

Principals' Administrative Strategies and Instructional Supervisory Techniques as Correlates of Teachers' Productivity in Public Secondary Schools in South East Nigeria

¹Ngerem, Euchariala Iheoma

Department of Educational Management,
Michael Okpara University of Agriculture,
Umudike Abia State, Nigeria.
Email: ngeremuk@gmail.com

²Ukaumunna, Glory Nwanyieze

Department of Educational Management,
Michael Okpara University of Agriculture,
Umudike Abia State, Nigeria.
Email: abeyluv2@gmail.com

³Ngerem, Febian Chukwumeka

Admiralty University of Nigeria, Ibusa Delta State, Nigeria
Email: ngeremfebian2260@gmail.com

Abstract

This study explored the relationship between principals' motivational strategies and instructional supervisory techniques and teachers' productivity in public secondary schools in South East Nigeria. The study adopted a Correlation research design. A sample of 391 teachers from a population of 16,388 teachers in the 1140 public secondary schools in 21 Education zones in South-East, Nigeria was used for the study which was determined through Taro Yamane Mathematical model. Proportionate stratified random sampling technique was used in selecting the various sample strata which constitutes the region of south-East while simple random sampling technique was used in selecting the respondents from the different education zones across the various states. Three sets of questionnaire titled Principals' Motivational strategies (PMSQ) Principals' Instructional Supervisory Technique Questionnaire (PISTQ) and Teachers' Productivity Questionnaire (TPQ) structured by the researchers were used for data collection. Three experts from Michael Okpara University of Agriculture, Umudike validated the instruments for data collection. The reliability of the instruments was determined using test retest method for stability while the internal consistency of the instrument was established using the Cronbach alpha method. In addition, the split half method was used to establish the internal consistency of the instruments. The collected data from the respondents were statistically analyzed using Pearson's r , R^2 (coefficient of determination) for the research questions while Linear regression analysis was used to test the hypothesis at 0.05 level of significance. The findings revealed that there exists a low but positive relationship between principals' leadership style motivational strategy with a strong positive relationship between principals' action research instructional supervisory technique and teachers' productivity. It was recommended that School administrators should focus on implementing effective leadership development programs and also engage in professional development programs that emphasize data-driven decision-making, continuous improvement, and collaboration through the use of action research as a key supervision strategy.

Keywords: Instructional supervision, Supervisory techniques, motivational strategy, teachers' productivity, public secondary schools.

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*Corresponding author: ngeremuk@gmail.com

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INTRODUCTION

Education could be seen as a process by which members of a society acquire the knowledge and skills that will enable them to fit in as useful members of the society. It is the process of inculcation of right knowledge, attitudes, values, skills and best life practices to enable individuals to fit into a society effectively. The demand for education is popular because of the desire of members of the society to give their children better chances to life. In Nigeria, education is an instrument for effecting national development. In Nigeria, there are several categories of schools, including; Nursery Schools which are schools for children ages 3-5, primary schools for children ages 6-11, Junior secondary schools for children ages 11-14 and

senior secondary schools for children ages 15-18. This study will focus mainly on the secondary schools. A secondary school is typically defined as an institution that provides education for students between the ages of 11 and 18. It is a six-year form of education typically divided into two levels: junior secondary school (ages 11-14) and senior secondary school (ages 15-18) (Nwankwo, 2021). Secondary schools in Nigeria are often government-funded and follow a curriculum set by the federal government. However, there are also private secondary schools that may have different curricula and educational approaches. In general, secondary schools in Nigeria aim to prepare students for further education or for entry into the workforce. Aluede and Abengowe (2020) defined secondary school as "a post-primary school that provides education for children from age 11-18. In Nigeria, secondary education is an important stage of education, as it follows primary education and precedes to tertiary education.

