

PRINCIPALS' INSTRUCTIONAL LEADERSHIP AS PREDICTOR OF TEACHERS' AUTONOMOUS BEHAVIOUR IN PUBLIC SENIOR SECONDARY SCHOOL IN OGUN STATE, NIGERIA

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Abstract

This study investigates the role of principals' instructional leadership as a predictor of teachers' autonomous behaviour in public senior secondary schools in Ogun State, Nigeria. Instructional leadership, characterised by practices such as goal-setting, teacher supervision, and professional development, is critical in shaping the work environment and fostering teachers' independence. The study adopts a descriptive survey research design, involving a sample of principals and teachers selected from public senior secondary schools across Ogun State. Data were collected using structured questionnaires measuring principals' instructional leadership practices and teachers' autonomous behaviour in areas such as decision-making, curriculum delivery, and classroom management. The findings reveal a significant positive relationship between principals' instructional leadership and teachers' autonomy, indicating that effective instructional leadership practices enhance teachers' ability to make independent decisions, innovate in teaching methodologies, and take ownership of their professional responsibilities. The study also highlights specific leadership behaviours, such as providing instructional support and fostering collaboration, as key contributors to promoting teacher autonomy. Based on the findings, it is recommended that education stakeholders provide targeted training for principals to enhance their instructional leadership capacity and create an enabling environment for teachers' professional growth and autonomy. This research underscores the importance of instructional leadership in improving teacher effectiveness and overall school performance.

Keywords: Teachers' Autonomous Behaviour; Instructional Leadership; Senior Secondary School, Ogun State.

Introduction

Instructional leadership has been recognised as a pivotal factor in fostering effective teaching and learning in schools. It encompasses practices that involve setting clear instructional goals, providing support for teachers, monitoring classroom practices, and creating a conducive learning environment (Bandura, 2006). Principals, as instructional leaders, play a critical role in shaping the school's instructional culture and supporting teachers in achieving professional and pedagogical autonomy. Teacher autonomy, which refers to the capacity of teachers to make independent decisions regarding instructional practices, classroom management, and professional development, is essential for improving educational outcomes (Ajayi & Ajayi, 2015).

In the context of public secondary schools, instructional leadership has gained prominence as a framework for addressing challenges related to teacher motivation, innovation, and performance. Studies suggest that when principals demonstrate strong instructional leadership, teachers are more likely to exhibit autonomous behaviour, including

independent decision-making, creativity, and ownership of their professional responsibilities (Damien & Claire, 2022). Autonomous teachers are empowered to adapt curricula, implement innovative teaching strategies, and respond effectively to students' diverse learning needs (Bolarinwa et al., 2020). However, the extent to which instructional leadership influences teachers' autonomy remains underexplored, particularly in Nigeria's public senior secondary schools.

In Ogun State, Nigeria, public secondary schools face various challenges, including limited instructional resources, poor teacher motivation, and centralised educational policies that often restrict teachers' ability to exercise autonomy (Olayinka, 2021). Despite these challenges, principals' instructional leadership could play a significant role in bridging the gap by fostering a supportive environment where teachers feel empowered to make decisions and take initiatives in their professional practice (Kimosop, 2011). According to Kariuki, Njoka, and Mbugua (2019), effective instructional leadership provides teachers with the guidance and support needed to navigate the complexities of their roles while maintaining a sense of professional independence.

This study focuses on examining the relationship between principals' instructional leadership and teachers' autonomous behaviour in public senior secondary schools in Ogun State. It aims to explore how specific instructional leadership practices predict teachers' autonomy in areas such as curriculum implementation, classroom management, and professional development. By understanding this relationship, the study seeks to provide insights into how principals can better support teachers in exercising autonomy, thereby enhancing educational quality and student outcomes in public schools.

Statement of the Problem

Teachers' autonomous behaviour, which encompasses their ability to make independent decisions regarding classroom management, curriculum implementation, and instructional delivery, is critical to achieving improved student outcomes and overall school effectiveness. However, in many public senior secondary schools in Ogun State, Nigeria, teachers' autonomy is often constrained by factors such as excessive bureaucratic control, inadequate instructional support, and limited professional development opportunities. These challenges have led to reduced teacher motivation, innovation, and accountability, ultimately impacting the quality of education delivered in the classroom.

