

Principals Distributed Leadership and Teachers Job Performance: Empirical Evidence from Secondary Schools in Nigeria

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Abstract: This study examined principals' distributed leadership, and teachers job performance in public secondary schools in Delta State, Nigeria. It was guided by two research questions and two hypotheses. The study was a correlational survey that adopted the *ex-post-facto* research design. The population of the study comprises 12,511 principals, vice principals, and teachers drawn from the 488 public secondary schools in Delta State, Nigeria. The sample for this study consists of 564 respondents, comprising 94 principals, 188 vice principals, and 282 teachers, drawn from 94 public secondary schools across ten Local Government Areas. A multi-stage sampling procedure was adopted to select the sample. Two research instruments were used for data collection in this study. They are Principals' Distributed Leadership Questionnaire (PDLQ) and Teachers' Job Performance Questionnaire (TJPQ). The face and content validity of the PDLQ and the TJPQ were established through expert review and statistical analysis. The reliability of the instruments was established using Cronbach's Alpha method of determining internal consistency. Coefficients of $r = 0.842$ for the Principals' Distributed Leadership subscale, and $r = 0.823$ for the Teachers' Job Performance Questionnaire (TJPQ). Data obtained from the field were analyzed using the coefficient of determination and Pearson's r at a significance level of 0.05. Findings revealed that principals' collaboration and delegation of responsibilities, were significantly related to teachers' job performance in public secondary schools. It was thus recommended that principals should adopt distributed leadership practices by actively involving teachers in school decision-making and leadership activities to enhance their commitment and job performance.

Keywords: Collaboration, delegation of responsibilities, principals, secondary schools.

1. INTRODUCTION

Teachers' job performance includes their compliance with educational standards, dedication to effective teaching, and participation in the overall running of the school system. Teachers' job performance involves their commitment to pedagogical delivery and their demonstration of uprightness and academic excellence in carrying out assigned school duties (Akporere & Asiyai, 2023). Teachers' job performance is not only about being present in class, but also about executing responsibilities in ways that enhance students' academic growth and support the educational mission of the school. It captures both the quality of teachers' instructional practices and their professional conduct within the school. This make optimal teachers' job performance is central to student learning and academic achievement (Sadiq 2025).

Distributed Leadership is a model of leadership in which responsibilities, decision-making, and authority are shared among multiple members of an organization, rather than being concentrated in a single individual, such as the principal (Galdames-Calderón, 2023). In schools, distributed leadership involves teachers, department heads, and other staff actively participating

in planning, decision-making, and problem-solving to improve teaching and learning outcomes. This approach recognizes that leadership is a collective, interactive process rather than a fixed role held by one person. Distributed leadership can take several forms including collaboration, delegation of responsibilities, and shared decision-making (Bush, 2023; Ahtiainen & Lång, 2019). By encouraging teamwork, supporting delegated responsibilities, and backing teachers who assume leadership roles, principals reinforce a culture of shared responsibility and trust. Eryilmaz and Sandoval-Hernández (2023) note that principals' support is essential for sustaining distributed leadership, as teachers are more willing to participate in leadership when they feel supported and valued. Principals' support must be consistent and context-sensitive to be effective. Support that is perceived as uneven, symbolic, or purely administrative may fail to produce positive outcomes. Bush (2023) emphasizes that supportive leadership requires intentionality, fairness, and alignment with school goals to ensure that teachers perceive support as genuine and empowering.

Collaboration in this study refers to principals' ability to engage teachers in cooperative problem solving, joint planning, and instructional evaluation. Teacher job effectiveness remains a concern there (Adaobi & Chijiuka, 2025; Eboh, *et al.*, 2025), yet no systematic study has examined principals' collaborative practices in relation to teacher performance. Existing Nigerian studies focus on autocratic and transactional leadership styles (Adeke, *et al.*, 2024; Igunnu, 2020), leaving collaborative leadership unexplored. Hence, the extent to which principals' collaboration influences teacher job performance in Delta State public secondary schools is not empirically established.

Delegation of responsibilities refers to the systematic assignment of leadership tasks by principals to teachers, allowing them to share authority and involve teachers in decision making (Bush & Ng, 2019). However, most delegation studies have been conducted in corporate or Western school settings. In Delta State specifically, public secondary schools operate under centralized oversight and resource constraints that may alter how delegation functions. No known study has examined whether principals' delegation of responsibilities influences teacher job performance in this context. Therefore, this study addresses that gap.

