



# Principals Goals Communication and Time Management as Predictors of Teachers' Job Commitment

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## ABSTRACT

The study examined principals' communication and time management as predictors of teachers' job commitment. Two research questions were raised and two hypotheses were formulated for the study. The study is a correlational study employed which adopted the ex-post facto research design. The study population comprised principals and teachers 296, 424 for Benue State. A self-developed questionnaire was used for the collection of data for the study. Data for the study was collected using a questionnaire. The instrument was validated by experts in educational administration. The reliability of the instrument was established through the use of Cronbach alpha statistics which yielded a coefficient of 0.88. The data obtained were analysed using coefficient of determination to answer the research questions and Pearson Product Moment correlation to test the hypotheses at 0.05 level of significance. The findings showed that there is a positive relationship between principals' communication of goals and management of instructional time and teachers' job commitment in Benue and Nasarawa States public secondary schools. The findings for the two hypotheses showed that principals' communication of goals and management of instructional time significantly correlates with teachers' job commitment in Benue and Nasarawa States public secondary school.

**Keywords:** Goals communication, instructional time, job commitment, management, teachers.

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## I. INTRODUCTION

Instructional leadership is a cornerstone of effective educational management. It encompasses the strategies, actions, practices and behaviors employed by educational leaders, typically principals or head teachers, to promote and support quality teaching and learning. Effective instructional leaders set clear educational goals, provide resources and professional development opportunities, and monitor and evaluate instructional practices. It is noteworthy that the achievement of these educational goals of schools depends on effective administration of these schools. In particular, secondary school is an important sector in national and individual development. It plays a vital role in creating a country's human resource base at a level higher than primary education. Therefore, the administration of the school to achieve these lofty goals lies on the principal, who is the instructional leader. Principals are involved in developing the school vision, bringing innovation in teachers' teaching methods, promoting staff performance, organizing instructional activities and fostering effective school climate.

Instructional leaders also known as principals are heads of secondary schools, and as such, they are managers and administrators of the school. It is the responsibility of the principals to provide instructional leadership which entails ensuring high quality teaching and learning by supervising instructional programme and ensuring effective use of instructional time to foster the attainment of educational goals and objectives. Similarly, Onuma (2016) asserted that the principal has the primary functions of exhibiting effective instructional leadership practices for the improvement of diversified curriculum and quality of instructional programme for effective attainment of set school goals. To further buttress the afore-mentioned discussion, it is expected that school principals possess requisite competence and experience in performing their instructional leadership practices. Instructional leadership practices are leadership roles that are directly related to the teaching process, involving the interaction between teachers, students and the curriculum. Ahmed (2016) highlighted instructional leadership practices to include - framing school goals, communicating school goals, supervision and evaluation of instruction, managing curriculum and instruction, monitoring of students' progress, providing incentives for teachers,

promotion of professional development and providing incentives for students. Instructional leadership practices includes; instructional supervision; management of instructional time; maintaining high visibility

Managing curriculum and instruction (Asiyai, 2020). Instructional leadership activities of principals are directly linked to creating the conditions for optimal teaching and learning. Instructional leadership practices could be referred to as administrative activities and roles that are geared towards providing support for teachers and students to ensure quality instructional delivery for school effectiveness (Asiyai, 2020). Instructional supervision is a critical component of effective instructional leadership. It involves the systematic process of observing, evaluating, and providing feedback to teachers in order to improve their instructional practices and ultimately enhance student learning and academic achievement. This form of supervision is a dynamic and collaborative endeavor aimed at fostering professional growth among educators. Clark (2015) saw supervision as a task of improving instruction through regular monitoring and in-service education of teachers. Principals' supervision of instruction practices includes - checking of teachers' lesson notes, scheme of work, students' notes; teachers' punctuality; teachers' regularity in class, classroom observation, moderation of examination papers and marking schemes among others.

Another important instructional leadership practice is time management. Time management is a crucial skill that involves organizing and prioritizing tasks to make the most efficient use of instructional time. It's particularly important in both personal and professional settings, helping individuals achieve their goals and reduce stress. In the words of Ekundayo and Kolawole (2013), time management is the ability to produce and follow a schedule, meet deadlines, prioritize and minimize distractions and unimportant tasks. Some effective time management strategies includes – setting clear goals which entails defining Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) goals which provides a clear direction for one's efforts; prioritizing tasks involving the use of techniques like the Eisenhower Matrix to distinguish between urgent and important tasks; creating to-do list; setting time limits and delegation of tasks. These strategies enhance timely coverage of scheme of work and maintaining of focus on instructional tasks. The principal manages the instructional time by supervision and evaluation of instruction, curriculum coordination and monitoring learning progress of students.