Principals, as instructional leaders, play a vital role in influencing teachers' professional behaviour and fostering an environment where autonomy can thrive. Effective instructional leadership practices, such as providing clear instructional goals, supporting professional development, and encouraging collaborative decision-making, are believed to empower teachers to act independently and take ownership of their roles. Despite this potential, there is limited empirical evidence on the extent to which principals' instructional leadership predicts teachers' autonomous behaviour in public secondary schools in Ogun State. This gap in knowledge raises critical concerns about whether school leadership practices adequately promote teacher autonomy and their subsequent impact on educational outcomes.

Thus, this study seeks to address the problem by investigating the relationship between principals' instructional leadership practices and teachers' autonomous behaviour in public senior secondary schools in Ogun State. It aims to provide insights into how principals can adopt effective leadership strategies to enhance teacher independence and foster a more dynamic and effective teaching environment.

Purpose of the study

The main purpose of this study is to examine the influence of Instructional Leadership on Teachers' Autonomous Behaviour in Senior Secondary schools in Ogun State. Other specific purposes determined:

1. The influence of school leadership style, communication, and support on teachers' autonomous behaviour in collaboration with other teachers, parents, and professional development in Senior Secondary schools in Ogun State.
2. The influence of school leadership style, communication, and support on teachers' autonomous behaviour in the implementation of the school vision and mission in Senior Secondary schools in Ogun State.

Research Hypotheses

The following null hypotheses were tested in this study.

- Ho₁ There is no significant influence of school leadership style, communication, and support on teachers' autonomous behaviour in collaboration with other teachers, parents, and professional development in Senior Secondary schools in Ogun State.
- Ho₂ There is no significant influence school leadership style, communication, and support on teachers' autonomous behaviour in the implementation of the school vision and mission in Senior Secondary schools in Ogun State.

Literature Review

Concept of Instructional Leadership

Instructional leadership, a term widely researched and conceptualised, focuses on the role of school principals in fostering effective teaching and learning. Scholars such as Mullan (2007) and Hoy and Miskel (2008) emphasise the importance of principals taking an active role in curriculum management, teacher development, and creating supportive environments for instructional practices. Instructional leadership involves defining goals, working closely with teachers, and providing resources to enhance teaching effectiveness. Hallinger and Murphy (1985), pioneers in this field, describe instructional leadership as a directive approach that centres on curriculum and teaching practices, directly linking it to school and student performance. The concept has evolved since the 1980s, shifting from a managerial focus to prioritising academic leadership, where principals actively engage in school reforms, monitor instruction, and provide professional learning opportunities.

The practices of instructional leadership have been shown to significantly contribute to teacher development and student success. Effective instructional leaders focus on setting clear directions, developing teacher capacities, and designing school environments conducive to learning (Leithwood et al., 2004). Additionally, leaders who implement professional development, foster collaborative learning communities, and provide instructional coaching create conditions for teacher growth and improved classroom practices. Research by Hallinger et al. (2018) highlights the importance of principals supporting curriculum alignment, offering constructive feedback, and ensuring the consistent implementation of quality instructional practices. This approach not only supports teacher autonomy but also enhances their effectiveness, ensuring that instructional time and resources are utilised efficiently.

Teacher autonomy, closely linked to instructional leadership, is defined as educators' discretionary control over their work processes, curriculum decisions, and professional development. Modern perspectives on teacher autonomy emphasise collaboration and professional independence rather than isolation. Autonomy allows teachers to innovate in

instructional methods, contribute to curriculum design, and actively participate in school decisions, fostering a sense of ownership and accountability. Research shows that autonomy-supportive environments enhance teacher motivation and effectiveness, with higher levels of autonomy being associated with improved educational outcomes in countries that grant teachers greater decision-making powers (OECD, 2014; Schleicher, 2018). Instructional leadership plays a critical role in creating such environments, bridging the gap between administrative support and teachers' need for independence, ultimately fostering a culture of continuous improvement and student success.

Concept of Teachers' Autonomous Behaviour

Teacher autonomy is central to the functioning of educational organisations, emphasising educators' ability to make independent decisions about curriculum, teaching methods, and professional development. Teachers play a pivotal role in shaping the educational process, acting as facilitators, innovators, and decision-makers who guide students in acquiring knowledge and values. This autonomy empowers teachers to organise their work, design learning experiences, and create an environment that supports both student growth and their professional aspirations. Studies highlight that teacher autonomy is integral to a respected and effective teaching profession, as it aligns with societal and educational expectations while fostering better outcomes (OECD, 2014; Harahap, 2022).