From the foregoing discussion, it is evident that principals' distributed leadership and support are highly relevant, as they can significantly influence teachers' job performance in secondary schools. This implies that a lack of effective distributed leadership practices, such as collaboration and delegation of responsibilities on the part of the principal, could negatively affect teachers' performance in public secondary schools in Delta State. However, there is limited empirical evidence in the existing literature specifically examining the influence of principals' distributed leadership on teachers' job performance in Delta State. Thus, this study seeks to investigate the extent of distributed leadership provided by secondary school principals in Delta State and to determine how these variables relate to teachers' job performance.

Statement of the Problem

Teachers in public secondary schools play a key role in determining students' academic achievement and the overall quality of education. However, studies and reports have indicated that many secondary schools in Delta State face challenges related to low teacher job performance. While several factors may contribute to these issues, the role of school leadership particularly principals' distributed leadership and support remain critical. Principals are expected to provide leadership that promotes collaboration, delegates responsibilities appropriately, and supports teachers through the provision of instructional resources, professional training and pay attention to welfare.

Insufficient collaboration and poor delegation of responsibilities may limit teachers' engagement and innovation in instructional practices, while inadequate provision of resources and training opportunities can hinder lesson delivery and professional development. Similarly, lack of attention to teachers' welfare may negatively affect job performance. Despite the recognized importance of principals' leadership and support, there is a paucity of empirical research investigating the combined relationship among principals' distributed leadership and support on teachers' job performance in public secondary schools in Delta State. Most existing studies focus on leadership or support in isolation or are conducted in different states or countries, limiting their applicability to the Delta State context. Therefore, the problem of this study put in a question form is: What is the influence of principals' distributed leadership and support on teachers' job performance in public secondary schools in Delta State.

Research Questions

Two questions were raised as follows:

1. What is the relationship between principals' collaboration and teachers' job performance in public secondary schools in Delta State, Nigeria?
2. What is the relationship between principals' delegation of responsibilities and teachers' job performance in public secondary schools in Delta State, Nigeria?

Hypotheses

Two hypotheses were tested as follows:

1. There is no significant relationship between principals' collaboration and teachers' job performance in public secondary schools in Delta State, Nigeria
2. There is no significant relationship between principals' delegation of responsibilities and teachers' job performance in public secondary schools in Delta State, Nigeria

2. LITERATURE REVIEW

Principals' distributed leadership refers to a leadership approach in which leadership functions and responsibilities are shared among multiple members of the school community rather than being concentrated solely in the principal. This concept is grounded in the understanding that leadership is a collective practice emerging from interactions among school leaders, teachers, and organizational structures within specific contexts (Spillane, 2012). In this model, the principal remains central but acts primarily as a coordinator and facilitator of leadership practices rather than the sole authority figure. According to Spillane *et al.*, (2018), leadership is distributed across leaders, followers, and situations, emphasizing how leadership tasks are enacted through collaboration and shared expertise. Principals operationalize distributed leadership by intentionally creating opportunities for teachers and other school staff to participate in instructional leadership, curriculum development, decision-making, and school improvement initiatives. This shift aligns with modern educational demands that require diverse expertise to address complex instructional and administrative challenges.

Principals play a critical role in shaping the conditions under which distributed leadership can thrive. Rather than relinquishing authority, effective principals strategically allocate leadership roles, build staff capacity, and establish supportive structures such as professional learning communities and departmental teams (Harris & Jones, 2019). Through these mechanisms, principals foster trust, collaboration, and shared responsibility, which are essential for sustaining distributed leadership practices. Principals' distributed leadership is positively associated with improved teacher commitment, professional growth, and instructional quality. When principals encourage shared leadership, teachers demonstrate higher levels of job satisfaction, self-efficacy, and engagement in school improvement efforts (Leithwood, *et al.*, 2020). Additionally, distributed leadership has been linked to organizational learning and school effectiveness, particularly in contexts facing resource constraints and accountability pressures (Gronn, 2021).

