

Principal's Mentoring Skill as a Correlate of Teachers' Job Performance in Senior Secondary Schools of Adamawa State, Nigeria

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ABSTRACT

This study investigated principal's mentoring skill as a correlate of teachers' job performance in Senior Secondary Schools in Adamawa State, Nigeria. Three research questions and three hypotheses were formulated and tested at 0.05 level of significance. The study employed a correlational research design. The population of the study included 5,558 academic personnel (i.e. 337 school principals and 5,221 teachers) in senior secondary schools that are stationed in all the five education zones in Adamawa state. The sample size for this study was 556 academic personnel (i.e. 522 teachers and 34 principals) that were selected using multistage sampling technique. A questionnaire titled "Principal Mentoring Skill and Teachers' Job Performance Questionnaire (PMSTJPQ)" was used to collect data. The instrument was validated by three experts from the department of Physical Sciences Education of the Modibbo Adama University of Technology, Yola; and also trial tested using Cronbach Alpha that revealed a co-efficient of 0.82. Mean and standard deviation were used to answer the research questions, while Pearson Product Moment Correlation method (PPMC) and Multiple Correlation Analysis were used for testing the hypotheses. The findings of the study were that there was a significant high positive relationship between principals' mentoring of teachers in instructional leadership and teachers' job performance (as, $r = 0.919$, $p < 0.05$). Also, that there was a significant high positive relationship between principals' mentoring of teachers in career development and teachers' job (as, $r = 0.938$, $p < 0.05$). Similarly, principals' mentoring of teachers' instructional leadership and career development correlates significantly of teachers' job performance in senior secondary schools in Adamawa state, Nigeria with $F(2, 546) = 2007.79$, $p = 0.00$. As a result, it was concluded, that principals' mentoring of teachers in instructional leadership and career development correlates significantly of teachers' job performance in senior secondary schools in Adamawa state, Nigeria. The study therefore recommended amongst others that the State Ministry of Education should put in place formal mentoring programmes for all newly employed teachers as a capacity building tool; newly employed teachers are encouraged to acknowledge the benefits of mentoring and be open to mentoring for enhanced capacity building.

Keywords: Mentoring; Instructional Leadership; Career Development; Teachers' Job Performance

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1. INTRODUCTION

All over the world today, education has been recognized as an instrument per excellence for the development of a nation. In agreement, education is one of the most important factors that has a direct relation to the development of society from starting and continues to assume the same role as long as society exists. Therefore, attainment of educational goals and objectives are paramount to a nation. Educational systems on the other hand can make this possible by engaging the services of well-trained, well-equipped educational administrators and teachers' efforts (Ramazan & Kocabas, 2010). According to Ugwu and Ikechukwu, (2015), an educational system that ensures greater achievements and performance of students through teacher management is pivotal for the dream of any nation to belong to the world's leading economy.

A teacher according to Iloabuchi, Abraham and Afangideh (2016), is a trained person employed to facilitate learning in classroom situation in order to achieve set educational goals. The teacher imparts knowledge to the students and helps them acquire certain skills, attitude, and creates desirable changes in the behaviour of the students. Therefore, the importance of teachers in any educational institution cannot be overemphasized; this is because of the central role they play as implementers of the curriculum (Osagie & Akinlosotu, 2017). The foregoing therefore explains that, what teachers do or do not do could directly or indirectly in terms of their efforts affect the attainment of instructional objectives in the classroom and as well as school and national objectives. Teachers' effort in a school setting therefore could be regarded as their level of job performance.

Job performance referred to an act of accomplishing or executing a given task. Ahmad, Nadeem-Iqbal and Hamad (2014) posited that job performance is the assessment of whether an employee has done his job well or not. Hence in education, a teachers' job performance is the degree of accomplishment of the tasks that make up teacher's job. According to Ngeripaka, Nkporbu and Acheya (2019) teachers' job performance is an active ingredient for the enhancement of academic activity in the secondary school system; of which efforts must be geared towards improving. Chamundeswari (2013) however asserted that performance of teachers mainly depends on teachers and students' characteristics; teaching factors; learning aspects and classroom phenomena; organization and staff management. Thus, if school principals take care of these factors, teachers' performance can be enhanced to an optimum level.