Provision of incentives to students is one critical instructional leadership practice. In order for teachers to teach effectively so that students' learning is improved the principal is expected to provide enabling environment and motivation that would sustain teachers' interest and commitment to work. Incentives that could help boost teachers' commitment to school mission, vision, values and goals include regular payment of salary, sponsorship to conferences, workshops and seminars both national and international, recognition for extra effort, recommendation, payment of benefits, etc. incentives are motivational factors for eliciting more commitment of employees and improved productivity. The principal provides incentives to students through several ways including organizing prize giving day, awarding best student of the year in different subjects and in terms of punctuality to school.

Professional development of teachers is a component of principals' instructional leadership practice. Teachers need to continue to learn in order to meet up with the knowledge economy. The knowledge teachers acquired through their formal education has elapsed so they need update for sustainability in their professional practice. Principals can improve the quality of education by supporting teacher professional development. Ways through which this can be achieved are conferences, workshops, professional association meetings, in-service training and mentorship. An instructional leader fosters the growth of teachers. As a result, an instructional leader focuses on teacher's professional development and creates professional learning communities' avenues for teachers to synergize with fellow teachers as they interact and solve problems collectively towards school improvement. Teacher's skills and their quality of instruction can be improved through the promotion of their professional development by the principal.

Communication of school goals is another component of instructional leadership practice of principals. Communication is the exchange of information, ideas and messages from the principal to the teachers and other members of a school. Principals who are able to communicate well can establish strong relationships with teachers, build trust, and facilitate effective collaboration. When a principal's communication is open and transparent, teachers feel good and would commit their energy and time actively to the vision, mission and values of the school. The school goals should be highlighted and displayed visibly in school compound and environment such as in posters, newsletter, written announcement boards and during student assemblies.

Teacher job commitment refers to the degree of dedication, loyalty, and sense of responsibility that educators have towards their profession and their institution. It is the desire to work and remain in the institution. Teacher commitment is of critical importance to the success of the school since it influences the key employee related variables such as absenteeism, low productivity, low morale, teacher turnover and other negative tendencies. Committed teachers are capable of putting extra efforts in the pursuance of school values, mission and goals to a logical end. They are the pride of any education system. Committed teachers are affiliated to the school they work by investing their time and energy in promoting their school effectiveness. Teacher commitment is associated with creating an effective learning environment in which students enhance their abilities for greater

achievement.. Some of the factors that may determine the level of teachers' job commitment in schools include; job security, relationship between teachers and students, the quality of the work done by teachers, the work environment, availability of resources in schools, prompt payment of salary and other allowances, and adequate incentives (Akinwale & Okotoni, 2019).

### **Statement of the Problem**

There seems to be a serious concern among the stakeholders of secondary education such as the parents, students, community leaders and government about the low morale and noncommitment of teachers in public secondary schools in Benue and Nasarawa States to their job. The performances of students in both internal and external examinations among secondary school students in Benue and Nasarawa States seem not to be encouraging. In 2022 WAEC results for Benue state, the percentage of students who scored 5 credits and above including mathematics and English language is 47.02 and 44.61 for Nasarawa State. Such discouraging academic achievements by students seem to suggest that the students are left under the care of unhappy and non-committed teachers. Teachers with low commitment may not contribute meaningfully towards effective teaching needed to enhance the academic achievement of students. A glance at secondary schools in these States showcase that despite the government provisions to improve secondary schools, there still exist so many secondary schools in these States that have poor working environment, hardly inspects the quality of work done by teachers, and non-availability of resources. More so, secondary school students in Benue and Nasarawa States seem to perform below the expectations of stakeholders which could be an indicator of teachers' non-commitment. These factors may be attributed to inability of the principals to provide effective instructional leadership practices to facilitate the teaching and learning process as well as unavailability of conducive environment for teaching and learning process.

It is the duty of principal as the instructional leader to ensure quality and timely instructional delivery to facilitate teachers' job commitment through supervision and time management to foster coverage of scheme of work. Cases of inadequate coverage of scheme of work, teachers' persistent lateness, missing of their class lessons, absenteeism, poor and ineffective communication, poor interpersonal relationship, inadequate and excess workload and poor physical work condition are prevalent in these northern states of Nigeria. These problems may result from principal's poor instructional leadership practices of supervision and time management, curriculum and instruction, professional development to enhance teachers' job commitment as well as poor working environment. One therefore begins to ponder if instructional leadership practices and work environment relates to teachers' job commitment in secondary schools in Benue and Nasarawa States. It is therefore against this background that this study seeks to determine the correlation between instructional leadership, work environment and teachers' job commitment in Benue and Nasarawa States of Nigeria.