However, recent scholarship cautions that distributed leadership is not automatically effective. Its success depends on principals' ability to manage power relations, ensure clarity of roles, and align distributed leadership practices with school goals and accountability frameworks (Harris, 2022). Without intentional coordination, leadership distribution may lead to role ambiguity or reinforce existing hierarchies rather than promote genuine collaboration. Consequently, principals must balance empowerment with oversight to ensure coherence and equity in leadership practices.

Distributed leadership has become a prominent model in contemporary educational leadership, foregrounding the sharing of leadership roles among principals, teachers, and other school personnel in order to promote collaboration, innovation, and sustained school improvement. Rather than positioning leadership solely within the authority of the principal, this model emphasizes collective participation and shared decision-making that are responsive to the unique context and culture of each school. As Bush (2023) explains, distributed leadership reflects a move away from individualistic leadership towards a more inclusive approach that recognizes the contribution of multiple actors to school effectiveness. Distributed leadership represents a departure from hierarchical, top-down administrative models toward a dynamic process of leadership practice involving multiple participants. Leadership, within this framework, is not tied strictly to formal roles but emerges through

social interaction, professional expertise, and situational demands within the school environment. According to Ahtiainen and Lång (2019), this shift allows leadership functions to be enacted flexibly, depending on the needs of the school and the competencies of staff members.

One of the way distributed leadership manifests in practice is through an allocative or delegated model, where principals intentionally assign leadership responsibilities to teachers or middle-level leaders. Although this approach broadens participation, it often retains elements of traditional authority, as leadership tasks are distributed from the top rather than generated collaboratively. Studies have shown that such delegation-based distribution may closely resemble conventional managerial practices rather than deep shared leadership (Bush & Ng, 2019; Bush, 2023). In contrast, an interactive or emergent form of distributed leadership places greater emphasis on collaboration and shared expertise. In this model, leadership develops organically through professional interaction, collective problem-solving, and mutual influence among staff. Amels *et al.*, (2020) argue that this form of leadership blurs the boundaries between leaders and followers, enabling teachers to assume leadership roles based on expertise rather than formal designation. Recent international evidence further supports this view, suggesting that emergent distributed leadership enhances teacher agency and professional engagement (Eryilmaz & Sandoval-Hernández, 2023; Galdames-Calderón, 2023).

Distributed leadership further enhances teachers' professional commitment by fostering trust, recognition, and shared accountability. Teachers who are entrusted with leadership roles often demonstrate higher levels of job satisfaction, organizational commitment, and willingness to go beyond formal job requirements. Evidence from international studies suggests that distributed leadership reduces teacher burnout and turnover intentions by promoting professional respect and collaborative work culture (Skaalvik & Skaalvik, 2021; Tian & Huber, 2022). Akinyemi and Ogunyemi (2023) examined the relationship between principals' distributed leadership practices and teachers' job performance in public secondary schools in Ogun State, Nigeria.

Distributed leadership may also be enacted in strategic, pragmatic, or formalized forms, each reflecting different levels of teacher autonomy and institutional structure. Strategic distribution involves the deliberate alignment of leadership roles with school improvement priorities, while pragmatic distribution often arises in response to contextual challenges such as staff shortages or workload pressures. Formalized distribution, on the other hand, embeds leadership roles within official school structures, such as committees or departmental leadership positions, providing clarity and accountability but sometimes limiting flexibility (Ahtiainen & Lång, 2019; Amels *et al.*, 2020). Distributed leadership is composed of several interrelated components such as Collaboration, delegation of responsibilities and sharing of resources.

Collaboration is a foundational component of distributed leadership and represents the process through which leadership is enacted collectively rather than individually. Within a distributed leadership framework, collaboration involves sustained interaction among principals, teachers, and other school personnel in planning, decision-making, and problem-solving activities. Leadership, therefore, emerges from shared professional practice and mutual influence rather than from hierarchical authority. Contemporary leadership scholars emphasize that collaboration is central to distributed leadership because it enables schools to draw on diverse expertise to address complex instructional and organizational challenges (Spillane, *et al.*, 2018; Harris, 2022). In distributed leadership settings, collaboration shifts leadership from a position-based function to a relational and practice-based activity. Principals facilitate collaborative structures such as professional learning communities, subject teams, and committees that encourage joint responsibility for teaching and learning. Through these collaborative platforms, teachers contribute ideas, share instructional strategies, and participate actively in school improvement initiatives. Research indicates that when collaboration is embedded in leadership practice, it strengthens professional trust and enhances collective efficacy among staff (Amels, *et al.*, 2020).