The policy of management in this regard is to look in depth, targeting values that involve sustainable planned efforts to increase teachers' job performance through purposeful reflection actions (Ngeripaka, Nkporbu & Acheya, 2019). Teaching is so complex that even the most academically equipped beginning teachers need much to learn in putting their academic knowledge into actual teaching. Ibe-Bassey as cited by Ugwu and Ikechukwu (2015) argued that although, teacher training equips beginning teachers with critical knowledge about practical teaching; however, some of the most critical elements of teaching are learned in workplace when beginning teachers start their professional teaching careers. One strategy that may help new teachers overcome some of the initial shocks is to build their capacity in order to enhance smooth transition into the profession (Ugwu & Ikechukwu, 2015). Mentoring of new teachers may be used to achieve this objective.

Mentoring is one of the numerous programmes which are similitude to coaching and instructional supervision (Adewale, 2020). Bozeman and Feeney as cited by Chukwu (2014) stated that mentorship is a process of informal transmission of knowledge, social capital and the psycho-social support perceived by the recipient as relevant to work, career, or professional development.

Olu-Ajayi (2016) postulated that mentoring is a supportive relationship established between two individuals where knowledge, skills and experience are shared. It is a form of an interaction with another that facilitates the process of cognition, achieving more than each could achieve alone. Mentorship therefore entails both formal and informal communication, that could be face to face; and enduring a sustained period of time between a person who is perceived to have greater relevant knowledge, wisdom or experience (the mentor) and the person perceived to have less (the mentee) (Chukwu, 2014). In a school setting, the mentor is often the principal while the mentee is the teacher. Hence, the study examined principals' mentoring of teachers in instructional leadership and career development as it relates to teachers' job performance.

Instructional leadership is multifaceted and demanding (Blase & Blase, 1999). It captures different leadership styles (e.g., top-down, autocratic, transactional and transformational leadership styles) that make leaders grounded in standards or practices that are fundamental in the selection and implementation of instructional materials, strategies and monitoring (Bada, Tengku, Tengku & Nordin, 2020). Principals as mentors are expected to give their expert knowledge in classroom instruction so that their subordinates (teachers) will develop their full potentials while in teaching profession. Mentoring as a leadership function of the principal helps to stimulate, guide and assist teachers in the discharge of their duties. It is a process that is more than just answering occasional questions or providing ad hoc help (Chukwu, 2014). Chukwu further posited that school principals can expose subordinates to instructional leadership, by promoting ongoing evaluation and professional development of these teachers, they will also ensure that their relationship with teachers are of high quality and supported with time for planning and collaboration. This process will definitely help improve the teaching and learning process (Mukoro & Pupu, 2013) and help teachers develop a new set of instructional methodologies.

Principals also mentor subordinates by supporting their career development through in-service educational programmes; seminars and workshops and occasional teachers' group discussion (Chukwu, 2014). As earlier identified that mentorship revolves around a process whereby more knowledgeable and experienced person (i.e. principals) actuates a supportive role of overseeing and encouraging reflection and learning within a less experienced and knowledgeable person (i.e. teachers). This is often done so as to facilitate teachers' career and personal development; as the principal's role as a mentor makes him/her a role model, coach or sponsor for the teacher (Ngeripaka, Nkporbu & Acheya, 2019). Wenhui (2018) also asserted that through mentoring practice, teachers can not only gain knowledge, skill and attitude competencies, but also acquire professional development in their career path. A principal practicing the act of mentoring is certainly gearing towards letting individual teachers towards gaining career, social, and emotional support for exploration in their respective academic pursuit or for a successful professional development (Jain, Chaudhary & Jain, 2018). This is predicated on the fact that mentoring as a process can involve principals and teachers interacting, sharing positive on self-efficacy in their respective academic career.

