regarding the extent to which teachers' supervision improves quality assurance in secondary school education.

Nonye (2022) investigated the impact of Monitoring on the job performance of teachers in public secondary schools in the Awka Education Zone of Anambra State. One of the findings of the study was that a significant number of principals in public secondary schools in the Awka Education Zone of Anambra State fulfilled their administrative responsibilities in the manner that is expected of them. Once more, a positive and robust correlation was observed between the job performance of teachers and quality assurance measures in public secondary schools in the Awka Education Zone of Anambra State.

Statement of the Problem

Students' academic performance functions as a criterion for evaluating educational quality, shaped by several circumstances. Observations revealed that administrative techniques are either non-existent or ineffectively implemented by principals, resulting in inadequate quality assurance in public secondary schools in Taraba State. This becomes evident when principals, among other variables, neglect to foresee later tasks, implement sequential plans for school activities, or build a connection between leadership and responsibilities. Consequently, these circumstances appear to have resulted in reduced academic performance among public secondary school students and a deficiency in sustainable competition with international counterparts. The government, parents, and students expect that quality education would be delivered to pupils in Nigerian secondary schools through the execution of appropriate administrative procedures and strategies by the principals.

Observations and visits to various public secondary schools in Taraba State revealed insufficient administrative practices by principals, leading to substandard work performance among teachers in the area. This is seen in the areas of inadequate funding, insufficient facilities, poor educational oversight, teacher disputes, strained principal-teacher relationships, and weak school-community collaborations, among others. The circumstances seem to have led to inadequate academic performance among secondary school students in the Jalingo education zone, Taraba State, marked by a high dropout rate, increased occurrences of examination malpractice, and a lack of reading and writing culture, among other challenges. This issue compels the researcher to investigate the influence of principals' administrative strategies on teachers' performance in public senior secondary schools in the Jalingo education zone, Taraba State. This study seeks to examine the potential influence of principals' administrative strategies on teachers' job performance in public secondary schools in Taraba State.

Purpose of the Study

The study examined the influence of principals' administrative strategies on teachers' job performance in public senior secondary schools in Jalingo education zone of Taraba State. Therefore, the study aims to:

1. Assess the influence of Principals' financial management strategy on teachers' job performance in public senior secondary schools in Jalingo education zone, Taraba State.
2. Examine the influence of Principals' Monitoring Strategy on Teachers' Job Performance in senior public secondary schools in Jalingo Education Zone, Taraba State.

Research Questions

The following research questions were formulated for the study:

1. What is the Influence Principals' Financial of Management strategy on Teachers' Job Performance in senior public secondary schools in Jalingo Education zone, Taraba State?
2. What is the Influence of principals' monitoring strategy on teachers' job performance in senior public secondary schools in Jalingo Education Zone, Taraba State?

Research Hypothesis

The following research hypotheses are established to guide the study and were tested at 0.05 level of significance.

HO1: The financial management strategy of principals does not significantly influence the job performance of teachers in public senior secondary schools in Jalingo Education Zone, Taraba State.

HO2: The Principals' Monitoring Strategy does not significantly influence Teachers' Job Performance in public senior secondary schools in Jalingo Education Zone, Taraba State.

RESEARCH METHODOLOGY

The study utilized a descriptive survey research design. The study was conducted in Jalingo Education Zone, Taraba State, Nigeria. The Zone has three Local Governmet Area: Ardo-Kola, Lau, and Jalingo.

The pupolation of the study encompasses 1,432 teachers from three local government areas in the Jalingo Education zone. Purposive random sampling was employed to select 350 teachers from the population, with 30% of the teachers being selected. The "Principals' Administrative Strategies on Teachers' Job Performance Questionnaire" (PASTJPQ) is a self-structured questionnaire. The questionnaire (PASTJPQ) is divided into two sections: Sections A and B. Section A contains items that are intended to collect information on the bio data of the respondents (teachers). Section B, which is composed of 45 items, is

organized into five clusters, Clusters A–E. These clusters are intended to gather information from the respondents (teachers) regarding the influence of principals' administrative strategies on teachers' job performance in public senior secondary schools in the Jalingo education zone of Taraba State. Cluster A consisted of nine items that were intended to gather data on the financial and administrative strategies of principals and the performance of teacher in public senior secondary schools. Cluster B, on the other hand, contained nine items that were intended to gather information on the monitoring strategies of principals and the performance of teachers in senior public secondary schools. Cluster C included nine items regarding the job performance of teachers and the supervision strategy of principals in public senior secondary schools. Designed to gather data on the job performance of teachers and the professional development strategy of principals in public senior secondary schools, Cluster D consisted of nine elements. Cluster E also included nine items that were designed to determine the motivation strategy of principals and the job performance of teachers in public senior secondary schools. The modified four-point rating scale was used to structure the instrument's response mode: Strongly Agree (SA): 4 points; Agree (A): 3 points; Disagree (D): 2 points; Strongly Disagree (SD): 1 point. The respondents were obligated to select the responses that accurately represented their perspective from the available options.

