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Relationship between Principals' Instructional Supervision Practices and Teachers' Job Performance in Secondary Schools in Anambra State

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Abstract: This study was carried out in Anambra State. The main purpose of this study was to determine whether any significant relationship exists between principals' instructional supervision practices and teachers' job performance in secondary schools in Anambra State. One research question and one null hypothesis guided the study. It adopted the co-relational research design. The population of the study was made up of 6,342 public secondary school teachers in six education zones of the state. The sample for the study was 634 public secondary school teachers in Anambra state. Researchers-developed instrument titled: 'Questionnaire on principals instructional supervision practices and teachers job performance Questionnaire' (QPISPTJP) was used for data collection. The instrument was validated by three experts. The reliability of the instrument was established through a trial- test in public secondary schools in Enugu State. The reliability index of the instrument using cronbach alpha method was 0.92 and was deemed high for the study. The researchers administered the instrument directly on the respondents with the help of five research assistants and the Pearson's Product Moment correlation coefficient was used in the data analysis. Findings indicated that a moderate positive relationship exists between principals instructional supervision practices and teachers job performance. Among others, it was recommended that principals should use instructional supervision as an opportunity to equip their teachers with professional skills and knowledge.

Keywords: Relationship; Instructional supervision practices; Anambra State.

1. Introduction

In the school system, it is among the responsibilities of the school head to develop and maintain teachers' competence. One of the means of doing this is through instructional supervision. In secondary schools for instance, the instructional supervisory activities principals include: checking of teacher's lesson notes, scheme of work, students' note, teachers' punctuality, teachers' regularity in class, classroom observation, demonstration, conferencing, workshop, micro-teaching, moderation of examination question papers and moderation of marking schemes among others. To carry out these tasks, the principal must have supervisory capacity to enforce this task and also encourage the teachers to utilize their talents when necessary so that at the end, instruction and instructional procedures can be improved.

Instructional supervision is one of the processes by which school administrators' attempt to achieve acceptable standards of performance and results. It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system (Peretomode, 2001). Teachers, whether new or old on the job need necessary support in implementing the instructional programmes. Principals as school heads therefore, need to provide this support to teachers, they have to be involved in the implementation of instructional programmes by overseeing what teachers are doing with the students.

Supervision in a school involves the use of expert knowledge and experiences to oversee and coordinate the process of improving teaching and learning activities in schools. According to Ngunjiri (2012), instructional supervision is an effort designed by school officials towards providing leadership to teachers and educational workers for the improvement of instructions. It involves stimulation of teachers in the improvement of instruction, selection and revision of educational objectives, maintenance of instruction and methods of teaching and evaluations. Instructional supervision centers on the head teacher and is meant for the improvement of instructions (Mavindu, 2013). According to Van Deventer and Kruger (2003), the five basic elements of instructional supervisory roles of principals are: defining the school mission, managing the curriculum and instruction, supervising teaching,

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monitoring learner progress and promoting instructional climate. Instructional supervision is necessary for improved job performance (Mavindu, 2013).

Dubrin (2006) averred that employee's job performance is the use of knowledge, skills, experiences and abilities, to perform the assigned mission required by the managers efficiently and effectively. The importance of the employees' job performance lies in considering the cost of the resources used and a measure of the quantity and quality of work done. It also involves helping to survive and excel between the firms, helping to assess and attain established performance goals and finally to increase the efficiency of the employee performance helps to make the right decisions.

In order to enable teachers to meet the various demands placed upon their profession, it is increasingly recognized that teachers' skill need to be continuously upgraded. Barber and Mourshed (2007) have identified four ways of helping teachers improve instructional quality as follows:

1. Building practical skills during the initial training
2. Placing coaches in schools to support teachers
3. Selecting and developing effective instructional leaders
4. Enabling teachers to learn from each other.

These four ways are already what education in the professional development of teachers in developing countries emphasizes and these can be summarized as service or initial teacher training, in-service training or continuing professional development (Uyai, 2011).