However, mentoring of teachers is lacking today in schools especially primary and secondary levels. According to Adewale (2020), this may be attributed to a number of factors especially teachers' workload and erroneous understanding of mentoring. In Nigeria and especially in Adamawa state, it is dishearten to note that the teacher's job today in most public schools is characterised with poor job performance (such as lateness to class, poor time management, absenteeism and poor students grasp of content taught). Hence, if school goals are to be achieved; principals will have to free themselves from bureaucratic tasks and focus their efforts towards improving teaching and learning through their mentoring skill; which the study believes could positively impact teachers' job performance.

However, the actual correlation between these phenomenon (i.e. principals' mentoring skill and teachers' job performance) is what remains unknown. Hence, this study was set up to investigate this phenomenon using senior secondary schools in Adamawa state, Nigeria.

1.1 Problem Statement

There is a general outcry on the falling educational standard in Nigeria, particularly in Adamawa State. The general out-cry on the continued falling standard of education is not based on the quantity (number) of teachers in the system but on the quality of teachers who are less experienced to deliver progressive education to the 21st century learners for improved academic performance. Without intervention, the future educational standard will continue to have a deleterious impact on the quality of teachers and the students produced for the labour market. This is because the current teachers' job in the state is characterised with various poor performances, which has brought reproach to the educational system even with government's attempts at alleviating the situation. It has long been known that the quality of teaching directly affects student learning and achievement. In turn, the quality of teaching is affected by teacher retention and mentoring programs. Mentoring however plays an important role on developing teacher competencies in the 21st century. But unfortunately, despite the values underpinning mentoring in school administration such as increasing satisfaction and retention rate to members of school organisation, increasing self-confidence, developing competence, encouraging collaboration and not competition among members of an organization, school system in Adamawa state seems to have ignored mentoring in school administration. Of the several factors that have been found to account for this ugly state of affairs, inability of principals to expose teachers to instructional leadership and support subordinates (i.e. teachers) career development have been attributed to be the most critical.

With the educational system being reproached for declining students' performances, it is necessary to examine how principals can help improve the situation through mentoring teachers towards maximising their job performances in senior secondary schools. Therefore, this study was designed to investigate how principal's mentoring skill correlate of teachers' job performance in Senior Secondary Schools in Adamawa State, Nigeria.

The specific objectives were to determine;

1. The level of correlation between principals' mentoring of teachers in instructional leadership and teachers' job performance in senior secondary schools of Adamawa State, Nigeria.
2. The level of correlation between principals' mentoring of teachers in career development and teachers' job performance in senior secondary schools of Adamawa State, Nigeria.
3. The level of correlation between principals' mentoring skill (of teachers in instructional leadership and career development) and teachers' job performance in senior secondary schools of Adamawa State, Nigeria.

1.2 Research Questions

In order to achieve the specific objectives of the study, the following research questions were raised to guide the study:

1. To what level do principals mentor teachers in instructional leadership in senior secondary schools of Adamawa State, Nigeria?
2. To what level do principals mentor teachers in career development in senior secondary schools of Adamawa State, Nigeria?
3. What is the level of teachers' job performance in senior secondary schools of Adamawa State, Nigeria?

1.3 Research Hypotheses

The following hypotheses were formulated and tested at a significant level of 0.05;

- H₀₁:** Principals' mentoring of teachers in instructional leadership does not correlate of teachers' job performance in senior secondary schools of Adamawa State, Nigeria.
- H₀₂:** Principals' mentoring of teachers in career development does not correlate of teachers' job performance in senior secondary schools of Adamawa State, Nigeria.
- H₀₃:** Principals' mentoring skill (of teachers in instructional leadership and career development) does not correlate of teachers' job performance in senior secondary schools of Adamawa State, Nigeria.