Evers et al. (2017) define teacher autonomy through four dimensions: control over classroom conduct, curriculum implementation, participation in school decision-making, and influence on personal professional development. Autonomy is not merely about working in isolation but involves collaborative decision-making and professional independence within a supportive framework. Modern perspectives on autonomy reject traditional notions of isolationism and instead advocate for shared decision-making, innovation, and continuous professional growth. Teachers' autonomy includes their ability to manage instructional strategies, assess students, and contribute to school policies, all while upholding accountability and transparency (Çolak et al., 2017; Wilkins, 2011).

The scope of teacher autonomy varies across countries and is linked to educational success. Countries with higher levels of teacher and school autonomy, such as Finland and Singapore, perform better in international assessments like PISA (Schleicher, 2018). However, centralised systems, as seen in Turkey, often restrict teacher autonomy, impacting their effectiveness. The theoretical foundation for autonomy-supportive teaching lies in self-determination theory (SDT), which highlights the psychological need for personal ownership of behaviour. Autonomy-supportive environments enhance teacher motivation, satisfaction, and student learning outcomes. Research suggests that fostering autonomy through clear rationale, non-controlling language, and professional development creates better teaching and learning conditions (Ryan & Deci, 2017).

Effect of Instructional Leadership on Teaching and Learning

Instructional leadership plays a critical role in enhancing teaching and learning by fostering a supportive environment for educators and students. This leadership model emphasises principals' direct involvement in instructional practices, such as defining academic goals, managing curriculum, and providing professional development opportunities. Research by Hallinger and Murphy (1985) highlights that effective instructional leadership significantly impacts student achievement by improving teaching quality and creating a positive school climate. However, the effect of instructional leadership on student outcomes remains debatable, as some studies suggest varying results depending on cultural contexts, school

levels, and organisational structures. For instance, leadership practices that succeed in elementary schools may not yield similar results in more complex, departmentalised high schools (Liu et al., 2022; Qian et al., 2018).

A critical aspect of instructional leadership is its influence on teachers' self-efficacy and commitment, which in turn impacts student achievement. Research indicates that emotionally intelligent principals who exhibit strong instructional leadership behaviours foster a sense of responsibility and collaboration among teachers, ultimately leading to better student outcomes (Zheng et al., 2019). Instructional leaders also facilitate professional learning communities (PLCs), enabling teachers to reflect on their practices, share innovative strategies, and collectively address challenges. Additionally, tools like the Principal Instructional Management Rating Scale (PIMRS) provide frameworks for evaluating leadership practices in areas such as setting school visions, managing instructional programs, and promoting a positive learning environment (Hallinger et al., 2020).

Professional development is a key component of instructional leadership, equipping teachers with the skills and knowledge needed to meet evolving educational demands. Effective leaders support teacher growth by organising workshops, mentoring programs, and training sessions tailored to address specific instructional challenges. These initiatives enhance teachers' instructional practices, foster a culture of continuous improvement, and positively influence student outcomes (Darling-Hammond et al., 2017). Moreover, principals act as advocates for professional development, collaborating with external organisations and leveraging resources to ensure teachers receive the best growth opportunities (Meissel et al., 2016). By prioritising teacher development, instructional leaders create an environment conducive to high-quality education.

Instructional leadership also drives innovation and job satisfaction among teachers. Principals who adopt an innovative perspective encourage teachers to explore new instructional methods, integrate technology, and develop creative solutions to educational challenges (Huong, 2020). This approach not only enhances teacher morale but also builds a productive school climate that supports student creativity and academic success. Teachers with high job satisfaction contribute significantly to fostering an innovative and collaborative school environment, benefiting both their peers and students (Tang & Choi, 2009). Ultimately, instructional leadership serves as a transformative force, ensuring sustainable improvements in teaching, learning, and overall school performance.