Collaboration within distributed leadership enhances teacher agency and professional engagement. Teachers who participate in collaborative leadership practices are more likely to assume instructional leadership roles, mentor colleagues, and contribute to curriculum development. This shared engagement fosters a sense of ownership and accountability, which is critical for sustaining improvement efforts. According to Eryilmaz and Sandoval-Hernández (2023), collaborative leadership practices are associated with higher levels of teacher commitment and organizational learning in education. Collaboration supports the alignment of leadership practices with school goals. Through shared dialogue and collective reflection, school staff develop a common understanding of priorities and expectations, reducing fragmentation and improving coherence in leadership actions. Harris and Jones (2019) argue that collaboration enables distributed leadership

to move beyond mere delegation toward genuine shared influence, where leadership responsibility is jointly constructed and enacted. Bush, (2023) however cautions that collaboration must be intentionally structured and supported to be effective. Without clear coordination, collaborative efforts may lead to role ambiguity or decision-making delays. Principals therefore play a critical role in fostering productive collaboration by establishing clear goals, providing time and resources, and nurturing a culture of trust and openness. When effectively managed, collaboration serves as a powerful mechanism through which distributed leadership enhances instructional quality, professional growth, and overall school effectiveness (Bush, 2023).

Delegation of responsibilities is a core component of distributed leadership and refers to the intentional assignment of leadership tasks by principals to teachers and other school personnel based on competence, expertise, and situational demands. Within a distributed leadership framework, delegation extends beyond routine administrative task allocation to include meaningful leadership roles in instructional planning, curriculum coordination, assessment, mentoring, and school improvement initiatives. This approach recognizes that leadership capacity exists throughout the school and that effective leadership practice depends on mobilizing this collective expertise rather than relying solely on the principal.

In distributed leadership, delegation functions as a strategic mechanism for empowering teachers and promoting professional growth. By entrusting teachers with leadership responsibilities, principals create opportunities for skill development, increased self-efficacy, and deeper engagement in school governance. Recent studies suggest that when delegation is purposeful and aligned with teachers' strengths, it enhances ownership of school initiatives and strengthens commitment to organizational goals (Ahtiainen & Lång, 2019; Bush & Ng, 2019). Scholars emphasize that delegation within distributed leadership differs significantly from traditional managerial delegation. Rather than merely transferring tasks, effective delegation involves shared accountability, autonomy in decision-making, and ongoing professional support. Amels, *et al.*, (2020) argued that delegation becomes genuinely distributive when teachers are given discretion over how leadership tasks are enacted and when their contributions influence school-level decisions. In this sense, delegation fosters leadership as a collective practice rather than a top-down administrative function.

Principals' delegation of responsibilities is a key leadership practice that significantly influences teachers' job performance in public secondary schools. Delegation involves assigning specific instructional, administrative, and leadership tasks to teachers based on their competence, experience, and professional interests. When responsibilities are appropriately delegated, teachers are empowered to participate actively in school governance, decision-making, and instructional leadership, thereby enhancing their effectiveness and professional growth (Bush & Ng, 2019). Delegation positively affects instructional delivery by enabling teachers to assume leadership roles such as subject coordination, curriculum planning, and instructional supervision. Teachers entrusted with such responsibilities often demonstrate increased commitment to lesson preparation, adoption of innovative teaching strategies, and alignment of instruction with school goals. Empirical studies indicate that delegated leadership roles promote professional autonomy and encourage teachers to improve classroom practices, resulting in enhanced instructional quality (Harris & Jones, 2022).

Effective delegation of responsibilities contributes to improved school functioning and instructional quality. Teachers who are involved in leadership roles such as subject coordination or mentoring are more likely to engage in collaborative practices, support colleagues, and contribute to continuous improvement efforts. Furthermore, delegation reduces leadership overload on principals, allowing them to focus on strategic planning and instructional leadership (Eryilmaz & Sandoval-Hernández, 2023). However, the literature cautions that delegation must be carefully coordinated to avoid role ambiguity, workload imbalance, or tokenistic leadership roles. Principals play a critical role in ensuring clarity of expectations, providing adequate resources, and maintaining coherence between delegated responsibilities and school goals. Bush (2023) emphasizes that effective delegation within distributed leadership requires a balance between empowerment and oversight to ensure accountability and sustainability. Delegation of responsibilities is a core component of distributed leadership and refers to the intentional assignment of leadership tasks by principals to teachers and other school personnel based on competence, expertise, and situational demands.