2. METHODOLOGY

The correlational survey research design was used to collect data for this study. The area of the study is Adamawa State, Nigeria, which is divided into five educational zones, namely Ganye, Gombi, Mubi, Numan and Yola Educational Zones. The target population for this study consisted of 5,558 academic personnel (i.e. 337 school principals and 5,221 teachers) in senior secondary schools that are stationed in all the five education zones in Adamawa state. The sample size for this study was 556 academic personnel (i.e. 522 teachers and 34 principals) that were selected using multistage sampling technique.

The instrument for data collection was a questionnaire. The questionnaire was titled: "*Principal Mentoring Skill and Teachers' Job Performance Questionnaire (PMSTJJPQ)*" to answer research questions 1 to 3 with a 5-point scale namely: Very High Level (VLL) 5 points; High Level (HL) 4 points; Moderate Level (ML) 3 points; Low Level (LL) 2 points; Very Low Level (VLL) 1 point. The questionnaire was classified into sections 'A' to 'C'; with each section containing the three categories of research questions designed for the respondents. The questionnaire had 18 items overall seeking to provide information about principals' mentoring of teachers in instructional leadership, career development and teachers' job performance.

The instrument was subjected to face validation by three experts from the department of Physical Sciences Education of the Modibbo Adama University of Technology, Yola. This was to ensure clarity of purpose, relevance of the subject matter, coverage of the content, and appropriateness of the research instrument. The instrument was technically adjusted with no item deleted by the validators. A pilot study of the instrument was also conducted and trial tested to determine the internal consistency of the instrument using Cronbach Alpha that revealed a co-efficient of 0.82, which implies that the questionnaire was reliable.

The data were collected within three weeks of administration. The research questions were answered using descriptive statistics of Mean and Standard Deviation and real limits of numbers while Pearson's Product Moment Correlation (PPMC) was used to test hypothesis 1 and 2 while Multiple Correlation Analysis was used to test hypothesis 3 at 0.05 level of significance. The researcher chose 3.50 as the cut-off point, which became the mean determined level of agreement that otherwise means; any mean between 2.50 to 3.49 is moderate level while any mean less than 2.50 was low level. The decision rule for the hypotheses was computed when; p-value was greater than 0.05 level of significance, the null hypothesis was not rejected and the study concluded that the independent variable do not significantly correlate to the dependent variable.

3. RESULTS

The results are presented under the research questions and hypotheses

Research Question 1

To what level do principals mentor teachers in instructional leadership in senior secondary schools of Adamawa State, Nigeria?

Table 1: Mean and Standard deviation on the level to which principals mentor teachers in instructional leadership in senior secondary schools of Adamawa State, Nigeria

S/N	Items	n = 547	Mean	S.D	Remark
1.	Principal often encourage teachers to use the available teaching facilities in the school			3.25	1.42 ML
2.	Teachers are often assisted with ideas that will help them prepare good lesson notes		3.20	1.31	ML
3.	Guiding teachers in the improvisation of instructional materials is a common feature of the school principal		3.06	1.41	ML
4.	The principal sometimes help to dramatize some teaching skills to help teachers in the school			3.23	1.39 ML
5.	Updating teachers' knowledge is one area that you admire most in your school principal			3.29	1.35 ML
6.	The school principal often supports any appraisal of teachers			3.43	1.38 ML
	Grand Mean			3.24	1.26 ML

Key: n = Number of respondents; S.D = Standard Deviation; ML = Moderate Level

From the above, Table 1 show the grand mean score of 3.24 and standard deviation of 1.26. This means that principals mentor teachers in instructional leadership in senior secondary schools of Adamawa State, Nigeria is at a moderate level.

Research Question 2:

To what level do principals mentor teachers in career development in senior secondary schools of Adamawa State, Nigeria?