Supervision of instruction is therefore required to guide teachers to be able to combine relevant input for enhancement of teaching- learning process. The fact remains that the success of an educational programme especially in the achievement of effective learning depends largely on the job performance of the teachers (Oyewole and Ehinola, 2014). Fink and Resnick (2001) opined that instructional supervision involves the ability of the principal to create both intellectual and social capital. The principal should develop a community of professional learners or a nested learning community in which teachers trust, depend on, and learn from one another (collegiality and collaboration). He/she must also participate in making curriculum choices, establishing expectations for the quality of student work and the quality of teaching strategies and methods Adenike (2017). Thus, the principal has to be a visionary who leads the school community in its development to use teaching and curricular strategies that are more effective and also support teachers' effort to implement effective instruction. Oyewole and Ehinola (2014) asserted that instructional supervision strategies in the school organization framework should analytically examine the following variables closely on the regular basis.

- (i) Teacher Service: Regularity/punctuality, weekly lesson preparation, coverage of work schedules and documentation of pupils' work.
- (ii) Pupils learning effort: Regularity and punctuality of classes, completion of assignments, achievements and conduct scores.
- (iii) Curriculum benefits: Adequacy of textbooks and their uses, relevance of continuous assessment and guidance counseling in the school system.
- (iv) School facilities: Adequate sanitation and maintenance of accommodation facilities (classrooms, laboratories, library, halls, offices etc) equipment and supplies (p.88).

Furthermore, the modern approach to instructional supervision has given the principal a greater responsibility which imposes upon him the duties of planning, organizing, coordinating, supervising, directing and controlling the quality of the various activities necessary to accomplish the goals of the organization. According to Oyewole and Ehinola, the modern concept of instructional supervision therefore, expects the principal to play the following roles:

- a) Visit classroom regularly to observe teachers.
- b) Organize conference with teachers collectively and individually to discuss ways of improving instruction for effective learning.
- c) Teach demonstration lessons.
- d) Organize induction courses for newly posted and recruited teachers.
- e) Ensure that instructional goals are achieved.
- f) Ensure that instructional materials are available.
- g) Help teachers with classroom management.
- h) Inculcate in students the idea that they have understanding potential for achievement.
- i) Evaluate teachers' effort in relation to the schools pre-determined objectives.
- j) Motivate and lead teacher into professional maturity (p.89).

Kramer *et al.* (2005) revealed that teachers in high performing secondary schools view supervision of instruction as a friendly exercise while those in low performing schools look at supervision, especially teacher observation, as witch-hunt.

In Anambra state, personal observation of the researchers indicates that instructional supervision processes in most secondary schools are autocratic in nature. Most principals in the state hardly make efforts to develop a community of professional teachers' collegiality and collaboration. Some do not allow their teachers to participate in making curriculum choices, establishing expectations for the quality of student work and the quality of teaching strategies and methods (Adenike, 2017).

Again, majority of teachers do not mind presenting their records of work for scrutiny by their principals. This has posed a big challenge to effective instructional supervision in most secondary schools in the state. Thus, most principals seem not to equip their teachers with professional skills, and as a result, the some teachers view

supervision with negative connotations. Some regard instructional supervision as a hindrance to improved academic achievement. Some others see instructional supervision as an attempt by principals to prevent teachers from active participation in determining the institution’s mission and instructional resources, and as well, monitoring students’ progress. In the light of the foregoing, this study determined the relationship between principals’ instructional supervision practices and teachers’ job performance in Anambra state.

1.1. Research Question

One research question guided the study:

What is the relationship between principals’ instruction supervision practices and teachers’ job performance in secondary schools in Anambra State?

1.2. Hypothesis

One null hypothesis was tested at 0.05 level of significance.

There is no significant relationship between principals’ instructional supervision practices and teachers’ job performance.

2. Research Method

This study was carried out in Anambra State. It adopted the co-relational research design. All the six education zones, namely Aguata, Awka, Nnewi, ogidi, Onitsha and otuocho were covered. The population of the study was made up of 6,342 public secondary school teachers in six education zones of the state. This comprised 830 teachers from Aguata, 1,694 teachers from Awka, 937 teachers from Nnewi, 989 teachers from Ogidi, 1,394 teachers from Onitsha and 498 teachers from Otuocha education zones respectively. The sample for the study was 634 public secondary school teachers in Anambra state. This represented 10% of public secondary school teachers in the six education zones of Anambra state. The choice of 10% is in line with the recommendation made by Eze (2005) that in a survey involving a population of few thousands, at least 5% of the population should be used as the sample size.

Data were collected with researchers-developed instrument titled: ‘Questionnaire on principals’ instructional supervision practices and teachers’ job performance Questionnaire’ (QPISPTJP). The instrument was validated by three experts. The reliability of the instrument was established through a trial- test in public secondary schools in Enugu State. The reliability index of the instrument using Cronbach alpha method was 0.92 and was deemed high for the study.