Leithwood, Harris, and Hopkins (2020) explored the effects of distributed leadership on teachers' professional practices and school performance in secondary schools across selected districts in England. Findings indicated that collaborative leadership structures and shared leadership responsibilities significantly improved teachers' instructional practices, motivation, and engagement. The study concluded that distributed leadership positively influences teachers' job performance by fostering collective responsibility and professional trust.

3. RESULTS

The results of data analysis are shown:

Research Question 1: What is the relationship between principals' collaboration and teachers' job performance in public secondary schools in Delta State, Nigeria?

Table 1: Relationship between principals' collaboration and teachers' job performance

Variables	N	Mean	SD	R	r ²	r ² %	Decision
Principals' collaboration	284	3.17	.48	.860	.739	73.9	Positive relationship
Teachers' job performance	284	3.16	.41				

Data in Table 1 presented the relationship between principals' collaboration and teachers' job performance in public secondary schools in Delta State, Nigeria. The result revealed that principals' collaboration had a mean score of 3.17 with a standard deviation of 0.48, while teachers' job performance had a mean score of 3.16 and a standard deviation of 0.41. The obtained correlation coefficient ($r = .860$) indicated a strong positive relationship between principals' collaboration and teachers' job performance. The coefficient of determination ($r^2 = .739$) implies that 73.9% of the variation in teachers' job performance is associated with principals' collaboration. This finding suggests that collaborative practices such as teamwork, consultation, and open communication between principals and teachers contribute significantly to enhancing teachers' effectiveness and productivity. Therefore, a strong positive relationship exists between principals' collaboration and teachers' job performance.

Research Question 2: What is the relationship between principals' delegation of responsibilities and teachers' job performance in public secondary schools in Delta State, Nigeria?

Table 2: Relationship between principals' delegation of responsibilities and teachers' job performance

Variables	N	Mean	SD	r	r ²	r ² %	Decision
Principals' delegation of responsibilities	284	3.18	.49	.871	.758	75.8	Positive relationship
Teachers' job performance	284	3.16	.41				

Data in Table 2 shows the relationship between principals' delegation of responsibilities and teachers' job performance in public secondary schools in Delta State, Nigeria. The findings revealed that principals' delegation of responsibilities had a mean score of 3.18 and a standard deviation of 0.49, while teachers' job performance had a mean score of 3.16 and a standard deviation of 0.41. The correlation coefficient ($r = .871$) indicates a strong positive relationship between delegation of responsibilities and teachers' job performance. The coefficient of determination ($r^2 = .758$) shows that 75.8% of the variance in teachers' job performance is attributable to delegation of responsibilities. This implied that when principals entrust teachers with responsibilities and leadership roles, teachers become more committed, accountable, and productive in carrying out their duties. Therefore, principals' delegation of responsibilities is positively related to teachers' job performance.

Hypotheses Testing

Hypothesis 1: There is no significant relationship between principals' collaboration and teachers' job performance in public secondary schools in Delta State, Nigeria

Table 3: Pearson r between principals' collaboration and teachers' job performance

		Collaboration	Teachers' job performance
Collaboration	Pearson Correlation	1	.860**
	Sig. (2-tailed)		.000
	N	282	282
Teachers' job performance	Pearson Correlation	.860**	1
	Sig. (2-tailed)	.000	
	N	282	282

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

Data in Table 3 revealed a Pearson correlation coefficient of $r = .860$ between principals' collaboration and teachers' job performance, with a significance value of $p = .000$. Since the significance value is less than the 0.05 alpha level, the relationship is statistically significant. Therefore, the null hypothesis was rejected and the alternative hypothesis accepted. This implies that principals' collaboration is significantly related to teachers' job performance in public secondary schools in Delta State, Nigeria.