Table 2: Mean and Standard deviation on the level to which principals mentor teachers in career development in senior secondary schools of Adamawa State, Nigeria

S/N	Items	n = 547	Mean	S.D	Remark
7.	All new staffs were oriented on their first day in the school		3.30	1.39	ML
8.	Curricular duties are often assigned to teachers in the school			3.41	1.27 ML
9.	The school principal often organize a staff workshop programme in the school			3.31	1.38 ML
10.	Staffs are often encouraged by the school principal to attend in-service training programmes			3.19	1.40 ML
11.	Collaboration are always prioritise than competition by the school principal			3.35	1.39 ML
12.	Staffs are often made to practice whatever the principal teaches in the school			3.35	1.38 ML
	Grand Mean			3.32	1.26 ML

Key: N = Number; S.D = Standard Deviation; ML = Moderate Level

From the above, Table 2 shows the grand mean score of 3.32 and standard deviation of 1.26. This means that principals mentor teachers in career development in senior secondary schools of Adamawa State, Nigeria is at a moderate level.

Research Question 3:

What is the level of teachers' job performance in senior secondary schools of Adamawa State, Nigeria?

Table 3: Mean and Standard deviation on the level of teachers' job performance in senior secondary schools of Adamawa State, Nigeria

S/N	Items	n = 547	Mean	S.D	Remark
1.	Teachers' punctuality to school		3.32	1.38	ML
2.	Submission of schemes of work by the first day of the term		3.31	1.41	ML
3.	Teachers' regular preparation of daily lesson notes		3.27	1.46	ML
4.	Teachers' content delivery ability		3.16	1.41	ML
5.	Teachers' questioning skill during teaching and learning		3.19	1.37	ML
6.	Teachers' methods of teaching		3.24	1.33	ML
7.	Teachers' effective management of students' discipline in school		3.20	1.41	ML
8.	Regular attendance to all lessons by all teachers at school		3.27	1.42	ML
9.	Regular assessment of students through tests		3.28	1.35	ML
10.	Teachers' maintenance of students' records properly (e.g. registers, academic progress records)		3.29	1.34	ML
11.	Teachers' effective participation in staff meetings		3.31	1.33	ML
12.	Teachers' willing to accept extra responsibilities		3.26	1.37	ML
Grand Mean			3.26	1.33	ML

Key: N = Number; S.D = Standard Deviation; ML = Moderate Level

From the above, Table 3 shows the grand mean score of 3.26 and standard deviation of 1.33. This means that teachers' job performance in senior secondary schools of Adamawa State, Nigeria is at a moderate level.

Hypotheses Testing

The hypotheses were tested using Pearson's Product Moment Correlation (PPMC) and Multiple Correlation Analysis at 0.05 level of significance.

Ho₁: Principals' mentoring of teachers in instructional leadership does not correlate of teachers' job performance in senior secondary schools of Adamawa State, Nigeria.

Table 4: Pearson's Product Moment Correlation (PPMC) analysis of Principals' Mentoring of Teachers in Instructional Leadership and Teachers' Job Performance

Variables	n	\bar{X}	SD	r	sig	Remark
Mentoring in Instructional Leadership	547	3.24	1.26	0.919	0.000	Reject
Teachers' Job Performance	547	3.26	1.33			

Key: \bar{X} = Mean; n = no of respondents; S.D = Standard Deviation; r = PPMC

Table 4 reveals the analysis of hypothesis one using Pearson's Product Moment Correlation. The relationship between principal mentoring of teachers in instructional leadership and teachers' job performance was calculated and $r = 0.919$. This indicates a significant positive relationship with the level of significance at 0.00. This portrays that principal mentoring of teachers in instructional leadership correlates of teachers' job performance in senior secondary schools in Adamawa State, Nigeria. Hypothesis one is therefore rejected.

H₀₂: Principals' mentoring of teachers in career development does not correlate of teachers' job performance in senior secondary schools of Adamawa State, Nigeria.