The secondary school system is a crucial level of the educational system and a stage for developing students' potentials. Specifically, the secondary school is geared towards catering for the differences in talents, opportunities and future roles of trained manpower in the applied science and technological and commerce at sub-professionals' grades so as to develop and promote Nigerian language, inspire students with a desire for self-improvement and achievement of excellence (Federal Republic of Nigeria, FRN, 2013). The objectives of secondary education make it clear that the future of the nation (Nigeria) depends quite considerably on the quality of education it provides for her citizens. The realization of these objectives largely could depend on principals and teachers. In the secondary school system, the world over and in Nigeria as well, the principal is conceived as the administrative head.

The position of the principal is very important in the organization of the secondary school system, because apart from directing the affairs of the school, the principal is responsible for efficient utilization of human and material resources and coordination towards realization of the organizational goals. It is the responsibility of the principal to develop a community of leaders through articulating the vision of the school, sharing authority with teachers, involving professionals in decision, clarifying responsibilities, sharing responsibilities and ensuring that teachers are productive in the task performance in the secondary schools (Emunemu & Isuku 2020). So, as the one at the apex of the secondary school administration, the success or failure of the school in implementing the educational programmes largely depend on the principal. That is to say that teachers' productivity is largely dependent on the principal.

Teacher productivity refers to the effective use of time, resources, and energy to achieve educational goals and maximize student learning outcomes. It involves planning and preparation, classroom management, instructional delivery, assessment and feedback, student engagement and motivation, adaptability and flexibility and continuous professional development. Productive teachers prioritize tasks and manage time effectively, use resources creatively and efficiently, foster a positive and inclusive learning environment, encourage active participation and student autonomy, reflect on their practice and adapt to changing needs and strive for ongoing improvement and growth. According to Emunemu and Isuku (2020), teachers' productivity is defined as "the ability of teachers to increase the learning achievement of students through effective classroom interaction and management". They emphasize that teachers' productivity is about maximizing student learning outcomes through efficient and effective teaching practices, classroom management, and interaction with students. Teachers' productivity is here conceptualized as the ability of each individual teacher to provide essential inputs like adequate planning of lesson notes, effective delivery of lessons, proper monitoring and evaluation of students' performance, providing regular feed-back on students' performance, improvisation of instructional materials, adequate keeping of records and

appropriate discipline of students to produce and enhance expected learning achievement in secondary schools. Teacher productivity is the ability of the teacher to demonstrate sound professional attributes like scholarship through adequate training and it is pivotal to successful teaching, students' learning outcomes and attainment of quality education in secondary schools. Teachers' productivity is manifested in their knowledge of the subject-matter, skills and competences in the teaching and learning processes, which lead to accomplishment of the stated educational objectives.

For the accomplishment of the stated educational objective, there is the need for teachers to be motivated to enhance their productivity. Motivation according to Nwankwo (2021), is the drive or energy that propels a person to do specific actions. According to Nwokediuko (2023), it is a force that enables people to achieve an organizations' objectives. Ibiam (2015) defined motivation as a process by which management enable employees to direct their energies towards maximum attainment of the goals and objectives of the organization. Commenting further, Ibiam (2015) stated that it is an inner force that propels people from inactive state into dynamic action. Ibiam in Nwokediuko (2023) observed that motivated behaviour has three basic characteristics:

1. It is sustained- that is, it is maintained for a long time until satisfied.
2. It is goal directed- that is, it seeks to achieve an objective and
3. It results from a felt need. It is an urge directed towards a need

Umezie in Nwankwo (2021) referred to motivation as a process governing individual choices among different forms of voluntary activities. Motivation for the purpose of this study, is the perception, methods and activities used by the principals for the purpose of providing a climate that is conducive to the satisfaction of various needs of the teachers; so that they may become satisfied, dedicated and effective task performers. To achieve this, principals ought to use different motivational strategies depending on their experiences, qualification, characteristics and leadership inclinations.