Hypothesis 4: There is no significant relationship between principals' delegation of responsibilities and teachers' job performance in public secondary schools in Delta State, Nigeria

Table 4: Pearson r between principals' delegation of responsibilities and teachers' job performance

		Delegation of Responsibilities	Teachers' job performance
Delegation of Responsibilities	Pearson Correlation	1	.871**
	Sig. (2-tailed)		.000
	N	282	282
Teachers' job performance	Pearson Correlation	.871**	1
	Sig. (2-tailed)	.000	
	N	282	282

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

Data in Table 4 indicated a correlation coefficient of $r = .871$ and a significance value of $p = .000$ between principals' delegation of responsibilities and teachers' job performance. Since $p < .05$, the relationship is statistically significant. Therefore, the null hypothesis was rejected and the alternative hypothesis accepted. This means that principals' delegation of responsibilities was significantly related to teachers' job performance in public secondary schools in Delta State, Nigeria.

4. DISCUSSION

Principals' Collaboration and Teachers' Job Performance

The study found a significant relationship between principals' collaboration and teachers' job performance in public secondary schools in Delta State, Nigeria. This finding may be due to the fact that collaboration promotes effective communication, teamwork, and collective problem-solving within schools. When principals work closely with teachers and encourage their participation in decision-making processes, teachers are more likely to feel respected and appreciated. Such collaborative practices foster professional relationships and facilitate the sharing of ideas and best practices among staff members. As a result, teachers become more committed to their responsibilities and perform their duties more effectively.

This finding supports the findings of Okafor and Okeke (2024) who found that there was a significant positive relationship between principals' collaboration and teachers' instructional delivery as well as job commitment in public secondary schools in Anambra State. This finding supports the findings of Lawal and Adeyemi (2023) who found that collaborative leadership significantly predicted teachers' classroom management and assessment practices in public secondary schools in Lagos State. This finding supports the findings of Yusuf and Akinwale (2022) who found that principals' collaboration significantly enhanced teachers' instructional delivery and job commitment, fostering a supportive work environment in Kwara State. This finding supports the findings of Olorunsola and Olayemi (2022) who found that principals' collaborative practices significantly influenced teachers' instructional delivery and commitment to school activities in public secondary schools in Ondo State. This finding supports the findings of Goddard, Goddard, and Tschannen-Moran (2018) who found that principals' collaborative engagement with teachers significantly predicted improvements in instructional practices and collective teacher efficacy in secondary schools.

Principals' Delegation of Responsibilities and Teachers' Job Performance

The finding revealed a significant relationship between principals' delegation of responsibilities and teachers' job performance in public secondary schools in Delta State, Nigeria. This result may be because delegation empowers teachers by providing opportunities to demonstrate their competence, leadership abilities, and professional expertise. When principals delegate responsibilities appropriately, teachers develop confidence and a stronger sense of accountability. Delegation also enhances teachers' involvement in school management and promotes leadership development among staff. Consequently, teachers become more motivated to discharge their duties effectively, leading to improved job performance.

This finding supports the findings of Adebayo and Ogunyinka (2023) who found that there was a significant positive relationship between delegation of responsibilities and teachers' instructional effectiveness and commitment in public secondary schools in Lagos State, Nigeria. This finding supports the findings of Okafor and Nwankwo (2022) who found that delegation of responsibilities significantly predicted teachers' classroom management and assessment practices in public secondary schools in Imo State. This finding supports the findings of Adekunle and Afolayan (2021) who found that delegation of academic and administrative responsibilities significantly enhanced teachers' instructional delivery and job commitment in public secondary schools in Osun State, Nigeria. This finding supports the findings of Abdurashied and Bello (2023) who found that delegation of responsibilities significantly predicted teachers' classroom management and instructional effectiveness in public secondary schools in Kwara State. This finding supports the findings of Bush and Glover (2020) who found that delegation of leadership tasks positively influenced teachers' motivation, professional learning, and classroom effectiveness in secondary schools in England.

5. CONCLUSION AND RECOMMENDATIONS

Based on the findings of this study, it was concluded that distributed leadership is a critical determinant of teachers' job performance in public secondary schools in Delta State. Specifically, distributed leadership such as collaboration, and delegation of responsibilities were found to have significant positive relationships with teachers' job performance.

The following recommendations were made:

1. Principals should adopt distributed leadership practices by actively involving teachers in school decision-making and leadership activities to enhance their commitment and job performance.
2. Principals should strengthen collaborative practices by creating opportunities for teamwork, consultation, and participatory decision-making among teachers.
3. School administrators should delegate responsibilities to teachers based on competence and expertise to promote accountability, leadership development, and professional growth.

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