Three experts from the Department of Educational Foundations at Taraba State University, Jalingo, conducted content and face validation to verify the instruments' validity. The experts were asked to evaluate the instruments in terms of the lucidity of the statements and the relevance of the contents in relation to the research questions and specific purposes of the study. Additionally, they were asked to provide the researcher with guidance on the rating scale's appropriateness. Some items of the questionnaire were altered in accordance with the observations and recommendations of the experts. As a result, the final manuscript of the instrument was modified and produced in accordance with the observations, comments, and contributions of these experts prior to its administration to the intended respondents.

A pilot test was conducted in the Bali education zone after the instruments were validated by the experts for this investigation. The group consisted of ten secondary school teachers' who were not included in the primary study but shared the same characteristics as the designated population for the study. The objective of the pilot test was to assess the internal consistency of the instruments and ascertain the appropriate duration for administering research instruments. In order to ascertain the instrument's internal consistency (reliability), the responses were scored and analysed using the chi-square formula. The pilot testing is also intended to function as a model and provide insight into the primary study. The consistency or relatedness of elements within a measure is a reliable indicator of an instrument's reliability. The reliability of PASTJPQ was analysed using the Split-half method at a significance level of 0.05 for the purpose of this study, resulting in a coefficient value of 0.76.

The direct delivery method was used to'' administer and collect the copies of instrument from the respondents by the researchers and retrieved the instrument from the respondent. Descriptive statistics of mean and standard deviation were employed to describe and analysed the data collected from the respondents in order to address the research questions. Chi-square inferential statistics were employed to test all two null hypotheses at a significance level of 0.05. Data generated from the study was analysed using Descriptive statistics of mean and standard deviation to answer the research questions and chi-square inferential statistics were employed to test all two null hypotheses at a significance level of 0.05.

RESULTS

Research Question one

What is the influence of principal's financial management strategy on teachers' job performance in senior public secondary schools in Jalingo Education zone, Taraba State?

Table 1:Mean and standard deviations of rating scale on the influence of principal's financial management strategy on teachers' job performance in senior public secondary schools in Jalingo Education zone, Taraba State (N = 350)

Item	Statement	Mean	Std. Dev.	Remark
1	My principal makes sure funds are available to purchase the needed school materials for ease of teachers' lesson delivery	3.08	0.81	A
2	My principal obeys the rule of expenditure in school finance to motivate teachers to perform well	3.23	0.79	A
3	My principal ensures prompt collection of school fees in order to meet up with school needs	3.46	0.64	A
4	My principal makes fund available for teachers' in-service training to boost the morale of teachers to perform their jobs.	3.32	0.67	A
5	My principal utilizes school money to provide comfortable offices for teachers to perform well in their jobs.	3.36	0.71	A
6.	The principal provides adequate and standard teaching materials in the school to propel teachers to work hand in their assigned responsibility	3.26	0.79	A
7	The financial resources of the school are effectively deployed to achieve school goals and objectives	3.19	0.80	A
8	The principal relates with teachers in all aspects of school activities	3.25	0.79	A
9	The management team meet regularly to discuss the progress of the school	3.46	0.73	A
10	Welfare of both teachers and learners are well taken care off.	3.40	0.64	A
	Grand Mean	**3.30**	**0.12**	**A**

Source: Field Report 2023

Results in Table 1 show all the items have a mean rating scale above the 3.00, including the grand mean. Thus, principal's financial management strategy has influence on teachers' job performance in senior public secondary schools.

Research Question Two: *What is the influence of principals' monitoring strategy on teachers' job performance in senior public secondary schools in Jalingo Education zone, Taraba State?*

Table 2 :Mean and standard deviations of rating scale on the influence of principal's monitoring strategy on teachers' job performance in senior public secondary schools in Jalingo Education zone, Taraba State (N = 350)

S/N	Statement	Mean	SD	Remark
1	Principal guides teachers towards effective implementation of scheme of work on weekly basis to help facilitate good teaching and learning.	3.28	0.80	A
2	Principal monitors the preparation of the scheme of work weekly before delivery of lesson to help improve teaching responsibility	3.42	0.65	A
3	Principal monitors the preparation of the teachers' lesson plan scheme of work before delivery of lesson to help improve teaching responsibility	3.49	0.59	A
4	Principal ensures that teachers have the adequate understanding of the implementation of the scheme of works before delivery to assist good teaching	3.45	0.60	A
5	Principals assess Teacher weekly implementation of scheme of work to ascertain good teaching and learning	3.60	0.62	A
6	Weekly checking of scheme of work by principal has positive impact on teachers teaching and learning	3.36	0.62	A
7	Principal always monitors teachers use of teaching aids to ensure effective lesson delivery	3.42	0.63	A
8	My principal monitors teachers professional growth by organizing workshop at regular intervals to enhance teachers instructional skills	3.37	0.71	A
9	Principal assign control and provide effective mentors, providing tools to manage a classroom	3.40	0.73	A
10	Principals supervise teachers and education staff and keep track of student performance	3.38	0.68	A
	Grand Mean	3.42	0.09	A

Source: Researcher's Field Survey 2023

Hypothesis one

Principals' financial management strategy does not significantly influence on teachers' job performance in senior public secondary schools in Jalingo Education zone, Taraba State.