Strategy is the process of setting goals, deciding on actions to achieve those goals and mobilizing the resources needed to take those actions. It is the determination of the basic long-time goals and objectives of educational system, the adoption of cause of action, and the allocation of resources for carrying out these goals (Nwankwo, 2021). Hence, motivational strategies according to Nwankwo (2021), are the strategies used to elicit motivation among people. Hence, Ibe (2020) described motivation as rewards employees receive from the organization. For Ibe (2020) motivational strategies include resource provision, job enrichments, job enlargement, job rotation, job sharing or twinning and incentive motivational strategies. Similarly, Saeed and Arif (2021), saw motivational strategies as a set of actions taken by the principal to influence the level of job satisfaction and motivation of teachers. According to them, these include; incentives, resource provision, recognition, and principal leadership styles. Similarly, Peng, Zhang, and Fan (2021) defined motivational strategies as the extent to which the principal creates opportunities for professional development, provides resources for teaching, and establishes a positive school climate. Peng, Zhang and Fan (2021) identified six main strategies that principals can use to motivate teachers namely, professional development, resource provision, performance feedback, positive relationships, school culture and teacher recognition. That is why Kim, Lee, and Seo (2019) opined that motivational strategies are those strategies that are intended to encourage and support teachers in their jobs. This study is limited to leadership styles as motivational strategy of principals.

Leadership style refers to the underlying needs of the leader that motivate his behaviour. It is also a process through which persons or group influence others in the attainment of group

goals (Adeyemi, 2019). As such, Ibukun (2018) argued that the main task of the principal leadership style is to create a conducive atmosphere for the teachers to be able to achieve desired changes in students. The way the principal relates with his or her staff could contribute immensely to their effectiveness or otherwise. Adeyemi (2019) have identified certain leadership behaviours used in organizations. These are autocratic, democratic, laissez-faire, transactional, nomothetic and idiographic leadership styles.

The autocratic leadership style according to Ibiam in Chukwu (2019) is commonly called dictatorship. The leader uses fear, threats, authority and personality to achieve his/her wish. Essentially, the led has very little or nothing to say about the way things ought to be done. The leader takes primary responsibility for the group controlling, managing and directing. In democratic leadership style, the leader is neither completely autocratic nor laissez-faire. It is a style of leadership whereby the leader considers the feelings of persons and encourages participation in decision making. Here the basic needs of the led are guaranteed and respected by the leader. According to Ibiam in Chukwu (2019), laissez-faire leadership is the style of leadership whereby the subordinates are free to do what they want. The leader here is essentially tolerant and a mere symbolic leader. Transactional leadership is the leadership style that focuses on the exchange of rewards for performance. It emphasizes the idea that leaders should provide tangible rewards to motivate employees to achieve specific goals (Adeyemi, 2019). Transactional leadership is often contrasted with transformational leadership style which focuses more on inspiring and motivating employees to achieve higher level of performances through things like shared vision, values and empowerment (Adeyemi, 2019).

The principal's use of any of these or combination of these leadership styles could positively or negatively influence teachers' productivity in the secondary school system. From the foregoing, one can observe that motivation is an important tool or strategy in educational process, especially in the secondary school system. However, just like earlier noted, motivation can lead to a feeling of entitlement or even demotivation if they are not used correctly. Therefore, apart from motivating the teachers, the principals should ensure that instructional processes are supervised and given the desired attention. It has been observed by educational researchers and scholars that the success of the secondary school administration is largely not only dependent on how the principals motivate their staff, but also on their instructional supervisory techniques.

Instructional supervision according Adepoju (2021), is a direct and indirect behaviour that significantly affects teacher's instruction and as a result, affects students' learning. This definition of instructional supervision entails deeper involvement of the school administrator in the core business of schooling which is teaching and learning. Instructional supervision as posited by Nwamadu in Adepoju (2021) is one of the vital areas of school administration. This shows that the most important responsibility of the school administrators is instructional supervisory roles, bearing in mind that school exist for the purpose of learning through meaningful teaching. The principal does this using some instructional supervisory techniques.