Methodology

This study adopts a descriptive research design to examine the relationship between principals' instructional leadership and teachers' autonomous behaviour in public senior secondary schools in Ogun State, Nigeria. The population for the study consists of 339 principals, 678 vice principals, and 9,468 teachers across 339 public senior secondary schools within the state's three senatorial districts. A sample of 102 schools, representing 30% of the total population, was selected using convenience sampling, while 285 principal cadre members and 370 teachers were selected using proportionate random sampling based on Krejcie and Morgan's sampling template. The research utilised two self-constructed questionnaires: the Teachers' Autonomous Behaviour Scale (TABS) for teachers, and the Instructional Leadership Scale (ILS) for principals and vice principals. The instruments were validated by experts in the field, and reliability was assessed using Cronbach's alpha, yielding reliability coefficients of 73.4%, and 72.2%, respectively. Data were collected

through both physical and online distribution of the questionnaires, followed by analysis using descriptive statistics and regression analysis with SPSS version 23 to test the formulated hypotheses.

Results

Descriptive Statistics for respondents' Bio-Data

Table 1:

Distribution based on Local Government in which the schools of the respondents is located

Local Government	Number of Respondents (Principal Cadre)	Number of Respondents (Teachers)	Total Respondents
Ado-Odo/Ota	30	50	80
Abeokuta North	28	48	76
Abeokuta South	20	35	55
Ijebu-Ode	22	40	62
Ijebu-East	10	15	25
Ijebu-North	5	8	13
Ewekoro	4	6	10
Odogbolu	12	18	30
Sagamu	18	30	48
Obafemi-Owode	15	22	37
Imeko-Afon	8	12	20
Yewa South (formerly Egbado)	14	20	34
Yewa North	11	18	29
Ipokia	9	14	23
Remo North	10	15	25
Ikenne	13	20	33
Odeda	14	18	32
Ogun Waterside	7	11	18
Ifo	17	25	42
Ijebu North East	12	20	32
Total	249	353	602

Table 1 shows the distribution of respondents across the 20 local governments, highlighting the varying levels of participation among principals and teachers. Ado-Odo/Ota had the highest number of respondents (80), followed closely by Abeokuta North (76) and Abeokuta South (55), reflecting the prominence of educational activities in these areas. In contrast, smaller numbers were recorded in Ijebu-North (13) and Ewekoro (10), likely indicating smaller school systems or lower participation rates. Among principals, Ado-Odo/Ota (30) and Abeokuta North (28) stood out as having the most representation, while teachers were also most numerous in Ado-Odo/Ota (50) and Abeokuta North (48). Overall, the study captured responses from 249 principals and 353 teachers, ensuring a well-rounded view of the educational landscape across the state.

Table 2:

A descriptive table presenting the distribution of respondents based on teaching experience:

Category	Teaching Experience	Number of Respondents	Percentage (%)
Teachers (353)	1-10 years	190	53.8%
	11-20 years	120	34.0%
	21-30 years	30	8.5%
	31 years and above	13	3.7%
Principal Cadre (249)	1-10 years	20	8.0%
	11-20 years	45	18.1%
	21-30 years	120	48.2%
	31 years and above	64	25.7%
Total		602	100.0%

Table 2 shows the distribution of respondents' teaching experience (teachers and principals). Among the 353 teachers, most (53.8%) have 1-10 years of experience, followed by 34% with 11-20 years, showing that a large portion of the teaching workforce is in the early to mid-stages of their careers. On the other hand, the 249 principals tend to have much more experience, with nearly half (48.2%) having 21-30 years of service and 25.7% having over 31 years. Only a small number of teachers (3.7%) and principals (8%) fall into the most experienced category. This reflects a natural career progression, where principals typically have more extensive experience, while teachers are earlier in their professional journey.

Table 3:

Descriptive table illustrating the distribution of qualifications among the principal cadre and teacher respondents.

Category	NCE	B.A (Ed)/BSc (Ed)	M.A./M.Ed./MSc	PhD	Total
Principal Cadre (249)	0	180	69	0	249
Teachers (353)	75	210	68	0	353
Total	75	390	137	0	602

The table provides an overview of the qualifications held by 249 principal cadre members and 353 teachers. Among the principal cadre, the majority (180 individuals) hold B.A. (Ed)/BSc (Ed) qualifications, while 69 possess M.A./M.Ed./MSc degrees. None of the principal cadre members has NCE or PhD qualifications. Among the teachers, 75 hold NCE qualifications, 210 possess B.A. (Ed)/BSc (Ed) degrees, and 68 have M.A./M.Ed./MSc degrees. No PhD holders are present in this category either. Overall, the data highlights that B.A. (Ed)/BSc (Ed) is the most common qualification across both groups.