### **Research Questions**

This study provides answers to three questions:

1. What is the relationship between principals' communication of goals and teachers' job commitment in Benue and Nasarawa States public secondary schools?
2. What is the relationship between principals' management of instructional time and teachers' job commitment in Benue and Nasarawa States public secondary schools?

### **Research Hypotheses**

Three hypotheses were formulated and tested. They are:

1. There is no significant relationship between principals' communication of goals and teachers' job commitment in Nasarawa States public secondary schools.
2. There is no significant relationship between principals' management of instructional time and teachers' job commitment in Benue and Nasarawa States public secondary schools.

## **II. LITERATURE REVIEW**

Communication is a fundamental process that has an important role in maintaining the integrity of an organization, agency, or institution. The smoothness of communication between members in an organization will also determine how the organization will run in the future. Therefore, an appropriate communication pattern or style is needed and is able to build relationships between members. According to (Muhyatun, 2022; Siregar, Mesiono, & Neliwati, 2022; Sugiri & Ma'shum, 2022) every communication that is carried out and takes place in a group, basically aims to help all members to express and express what is felt. Thus, if the communication that occurs between group members is successful and harmonious, the sustainability of the group and the activities in it will also be so. Vice versa, if communication in a group goes poorly, it will cause a lot of conflict.

Principals who are able to communicate well can establish strong relationships with teachers, build trust, and facilitate effective collaboration. Through open and transparent communication, principals can convey the

vision, mission, goals, and educational strategies that will be implemented (Mohzana, Masita, Adnan, Murcahyanto, & Kulsum, 2023; Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022; Rois & Rokhman, 2021). According to Drucker (cited in Adeolu, 2020), time is the scarcest resource available to man", time determines the extent to which curriculum activities are implemented in the school setting. This underscores the allocation of periods to subjects on the time table in order to cover the syllabus and achieve the set educational goals in a term and session. Time management in a school system is a conscious effort made by the principal in deciding what activities are most important, less important or optional, and mapping out appropriate strategies in performing identified tasks in order to achieve the expected results. The role of the principal in instructional time management is to ensure that instructional time is not interrupted by other school activities which are not related to the instructional process (Ikediugwu & Agu, 2021).

Adeolu (2020) described time management as behaviour that differentiates people who do things on time, stick to deadline and spend appropriate time on their activities from those who are often late, exceed deadline, spend much time on their activities and waste time on unimportant matters. Effective time management helps to cope with stress, conflicts and pressure more efficiently. Communicating and explaining school goals is one of the essential roles of the principal as an instructional teacher-leader. Clear goals and high expectations commonly shared among the school community are one of the characteristics of an effective school. Teachers play an important role in educating the population in a society. The future generation relies mainly on the education of today. According to Cox (2017) the teaching profession requires commitment teachers and an effective educator needs to be committed not only to their students, but to the teaching profession as a whole. This means abiding by the rules and regulations and embracing the principles of the teaching profession, as well as the requirements. A teacher who is truly committed to their job will always put their students' interests first and go above and beyond to make sure that each and every one is properly and effectively educated (Cox, 2017).

Ige and Omotayo (2020) defined organizational commitment, in the same way, defining it as the bond that employees develop with their organization during their tenure. According to Kapur, (2015), when individuals enter an organization, they anticipate having what they need, and if the organization meets those requirements, the individual will be devoted to the organization. They also defined commitment in three dimensions: acceptance of the organization's principles and standards, the willingness of employees to do their best and additional effort to achieve organizational goals, and a strong desire to be a member who strongly belongs to the organization.

### III. METHODOLOGY

This correlation study employed the ex-post facto research design. The ex-post-facto design was appropriate for the study since it is intended to acquire crucial and correct data on the present qualities of a phenomenon from which conclusion would be drawn. (Ndugu, 2014). A correlation research method helps to predict score and explain the relationship among variables (Taiwo & Faw, 2013). The study population comprised all the public secondary schools in Benue and Nasarawa States, the principals and teachers. There are 296 and 424 public secondary schools in Benue and Nasarawa States respectively with 296 and 424 principals and 5071 and 5962 teachers respectively. The sample of the study comprised of 940 respondents which included principals and teachers, selected using simple random sampling technique. The questionnaire was the instrument for collection of data from the respondents. It was structured on a four-point rating scale ranging from strongly agree (4 point to strongly disagree 1 point). It contained 16 items on principals' communication of goals and management of instructional time and teachers' job commitment. 940 copies of the instrument was administered, although only eight hundred and eighty-nine (889) were returned and used for data analysis. The research questions were answered using coefficient of determination while the hypotheses were tested using Pearson Product Moment correlation at 0.05 level of significance.