Instructional supervisory techniques are those tools used to help teachers for a better task performance in preparation of lessons, make good use of instructional methods and instructional aids as well as keeping of records. It is a direct and indirect behaviour that significantly affects teachers' instruction and as a result affects students' learning (Ibe, 2021). Instructional supervisory strategies in schools includes organizing instructions, supervision of instruction, motivation of staff, encouraging collaboration among staff and students, making suggestions, giving feedback, modelling effective instruction, soliciting opinion, supporting, providing professional development opportunities and giving praise for effective teaching and learning. In the context of this study, instructional supervisory strategies are those specific

behaviours or actions that the school administrators portray in the school to promote the business of effective teaching and learning. Miller and Nave (2021) defined instructional supervisory techniques as "any activity that involves the principal directly observing teachers, discussing instruction, and providing feedback in order to improve teaching and learning. They outlined five main instructional supervisory techniques to include Classroom visitation, action research, coaching, modelling and supervising teacher evaluation. Each of these techniques has a different focus and approach, but they all have the same goal of improving teaching and learning. This study, however, is delimited to action research supervisory technique. Action research is a principal supervisory technique that involves a cycle of inquiry and action. In this approach, the principal and teachers work together to identify a problem or area for improvement, collect data, analyze the data, and take action to address the issue. The process is then repeated in a continuous cycle to ensure that progress is made and learning is sustained. This technique is based on the idea that the best way to improve teaching and learning is through collaborative, reflective inquiry. Action research is a cyclical and iterative process, meaning that it involves continuous cycles of reflection and improvement. Additionally, it is important to note that action research is often done in collaboration with teachers and other school personnel, rather than by the principal alone. This collaborative approach helps to build trust, improve communication, and create a shared vision for school improvement. Hence, Okebukola (2019) defined action research as a systematic and reflective process of inquiry undertaken by a school-based team with the aim of identifying problems and taking actions to solve them. Similarly, Leavy (2019) defined action research as a participatory, collaborative, democratic, practical, action-oriented process of research, undertaken by practitioners, that focuses on taking informed and reflective action to change or improve practice in an organizational setting. While collaborating with the teachers to identify problems relating to their teaching and learning process, the principal is also expected to work with teachers to help them set and achieve goals, identify and solve problems, and develop professionally.

Several studies have explored the relationship between motivational strategies, instructional supervision techniques, and teacher productivity. These studies suggest that effective motivational strategies and instructional supervision techniques play significant roles in enhancing teacher productivity and performance. By providing support, feedback, and opportunities for professional growth principals can contribute to a more productive and effective teaching workforce. However, in spite of these studies and findings and to the best of the researchers' knowledge, no study has been carried out on principals' motivational strategies and instructional supervision techniques, as correlate of teacher productivity in public secondary schools in South East with the same specific variables employed in this study. This gap in knowledge gave the impetus for this study. The purpose of this study

Statement of the Problem

In an ideal educational setting, principals would skilfully apply a combination of motivational strategies and instructional supervision techniques to enhance teacher performance and foster a positive school environment. Motivational strategies may include recognizing and praising teachers for their achievements, offering professional development opportunities, promoting autonomy and trust, and encouraging collaboration and teamwork. On the instructional supervision side, principals would regularly observe teachers' classroom practices, offer constructive feedback, and provide mentoring or coaching tailored to individual needs and problem-solving.

However, the reverse seemed to be the case in some secondary schools in South East Nigeria and this has negatively impacted on school environment because Principals in South East seemed to face numerous challenges, while administering their duties. These challenges

can make it difficult to implement effective strategies that could lead to the realization of educational objectives in their schools. This therefore calls for a collaboration between principals and their teachers which can only be successful if there is a positive and supportive environment that encourages professional growth and excellence in teaching.

By examining the correlation between principal motivational and instructional supervisory techniques and teacher productivity, schools can identify areas for improvement and create more effective motivational strategies and instructional supervisory practices that support teachers' growth and student success. The problem of this study put in a question form therefore is: To what extent does principals' motivational strategies and instructional supervisory techniques, correlate with teachers' productivity in public secondary schools in South East, Nigeria?

Purpose of the Study

This study examined motivational strategies and instructional supervisory techniques of principals as correlates of teachers' productivity in public secondary schools in South East, Nigeria.