Table 5: Pearson's Product Moment Correlation (PPMC) analysis on Principals' Mentoring of Teachers in Career Development and Teachers' Job Performance

Variables	n	\bar{X}	SD	r	sig	Remark
Mentoring in Career Development	547	3.32	1.26	0.938	0.000	Reject
Teachers' Job Performance	547	3.26	1.33			

Key: \bar{X} = Mean; n = no of respondents; S.D = Standard Deviation; r = PPMC

Table 5 shows the analysis of hypothesis two using Pearson's Product Moment Correlation. The relationship between principal mentoring of teachers in career development and Teachers' Job Performance was calculated and $r = 0.938$. This indicates a significant positive relationship with the level of significance at 0.00. This portrays that principal mentoring of teachers in career development correlate of teachers' job performance in senior secondary schools in Adamawa State, Nigeria. Hypothesis two is therefore rejected.

H₀₃: Principals' mentoring skill (of teachers in instructional leadership and career development) does not correlate of teachers' job performance in senior secondary schools of Adamawa State, Nigeria.

Table 6a: Summary of ANOVA of Principals' Mentoring Skill and Teachers' Job Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	861.054	2	430.527	2007.792	.000 ^b
	Residual	116.649	544	.214		
	Total	977.703	546			

The result in Table 6a showed the significance difference between the various R values, $F(1, 546) = 2007.79$, $p = 0.00$. Since the computed p – value (0.00) is less than the set p-value of 0.05; the null hypothesis was rejected.

Table 6b: Model Summary of Linear Regression of Principals' Mentoring Skill and Teachers' Job Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Beta	Sig
1	.938 ^a	.881	.880	0.46306	.152	.000

The result in Table 6b indicates a model summary of how the independent variable (principal's mentoring skill) explains the variance in the dependent variable (teachers' job performance). The result indicates that the predictor; principal's mentoring skill explained 94% of the variance in teachers' job performance. Hence, principal's mentoring skill and teachers' job performance were found to have a low positive relationship, which is indicated by r value = 0.88.

Table 6c: Coefficients Summary of Principals' Mentoring Skill and Teachers' Job Performance

Model		Unstandardized Coefficients		Standardized Coefficients		t	sig
		B	Std. Error	Beta	t		
1	(Constant)	-.047	.056			-.848	.397
	Instructional Leadership	.164	.064	.155		2.540	.001
	Career Development	.836	.065	.788		12.938	.000

The result in Table 6c indicates the coefficient of the multiple correlation analysis of principals' mentoring skill and teachers' job performance. The coefficient of 0.15 was obtained for instructional leadership while 0.79 was obtained for career development; when $p < 0.05$ level. The result showed that principals' mentoring of teachers' instructional leadership and career development correlates significantly of teachers' job performance in senior secondary schools in Adamawa state, Nigeria.

3.2 Major Findings of the Study

The major findings of the study are as follows;

1. There was a significant high positive relationship between principals' mentoring of teachers in instructional leadership and teachers' job performance in Senior Secondary Schools in Adamawa State, Nigeria (as, $r = 0.919$, $p < 0.05$).
2. There was a significant high positive relationship between principals' mentoring of teachers in career development and teachers' job performance in Senior Secondary Schools in Adamawa State, Nigeria (as, $r = 0.938$, $p < 0.05$).
3. Principals' Mentoring of Teachers' Instructional Leadership and Career Development correlates significantly of Teachers' Job Performance in senior secondary schools in Adamawa state, Nigeria with $F(2, 546) = 2007.79$, $p = 0.00$.