### IV. RESULTS

Research Question 1: What is the extent of relationship between principals' communication of goals and teachers' job commitment in Benue and Nasarawa States public secondary schools?

**Table 1: Relationship between principals' communication of goals and teachers' job commitment in Benue and Nasarawa States public secondary schools**

Variables	Benue State		Nasarawa State		Benue and Nasarawa States		r	r <sup>2</sup>	r <sup>2</sup> %	Remark
	Mean	SD	Mean	SD	Mean	SD				
Principals' communication of goals	3.01	.62	2.87	.53	2.91	.56	.911	.830	83.0	Positive relationship
Teachers' Job Commitment	3.14	.47	2.58	.63	2.90	.64				

Data in Table 1 shows relationship between principals' communication of goals and teachers' job commitment. The result shows that Benue State have a mean score of 3.01, SD = .62 for principals' communication of goals and mean score of 3.14, SD= .47 for teachers' job commitment. Nasarawa have a mean score of 2.87, SD = .53 for principals' communication of goals and mean score of 2.58, SD= .63 for teachers' job commitment. Benue and Nasarawa States were combined, they have a mean score of 2.91, SD = .56 for principals' communication of goals and mean score of 2.91, SD= .64 for teachers' job commitment. The computed r-value of .911 shows that there is a positive relationship between principals' communication of goals and teachers' job commitment in Benue and Nasarawa States public secondary schools. The r<sup>2</sup> value of .830 revealed that principals' communication of goals relates to teachers' job commitment in Benue and Nasarawa States public secondary schools positively by 83%.

**Research Question 2:** What is the extent of relationship between principals' management of instructional time and teachers' job commitment in Benue and Nasarawa States public secondary schools?

**Table 2: Relationship between principals' management of instructional time and teachers' job commitment in Benue and Nasarawa States**

Variables	Benue State		Nasarawa State		Benue and Nasarawa States		r	r <sup>2</sup>	r <sup>2</sup> %	Remark
	Mean	SD	Mean	SD	Mean	SD				
principals' management of instructional time	2.96	.68	3.04	.59	2.79	.62	.844	.712	71.2	Positive relationship
Teachers' Job Commitment	3.14	.47	2.58	.63	2.91	.64				

Data in Table 2 shows relationship between principals' management of instructional time and teachers' job commitment. The result shows that Benue State have a mean score of 2.96, SD = .68 for principals' management of instructional time and mean score of 3.14, SD= .47 for teachers' job commitment. Nasarawa have a mean score of 3.04, SD = .59 for principals' management of instructional time and mean score of 2.58, SD= .63 for teachers' job commitment. Benue and Nasarawa States were combined, they have a mean score of 2.79, SD = .62 for principals' management of instructional time and mean score of 2.91, SD= .64 for teachers' job commitment. The computed r-value of .844 shows that there is a positive relationship between principals' management of instructional time and teachers' job commitment in Benue and Nasarawa States public secondary schools. The r<sup>2</sup> value of .712 revealed that principals' management of instructional time relates to teachers' job commitment in Benue and Nasarawa States public secondary schools positively by 71.2%.

**Hypothesis 1:** There is no significant relationship between principals' communication of goals and teachers' job commitment in Nasarawa States public secondary schools.

**Table 3: Pearson Correlation (r) of the relationship between principals' communication of goals and teachers' job commitment in Benue and Nasarawa States public secondary schools**

		Principals' Communication of Goals	Teachers' Job Commitment
Principals' Communication of Goals	Pearson Correlation		.911**
	Sig. (2-tailed)		.000
	N	889	889
Teachers' Job Commitment	Pearson Correlation	.911**	1
	Sig. (2-tailed)	.000	
	N	889	889

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Table 3 revealed the Pearson r on the relationship between principals' communication of goals and teachers' job commitment. The table shows a significant relationship with r value of .911 and significance p=.000. at 0.05 level of significance. Therefore, the hypothesis which states that there is no significant relationship between principals' communication of goals and teachers' job commitment in Benue and Nasarawa States public secondary schools was rejected. Thus, there is a significant relationship between principals' communication of goals and teachers' job commitment in Benue and Nasarawa States public secondary schools.

**Hypothesis 4:** There is no significant relationship between principals' management of instructional time and teachers' job commitment in Benue and Nasarawa States public secondary schools.