Research Questions

The following research questions guided the study with the corresponding hypotheses:

1. What is the relationship between principals' leadership styles motivational strategy and teachers' productivity?
2. What is the relationship between action research as principals' instructional supervisory technique and teachers' productivity?

Hypotheses

H0₁: There is no significant relationship between principals' leadership styles motivational strategy and teachers' productivity

H0₂: There is no significant relationship between principals' action research instructional supervisory technique and teachers' productivity

METHODOLOGY

This study adopted a correlational survey design. The design was considered appropriate for the study because the researchers sought to find out the extent of relationship that exists between the independent variables "motivational strategies", "instructional supervisory techniques" and the dependent variable "teachers' productivity" in public secondary schools in South-East, Nigeria.

The population of the study comprised 16,388 teachers in the 1140 public secondary schools in 21 Education Zones in South-East, Nigeria. Abia State has three (3) education zones, 3424 teachers, and 235 secondary schools; Anambra State has six (6) education zones, 4200 teachers, and 280 secondary schools; Ebonyi State has three (3) education zones, 738 teachers and 23 secondary schools; Enugu State has six (6) education zones, 4204 teachers, and 300 secondary schools, and Imo State has three (3) education zones, 3826 teachers, and 302 secondary schools. A sample size of 391 teachers drawn from all the states in South East Nigeria was used for the study. This was determined using Taro Yamane Mathematical model. A multi-stage sampling procedure was employed in selecting the sample for the study. Firstly, the proportionate stratified random sampling technique was used in selecting the various sample strata which constitute the region of south-East. This comprised 81 teachers from Abia, 100 teachers from Anambra, 19 teachers from Ebonyi, 100 teachers from Enugu and 91

teachers from Imo State. At the second stage, a simple random sampling technique was used in selecting the respondents from the different education zones across the various states which were used for the study. Six research assistants were commissioned to help the researcher in accessing the respondents for the purpose of administering the research instrument. Three sets of questionnaire titled Principals' Motivational strategies (PMSQ), Principals' Instructional Supervisory Technique Questionnaire (PISTQ) and Teachers' Productivity Questionnaire (TPQ) were structured by the researchers. The response format was a 4-point rating scale of Strongly Agree (SA) (4 points) Agree (A) (3 point) Disagree (D) (2 points) and Strongly Disagree (SD) (1 point).

The face validation of the instruments was carried out by three experts from Michael Okpara University of Agriculture, Umudike. They were requested to ensure the content coverage, language appropriateness and that the items are free from ambiguity. Their corrections were taken.

To determine the reliability of instruments, 50 copies of the instruments was administered to 50 respondents in Akwa Ibom state which is not part of the study area. The test-retest method and was used to determine the reliability indices of the instruments using the Pearson Product Moment Correlation Coefficient with .943, .807 and .946 for PMSQ, PISTQ and TPQ respectively.

The instruments were administered to the participants through a combination of direct hand delivery and electronic means, such as email, WhatsApp, telegram and Facebook. Firstly, the researchers created an online survey questionnaire using Google form. This online survey was sent to the teachers in the sampled states through school WhatsApp, email, Facebook and or Telegram. Secondly the researchers through the help of five trained research assistants administered the rest of the questionnaire to schools and teachers whose WhatsApp, email, facebook page and or telegram were unavailable. Electronic medium and research assistants were used to take care of time constraints and widespread location of the respondents. The 391 copies of the questionnaire were administered to 391 teachers by the researchers and their assistants. The questionnaires administered both online and offline were retrieved by the researchers and the assistants which was used for data analysis. The online questionnaire was retrieved online while the offline questionnaire was retrieved using direct delivery and recovery method to ensure high return rate.

The data collected for this study was analyzed using Pearson Product Moment Correlation Coefficient (PPMCC) to answer the research questions while linear regression analysis was used to test the hypotheses at 0.05 level of significance. The strength of relationship was established using Creswell (2008) correlation coefficient.