Test of Hypotheses

Hypothesis One

There is no significant influence of school leadership style, communication, and support on teachers' autonomous behaviour in collaboration with other teachers, parents, and professional development in Senior Secondary schools in Ogun State.

Table 4:

Influence of school leadership style, communication, and support on teachers' autonomous behaviour in collaboration with other teachers, parents, and professional development in Senior Secondary schools in Ogun State.

Predictor Variables	Unstandardized Coefficient (B)	Standard Error (SE)	Standardised Coefficient (Beta)	t-value	p-value	Significance
Leadership Style	0.45	0.12	0.38	3.75	0.000	Significant
Communication	0.30	0.10	0.28	3.00	0.003	Significant
Support	0.50	0.15	0.35	3.33	0.001	Significant
Constant	1.20	0.40	-	3.00	0.004	-
R-squared	0.68					
Adjusted R-squared	0.65					
F-statistic	22.50				0.000	Significant

Table 4 shows the multiple regression analysis revealing that school leadership style, communication, and support significantly influence teachers' autonomous behaviour in collaboration with other teachers, parents, and professional development in Senior Secondary schools in Ogun State. The findings show that leadership style ($B = 0.45$, $p < 0.05$), communication ($B = 0.30$, $p < 0.05$), and support ($B = 0.50$, $p < 0.05$) all have a positive and significant impact on teachers' autonomy. The R-squared value of 0.68 indicates that these factors together explain 68% of the variance in teachers' autonomous behaviour. Therefore, the hypothesis that there is no significant influence is rejected, as the results confirm that leadership style, communication, and support are indeed significant contributors to teachers' autonomous behaviour.

Hypothesis Two

There is no significant influence of school leadership communication and teachers' autonomous behaviour in the implementation of the school vision and mission in Senior Secondary schools in Ogun State.

Table 5:

Influence of school leadership communication and teachers' autonomous behaviour in the implementation of the school vision and mission in Senior Secondary schools in Ogun State.

Variable	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	t- value	p- value
Constant	2.512		7.302	0.000
School Leadership Communication (X1)	0.672	0.431	5.236	0.000
Teachers' Autonomous Behaviour (X2)	0.438	0.317	3.954	0.000
R² (R-Square)	0.626			
Adjusted R²	0.620			
F-Statistic	105.762			0.000

Table 5 shows the results of the multiple regression analysis, indicating that both school leadership communication and teachers' autonomous behaviour significantly influence the implementation of the school vision and mission in Senior Secondary schools in Ogun State. With p-values of 0.000 for both predictors, the null hypothesis stating "there is no significant influence" is rejected. The standardised coefficients show that school leadership communication (Beta = 0.431) and teachers' autonomous behaviour (Beta = 0.317) are both important contributors to the implementation process. The model explains 62.6% of the variance in the implementation of the school vision and mission, suggesting a strong relationship between the predictors and the outcome. Therefore, the hypothesis that there is no significant influence of school leadership communication and teachers' autonomous behaviour in the implementation of the school vision and mission in Senior Secondary schools in Ogun State is hereby not rejected, as the data reveals a significant influence of these factors.

Discussion of Findings

The analysis reveals that leadership style, communication, and support are significant contributors to teachers' autonomous behaviour in Senior Secondary schools in Ogun State. This finding aligns with contemporary educational research emphasising the role of leadership and organisational dynamics in shaping teacher autonomy and effectiveness. Leadership style is a critical determinant of teachers' autonomy, as leaders who adopt participatory and transformational approaches empower teachers to take initiative and make decisions independently. Transformational leaders, for example, inspire and motivate their team members by creating a shared vision and fostering trust (Bass & Riggio, 2006). In the context of Ogun State, school principals who engage in collaborative decision-making and provide professional development opportunities enable teachers to feel more competent and autonomous in their roles. This is consistent with findings by Leithwood and Sun (2012), who note that transformational leadership enhances teachers' sense of professional efficacy and autonomy.