4. DISCUSSION OF FINDINGS

This study found that there was a significant high positive relationship between principals' mentoring of teachers in instructional leadership and teachers' job performance in senior secondary schools in Adamawa State, Nigeria (as, $r = 0.919$, $p < 0.05$). This finding concurred with Chukwu (2014) and Ugwu and Ikechukwu (2015) findings that principals' mentorship relates to teachers' instructional leadership. Mathur, Gehrke and Kim (2012) revealed that mentoring influenced new teachers' instructional practices because these new teachers often seek assistance in improving critical areas that they feel are necessary to support or produce better student outcomes. Results obtained from Ugwu and Ikechukwu's (2015) investigation also indicated that mentoring relates significantly and positively with the three indices of capacity building: self-efficacy, organizational socialization and job involvement; which are all relevant to instructional leadership. Therefore, this finding shows that both mentors (principals) and mentees (teachers) will improve their knowledge base, become more au fait with current instructional practices; engage more in ICT through the networking communities created, be better communicators, and promote the need for social change and established support systems within schools, that will overall improve teachers' job performance.

This study also found that there was a significant high positive relationship between principals' mentoring of teachers in career development and teachers' job performance in senior secondary schools in Adamawa State, Nigeria (as, $r = 0.938$, $p < 0.05$). This finding concurred with Chukwu (2014); Gamus (2019) and Pennyfeather's (2020) studies. First, Chukwu's (2014) study revealed that there was no significant difference between the mean responses of Vice principals and teachers with regards to the extent to which school principals support staff career development in Imo State which was on a high level. The results of Gumus (2019) show that mentors are thought as crucial support partners for new principals who help them accustom to their jobs and provide them with valuable guidance about school related issues. The mentees emphasized that just knowing that there was someone with whom they could share their problems, concerns, talk about whatever comes to their mind, and get their perspectives about specific issues made them feel confident in their profession. In agreement, Pennyfeather (2020) study also revealed that mentorship in career development help to provide new teachers with a better mind-set to approach teaching and the motivation to remain in the teaching profession.

This study also found that principals' mentoring of teachers' instructional leadership and career development correlates significantly of teachers' job performance in senior secondary schools in Adamawa state, Nigeria with $F(2, 546) = 2007.79$, $p = 0.00$. This finding concurred with Chukwu (2014); Ugwu and Ikechukwu (2015); Gamus (2019) and Pennyfeather's (2020) studies. Ugwu and Ikechukwu (2015) study showed that mentees can gain some level of socialization in schools guided by their mentors especially among other more experienced teachers, including participation in decision making, instructional leadership, professional development and other relevant exposures. In agreement, Pennyfeather (2020) study also revealed that in regards to the contributions provided for the development of mentees, the mentors indicated that they helped the mentees in building positive relationships with their staff, team creating, and provided them with a trustworthy support person with whom they could share their concerns and problems about school settings. Hence, a good mentorship system in secondary schools will go a long way in improving teachers' capacity to instruct better; which will also help ensure teacher effectiveness, student achievement, pedagogical decision-making, and reduction in teacher attrition.

5. CONCLUSION

Based on the findings of this study, it was concluded that principals' mentoring of teachers in instructional leadership and career development correlates significantly of teachers' job performance in senior secondary schools in Adamawa state, Nigeria. As an implication for practice, school management should recognize that, mentoring is a powerful source of information for new teachers to "learn the ropes" of instructional leadership and career development in the context of the system. By strategically creating a formal system that pairs newcomers with seasoned leaders who have been successful, school systems can create mentoring experiences that are beneficial to the initial success and promote the sustainability of leadership within the system.

The study however recommends the following;

1. The State Ministry of Education should put in place formal mentoring programmes for all newly employed teachers as a capacity building tool.
2. Newly employed teachers are encouraged to acknowledge the benefits of mentoring and be open to mentoring for enhanced capacity building.
3. Both mentor and mentee should be encouraged to sacrifice their time for mentoring activities. This could be achieved by having a to-do-list to guide their activities. This is more because mentoring can only be successful, if people believe in it and show a sincere commitment.
4. Principals of schools should ensure that newly employed teachers are allocated to mentors before allowing them to start teaching so as to alleviate the initial shock usually experienced by beginning-teachers.
5. The School Board should also ensure that relevant training are given from time to time to mentor both old and new teachers on the what, how and when of mentoring relationship.

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