**Table 4: Pearson Correlation (r) of the relationship between principals' management of instructional time and teachers' job commitment in Benue and Nasarawa States**

		Principals' Management of Instructional Time	Teachers' Job Commitment
Principals' Management of Instructional Time	Pearson Correlation	1	.844**
	Sig. (2-tailed)		.000
	N	889	889
Teachers' Job Commitment	Pearson Correlation	.844**	1
	Sig. (2-tailed)	.000	
	N	889	889

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Table 4 revealed the Pearson r on the relationship between principals' management of instructional time and teachers' job commitment. The table shows a significant relationship with r value of .844 and significance  $p=.000$ . at 0.05 level of significance. Therefore, the hypothesis which states that there is no significant relationship between principals' management of instructional time and teachers' job commitment in Benue and Nasarawa States public secondary schools was rejected. Thus, there is a significant relationship between principals' management of instructional time and teachers' job commitment in Benue and Nasarawa States public secondary schools.

## V. DISCUSSION

### Relationship between Principals' Communication of Goals and Teachers' Job Commitment

The first finding showed that there was a significant positive relationship between principals' communication of goals and teachers' job commitment. This suggests that when school leaders clearly define and communicate institutional goals, teachers are more likely to align their efforts with the school's vision. This finding is in line with Guo, Li and Wu (2015) carried out an empirical study on effects of leaders' verbal communication styles on employees' job satisfaction. The result of the study revealed that autocratic verbal communication style leads to low job satisfaction while supportive verbal communication style results in high job satisfaction. The study suggested that leaders should use more of supportive communication style in order to keep the satisfaction of employees high, which in turn will increase job commitment.

This finding is in line with Shilpee et al (2016) also indicated that assertive style of communication lends maximum support to employees while aggressive style has negative impact on teachers' commitment. It was shown that majority of the respondents agreed to the usage of inclusive communication style by principals in secondary schools. This is in line with the findings of Shilpee et al (2016) who reported that inclusive communication style lends maximum support to workers in order to be able to do their best towards organizational goals and objectives. Result further showed that the predominant communication style adopted by principals in the study area was open communication style. The study reveals that majority of the principals had positive preference to level of teachers' commitment to work in secondary schools. Alabi and Oyetakin (2021) stated that teachers' commitment to teaching profession involves an affective attachment to the profession or occupation. This is in line with the findings of Manafa (2018) who determined the relationship between leaders' communication styles and lecturers' job performance in Kwara State College of Education, Ilorin, Nigeria. The result of the investigation revealed that no significant relationship existed between aggressive communication pattern and lecturers' attitude. This finding aligns with that of Mgbere and Andrew (2019) who reported that inclusive style of communication lends maximum support to employees. Findings for research hypothesis three revealed that there was significant relationship between principals' open communication style and teachers' commitment to work in secondary schools.

### Relationship between Principals' Management of Instructional Time and Teachers' Job Commitment

The second finding indicated a significant positive relationship between principals' management of instructional time and teachers' job commitment. Effective time management by school administrators ensures that instructional hours are maximized, thereby enhancing teacher effectiveness and student performance. This aligns with the assertion of Akram, et al., (2018) who agreed that supervising instructions and protecting instructional time influence teacher job performance in secondary schools in North Central Nigeria. This study also supports the finding of Kemal (2016) who stated that instructional leadership practices such as supervision and evaluation of instruction seemed at a level near to average. The difference between both findings could be as a result of difference in respondents' perceptions in terms of geographical location. The finding also revealed that there is a significant relationship between instructional supervision practices of principals and teachers' job commitment in secondary schools in Enugu State. This finding aligned with the study of Isah, et al., (2019) who found that there was a moderate positive and significant relationship between time management practices of principals and teachers' job commitment in secondary schools in Enugu State. This means that time management

practice of principals hardly contributed to the growth of teachers' job commitment in secondary schools in Enugu State. Nnebedum and Akinfolarin (2017) agreed that setting deadline to ensure teachers coverage of their scheme of work, controlling various school activities to maintain focus on instructional tasks, linking school priorities with educational objectives for school effectiveness and avoidance of procrastination in preparing the school timetable are part of time management practices that moderately influences school effectiveness. More so, this finding agreed with the finding of Ayeni (2020) in the opinion that a moderate relationship exists between principals' time management and teachers' instructional task performance.

## VI. CONCLUSION AND RECOMMENDATIONS

Based on the findings the conclusion drawn include: principals' communication of goals and management of instructional time predicts teachers job commitment. Hence, the study recommends that principals should ensure consistent communication of school goals to teachers and ensure efficient time use for academic activities to support teacher engagement and boost their commitment to their job.

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