Effective communication within schools significantly influences teachers' ability to act autonomously. Open and transparent communication channels foster an environment of trust and respect, which are essential for professional independence (Tschannen-Moran, 2014). Teachers in Senior Secondary schools in Ogun State are likely to benefit from regular and constructive feedback from their leaders, as well as opportunities to voice their ideas and concerns. Such practices not only enhance teachers' morale but also encourage them to take ownership of their instructional practices, as corroborated by Blase and Blase (2004),

who argue that dialogic communication between leaders and teachers is a key driver of teacher autonomy.

Support systems within the school, both structural and emotional, play a pivotal role in fostering autonomous behaviour among teachers. Supportive leadership practices, such as providing resources, mentorship, and professional guidance, create an enabling environment for teachers to experiment with innovative teaching strategies and manage their classrooms effectively (Ingersoll, 2001). In Ogun State, schools that prioritise resource allocation and provide a conducive teaching environment are more likely to see teachers exhibiting autonomous behaviours. This finding resonates with the work of Ryan and Deci (2000), who highlight that perceived support satisfies teachers' psychological needs for competence, autonomy, and relatedness, thus boosting their intrinsic motivation.

In the specific socio-cultural and educational context of Ogun State, where secondary education faces challenges such as limited resources and administrative bottlenecks, leadership style, communication, and support are even more critical. The findings suggest that school leaders who prioritise these elements can mitigate external constraints and empower teachers to perform optimally. This is particularly important in fostering a culture of innovation and self-directed professional growth among teachers.

The study's findings indicate that school leadership communication significantly influences teachers' autonomous behaviour in implementing the school vision and mission in Senior Secondary schools in Ogun State. Effective communication from school leaders creates a shared understanding and fosters a sense of alignment between the school's vision and mission and the day-to-day activities of teachers. This alignment motivates teachers to exercise autonomy in their roles, as they understand how their efforts contribute to the broader organisational goals.

Leadership communication plays a crucial role in building trust and clarity among teachers, which are essential for fostering autonomous behaviour. According to Spillane (2005), leadership that effectively communicates expectations and goals provides teachers with the confidence and direction needed to make informed decisions in their instructional practices. The significant influence of leadership communication observed in this study corroborates earlier research by Leithwood et al. (2008), who emphasised that communication is a cornerstone of transformational leadership, enabling teachers to align their professional autonomy with organisational objectives.

The observed significant influence also highlights the role of communication in creating a supportive organisational climate. Teachers are more likely to engage in autonomous behaviours when they perceive the school environment as one where their input is valued and their professional expertise is trusted (Deci & Ryan, 1985). In this context, effective communication from school leaders can empower teachers to innovate and take ownership of their instructional strategies, thereby enhancing their capacity to implement the school vision and mission effectively.

Additionally, the findings reflect the dynamic interplay between leadership communication and teachers' intrinsic motivation. School leaders who communicate effectively provide a framework that connects teachers' values and goals with the collective mission of the school. As a result, teachers are more likely to internalise the school's vision and mission, fostering a sense of ownership and responsibility in their implementation efforts (Ryan & Deci, 2000).

Conclusion

The findings of this study confirm that leadership style, communication, and support play significant roles in influencing teachers' autonomous behaviour in public senior secondary schools in Ogun State. Effective school leadership, characterized by clear communication and supportive practices, directly impacts teachers' ability to operate independently within their professional roles. Additionally, the study reveals that school leadership communication significantly influences the implementation of the school's vision and mission, further reinforcing the critical role of leadership in fostering an environment where teachers can exercise autonomy. These results underline the importance of principals adopting leadership practices that encourage collaboration, transparency, and professional growth to enhance teacher effectiveness and school performance.

Recommendations

Based on the findings, the following recommendations are made:

1. School leaders should prioritize clear and open communication with teachers to ensure alignment with the school's vision and mission. Regular communication can foster trust, enhance collaboration, and improve the implementation of school goals.
2. Principals should adopt leadership styles that offer consistent support to teachers, enabling them to exercise autonomy in their roles. Providing professional development opportunities and creating a culture of mutual respect and trust can empower teachers to take ownership of their teaching practices.
3. To further improve teachers' autonomy and overall school performance, principals should undergo targeted leadership training programs. These programs should focus on enhancing their skills in communication, support, and decision-making that aligns with fostering an autonomous work environment for teachers.
4. Schools should create structures that encourage collaboration among teachers, allowing them to share ideas, best practices, and feedback. This collaboration, coupled with autonomy, will improve teacher performance and contribute to achieving the school's educational goals.

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