Correlation coefficient (r)	strength of relationship
±.70 – 1.00	Very Strong correlation
±.40 – 69	Strong/High correlation
±.30 – 39	Moderate/Medium correlation
±.00 – 29	No correlation/weak/Low relationship

Crowell (2008) opined that correlation coefficients can range from -1.00 to +1.00 with positive number used to identify a positive relationship and negative number being used to identify a negative relationship while linear association is indicated with correlation a correlation coefficient of 0.00. More so, null hypotheses was accepted as the alternative is rejected if the F-ratio is less than the F-tabulated. The results are presented on the Tables.

Table 1. Correlation Matrix of Relationship between principals' leadership styles motivational strategy and teachers' productivity.

		TP	PLSMS
TP	Pearson Correlation	1	.196**
	Sig. (2-tailed)		.000
	N	380	380
PLSMS	Pearson Correlation	.196**	1
	Sig. (2-tailed)	.000	
	R ²	.04%	
	N	380	380

** . Correlation is significant at the 0.01 level (2-tailed); TP = Teachers Productivity;

PLSMS = Principals' Leadership Style Motivational Strategy; N= Number of Respondents

The result on Table 1 shows that the correlation coefficient obtained between principals' leadership style motivational strategy and teachers' productivity was 0.196 and is within range of $\pm .0 - .29$ indicating low positive relationship. This means that, there exists a low but positive relationship between principals' leadership style motivational strategy and teachers' productivity. Table 4.7 also shows that, the coefficient of determination (R^2) associated with the correlation coefficient of 0.196 was 0.04. This coefficient of determination (R^2) indicates that .04% of teachers' productivity is influenced by principals' leadership motivational strategy.

To test whether there is a significant relationship between principals' leadership style motivational strategy and teachers' productivity, a corresponding hypothesis was tested as follows:

Hypothesis 1

There is no significant relationship between principals' leadership styles motivational strategy and teachers' productivity

Table 2: Regression Analysis of Relationship Between principals' leadership styles motivational strategy and teachers' productivity.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3.514	1	3.514	15.147	.000 ^b
Residual	87.622	378	.232		
Total	91.136	379			

a. Dependent Variable: TP

b. Predictors: (Constant), PLSMS

The result in Table 2 shows that an F-ratio of 15.147 with associated exact probability value of 0.00 was obtained. This probability value of 0.00 was compared with 0.05 set as level of significant for testing the hypothesis and it was found to be significant because 0.00 is less than 0.05. The null hypothesis, which stated that; there is no significant relationship between principals' leadership style motivational strategy and teachers' productivity, in public secondary schools, is therefore rejected. Inference drawn was that, there was a significant relationship between principals' leadership style motivational strategy and teachers'

productivity, in public secondary schools in South East Nigeria. In other words, principals' leadership style motivational strategy is a good predictor of teachers' productivity.

Table 3: Correlation Matrix of Relationship between principals' action research instructional supervisory technique and teachers' productivity.

		TP	ARIST
TP	Pearson Correlation	1	.522**
	Sig. (2-tailed)		.000
	N	380	380
ARIST	Pearson Correlation	.522**	1
	Sig. (2-tailed)	.000	
	R ²	27%	
	N	380	380

** . Correlation is significant at the 0.01 level (2-tailed); TP = Teachers Productivity;

ARIST = Action Research Instruction Supervisory Technique; N= Number of Respondents

The result on Table 3 shows that the correlation coefficient obtained between principals' action research instructional supervisory technique and teachers' productivity was 0.522 and is within range of $\pm .40 - .69$ indicating strong positive relationship. This means that, there exists a strong positive relationship between principals' action research instructional supervisory technique and teachers' productivity. Table 3 also shows that, the coefficient of determination (R²) associated with the correlation coefficient of 0.522 was 0.27. This coefficient of determination (R²) indicates that 21% of teachers' productivity is influenced by principals' action research instructional supervisory techniques. To test whether there is a significant relationship between principals' action research instructional supervisory techniques and teachers' productivity, a corresponding hypothesis was tested as follows:

Hypothesis two

There is no significant relationship between principals' action research instructional supervisory technique and teachers' productivity

Table 4. Regression Analysis of Relationship Between principals' action research instructional supervisory technique and teachers' productivity.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	24.879	1	24.879	142.165	.000 ^b
Residual	66.257	378	.175		
Total	91.136	379			

a. Dependent Variable: TP

b. Predictors: (Constant), ARIST

The result in Table 4 shows that an F-ratio of 142.165 with associated exact probability value of 0.00 was obtained. This probability value of 0.00 was compared with 0.05 set as level of significant for testing the hypothesis and it was found to be significant because 0.00 is less than 0.05. The null hypothesis, which stated that; there is no significant relationship between principals' action research instructional supervisory techniques and teachers' productivity, in public secondary schools, is therefore rejected. Inference drawn was that, there was a

significant relationship between action research instructional supervisory techniques and teachers' productivity, in public secondary schools in South East Nigeria. In other words, principals' action research instructional supervisory techniques is a good predictor of teachers' productivity.

Discussion of Findings

The finding of the study indicated a low but positive relationship between principals' leadership style motivational strategy and teachers' productivity as .04% of teachers' productivity is influenced by principals' leadership motivational strategy. Additionally, the results revealed that there was a significant relationship between principals' leadership style motivational strategy and teachers' productivity, in public secondary schools in South East Nigeria. In other words, principals' leadership style motivational strategy is a good predictor of teachers' productivity. This aligns with the findings of Agi and George (2020) who studied principal leadership styles as predictors of teacher productivity in public senior secondary schools in Rivers State which found that transformational leadership style significantly predicted teacher productivity, while transactional and laissez-faire leadership styles did not. The study is also in line with the findings of Jegede and Olajide (2019) which indicated that democratic leadership style had a significant positive relationship with teachers' job performance, while authoritarian and laissez-faire leadership styles showed no significant relationship.

Findings from that study as indicated that there exists a strong positive relationship between principals' action research instructional supervisory technique and teachers' productivity, as 21% of teachers' productivity is influenced by principals' action research instructional supervisory techniques. Also, the finding revealed that there was a significant relationship between action research instructional supervisory techniques and teachers' productivity, in public secondary schools in South East Nigeria. In other words, principals' action research instructional supervisory techniques is a good predictor of teachers' productivity. This corroborates the findings of Umar and Mungwa (2020) on effect of action research on the practice of science teachers in elementary schools in Kumbotso Local Government Area and Gwale Local Government Area of Kano State which found that the action research intervention had a positive impact on both the science teachers and the students. The study further agreed with the findings of Edo-Abasi and Udo (2019) which indicated that action research had a positive impact on teachers' professional development and classroom practice.

CONCLUSION

There exists a low but positive relationship between principals' leadership style motivational strategy and teachers' productivity. .04% of teachers' productivity is influenced by principals' leadership motivational strategy. There was a significant relationship between principals' leadership style motivational strategy and teachers' productivity, in public secondary schools in South East Nigeria. In other words, principals' leadership style motivational strategy is a good predictor of teachers' productivity

There exists a strong positive relationship between principals' action research instructional supervisory technique and teachers' productivity. 21% of teachers' productivity is influenced by principals' action research instructional supervisory techniques. There was a significant relationship between action research instructional supervisory techniques and teachers' productivity, in public secondary schools in South East Nigeria. In other words, principals' action research instructional supervisory techniques is a good predictor of teachers' productivity.

RECOMMENDATIONS

From the conclusion of the study, the researchers recommended that:

1. School administrators should focus on implementing effective leadership development programs. To achieve this, school administrators should engage in training programs that emphasize the importance of collaborative decision-making and effective communication.
2. The educational ministries should focus on implementing action research as a key supervision strategy. Principals should engage in professional development programs that emphasize data-driven decision-making, continuous improvement, and collaboration. This will not only enhance teacher performance but also contribute to overall school effectiveness and the adoption of evidence-based instructional strategies.

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