The researcher administered the instrument directly on the respondents with the help of five research assistants and the Pearson’s Product Moment correlation coefficient was used in the data analysis. The coefficients (r) of the relationship were interpreted using the Best and Kahn (2003) criterion for evaluating the magnitude of a correlation:

Coefficient (r)	Relationship
.00 to .20	Negligible
.20 to .40	Low
.40 to .60	Moderate
.60 to .80	Substantial
.80 to 1.00	High to Very high

3. Result Presentation

3.1. Research Question

What relationship exists between principals’ instruction supervision practices and teachers’ job performance in secondary schools in Anambra State?

Table-1. Pearson’s Correlation between principals’ instructional supervision practices and teachers’ job performance.

Variables	N	Princ.Inst. Sup. Practices	Teachers’ job performance	Decision
Principals’ Inst. Practices	612	1	.419	Positive
Teachers’ job performance	612	.419	1	

As shown in Table 1, the Pearson’s Correlation Coefficient, r = .419. This shows that a moderate positive correlation exist between principals’ instructional supervision practices and teachers’ job performance.

3.2. Hypothesis

There is no significant relationship between principals’ instructional supervision practices and teachers’ job performance.

Table-2. t- test of significance of relationship between principals' instructional supervision practices and teachers' job performance.

Variables	N	Princ. Ins. Sup. Practices	Teachers' job performance	t-cal	t-crit	Decision
Princ. Inst.	612	1	.419			
Sup. Pract.						
Teachers' job Perf.				11.40	1.96	Significant

As shown in [Table 2](#), there is a significant relationship between principals' instructional supervision practices and teachers' job performance, $r = .419$. The t-cal value of 11.40 is greater than the critical value of 1.96. The null hypothesis which indicated no significant relationship was therefore rejected.

4. Findings of the Study

- A moderate positive relationship exists between principals instructional supervision practices and teachers job performance.
- A significant relationship exists between principals instructional supervision practices and teachers job performance.

5. Discussion of Findings

The findings of this study indicated that a moderate positive relationship exists between principals' instructional supervision practices and teachers' job performance. This finding of the study is not surprising. Teachers, whether new or old on the job need necessary support in implementing the instructional programmes. In this regard, principals as school heads therefore, need to provide this support to teachers, they have to be involved in the implementation of instructional programmes by overseeing what teachers are doing with the students.

The finding of this study is not different from that of [Peretomode \(2001\)](#), who found that instructional supervision practices such as classroom observation, is a procedure by which the principal could be of great assistance in aiding the teachers to improve their instructional techniques, job performance and the learning processes of the student. The findings of this study is also in consonance with [Farrell \(2011\)](#) who found that instructional supervision is one of the most common ways of reflecting on pedagogical practices which can help teachers evaluate their strengths and weaknesses.

In testing the hypothesis, it was found that a significant relationship exist between principals' instructional supervision practices and teachers' job performance. Such that a significant improvement in principals' instructional practices will result to a significant increase in teachers' job performance. Principals should promote and encourage management and staff relationship through good communication network, administrative support, team work and social events for better harmonious working environment which would steadily improve teachers' job performance. This finding of the study further supports that of [Sule et al. \(2015\)](#) which revealed that a significant positive relationship exists between instructional supervisory practice and teachers' role performance.

The findings of this study are corroborated by the work of [Charles et al. \(2012\)](#), that revealed that principals need to effectively supervise teachers by ensuring that: they are observed regularly; lessons are structured with an interesting beginning; revision of major points knowledge and teachers' use of voice variation and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly. The results of this finding are also in line with the finding of [Effiong \(2006\)](#), [Adeniran \(2002\)](#), and [Okon \(2006\)](#), that revealed that principals' supervisory practices of demonstration enhance teachers' job performance.

6. Conclusion

The conclusion of the study is that a moderate positive relationship exists between principals instructional supervision practices and teachers job performance. Similarly, a significant relationship exists between principals instructional supervision practices and teachers job performance.

Recommendations

The recommendations of the study are as follows:

1. Teachers should not see the principals' instructional supervision practices as attempts to undermine the teachers' job performance.
2. Principals should use instructional supervision as an opportunity to equip their teachers with professional skills and knowledge.
3. Principals should be democratic in the instructional supervision processes with great emphasis on the principles of collegiality and collaboration among the teachers.

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