Table 3

Chi-Square test of influence of principal's financial management strategy on teachers' job performance in senior public secondary schools in Jalingo Education zone, Taraba State

	Item total
Chi-Square	284.423[a]
Df	15
Asymp. Sig	.000

From Table 6, chi-square at 15 degree of freedom (χ^2 = 284.423, p = .000) signifies that there is statistically significant influence. Thus, null hypothesis that principal's financial management strategy does not have significant influence on teachers' job performance in senior public secondary schools in Jalingo Education zone, Taraba State is hereby rejected.

Hypothesis two

Principals' monitoring strategy does not significantly influence on teachers' job performance in senior public secondary schools in Jalingo Education zone, Taraba State.

Table 4.

Chi-Square Test of influence of principal's monitoring strategy on teachers' job performance in senior public secondary schools in Jalingo Education zone, Taraba State

	Item total
Chi-Square	349.886[a]
Df	15
Asymp. Sig	.000

From Table 7, chi-square at 15 degree of freedom (χ^2 = 349.886, p = .000) this signifies that there is statistically significant influence. Thus, null hypothesis that principals' monitoring strategy does not have significant influence on teachers' job performance in senior public secondary schools in Jalingo Education zone, Taraba State is hereby rejected.

DISCUSSION OF FINDINGS

The first finding of the study reveals principals' financial management strategy has positive influence on teachers' job performance in public senior secondary schools in Jalingo education zone of Taraba State.

This is in line with the view of Adi and Cletus (2022) who examined the impact of principal management practices on the attainment of quality assurance in public secondary schools within the Southern Senatorial District of Taraba State, Nigeria. The study's findings indicated that a principal's capacity to meet staff needs to enhance efficiency positively impacts quality assurance. The finding also corroborate with Ezeh and Ogara (2020) conducted a study to examine the influence of financial management on efficient school administration in the Enugu Education Zone. The study also support the study of Wanjala, Wamocha, and Sang (2020) who examined the correlation between principals' financial management techniques and students' academic performance in public secondary schools within Bungoma East Sub-County. The research demonstrated a significant positive correlation between principals' financial management techniques and academic performance in public secondary schools. The is in line with Terhile and Ibuh (2014) who examined the influence of financial management on the administration of secondary schools in the Zone A Senatorial District of Benue State, Nigeria. The study is line with Onuselogu (2016) who examines the financial management practices of secondary school principals in Anambra State. The study's results suggested that the principals failed to address numerous financial budgeting concerns, obtained funding from a variety of sources, and failed to oversee the prudent distribution of funds within the schools. Instances in which principals raise funds through multiple methods but still neglect to engage in proper budgeting and disbursement of funds suggest that the majority of schools were characterized by ineffective fund management.

Another finding of the study revealed that there is positive influence of principals' administrative strategies on teachers' job performance in public senior secondary schools in Jalingo education zone of Taraba State. Hence, this agrees with the study of Ndungu, Allan, and Emily (2015) who examine the impact of monitoring and evaluation on the efficacy of teaching and learning in secondary institutions in the Githunguri district. The results of the research will offer a priceless perspective on the impact of principals' monitoring and evaluation on the effectiveness of secondary school teaching and learning. The finding is in line with the study Otieno and Magoma (2022) who evaluate the impact of principals' oversight of instructional assessments on the outcomes of teaching and learning. The empirical investigation was directed by the theory of result-based manage The study determined that the performance of schools was substantially impacted by the monitoring of instructional practices by principals (mean=3.5, SD=1.2). The finding is in line with the study of Okochi (2019) examines the administrative variables that influence the performance of principals and their jobs in public secondary schools in Anambra and Delta States, Nigeria. The study's results indicated that the performance of principals in Anambra and Delta States was low in relation to the influence of administrative variables. However, the performance of principals in Anambra and Delta States was positively influenced by administrative variables such as funding, security of the school environment,

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CONCLUSION

The study concludes that principals' financial, monitoring and administrative strategies influence teachers' job performance in public senior secondary schools in Jalingo education zone, Taraba State. This indicates that teachers' job performance in schools was contingent upon the efficient administrative strategies employed by the principals in their particular institutions. The study findings indicate that Job Performance in secondary schools is influenced by principals' administrative strategy.

RECOMMENDATIONS

According to the study's findings, the following recommendations are proposed:

1. Regular supervision of instructors should be implemented to strengthen their capacity to fulfil their academic responsibilities.
2. The principals must employ motivational strategies that will inspire instructors to engage actively in instructional activities.

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