

INFLUENCE OF PRINCIPALS' INSTRUCTIONAL SUPERVISION ON TEACHER JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ORUMBA SOUTH LOCAL GOVERNMENT AREA

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Abstract

The study examined the principals' instructional supervision and teachers' job performance in public secondary schools in Orumba South LGA. Specifically the study sought to discourse principals' instructional supervision for improved teachers' job performance in public secondary schools in Orumba South LGA. A total of two research questions were formulated to guide the study. The population comprised all the 405 teachers in all public secondary schools in Orumba South LGA of Anambra State. The sample size was 200 respondents. The instrument for data collection was a questionnaire which was validated by three experts from Chukwuemeka Odimegwu Ojukwu University Igbariam campus. The reliability coefficient were 0.70 and 0.72 which was determined through test-retest method. The data were analyzed through mean rating and it was found out among others that principals' supervision of curriculum implementation and teachers' instructional activities enhances teachers' job performances in Orumba South LGA. Based on the findings it was recommended among others that there should be compulsory and regular training of principals on curriculum implementation and their instructional activities in their various schools for better performance.

Keywords: *Principals' instructional Supervision, teachers' job performance, Principals' Curriculum Implementation and Teachers Instructional Activities*

INTRODUCTION

Education could be seen as an instrument for achieving socioeconomic and technological growth and development of any nation. It is an instrument par-excellence and the means of developing human intellect, technical skills, character and effective citizenship for self-reliance and effective national development (FRN, 2013). A simple way of appreciating

education is that it is a tool or a necessary weapon that is needed by every human being in order to effectively navigate this complex world (Aguba, 2009). Education in essence is the most effective instrument for academic progress, social mobilization, political survival and effective national development of a country, it constitutes the single largest enterprise in Nigeria. The educational policy of any nation is to achieve education for all. The priority is to ensure equitable access and improvement in the quality and efficiency of all level of education.

Secondary education is in most countries the phase in the education continuum responsible for the development of the young during their adolescence, the most rapid phase of their physical, mental and emotional growth. It is at this very education level, particularly in its first cycle, that values and attitudes formed at primary school are more firmly ingrained alongside the acquisition of knowledge and skills. A principal is regarded as the chief executive of a secondary school; he is a leader and head of a secondary school. The Principal is the coordinator of the entire secondary school activities, and maintains a harmonious relationship with the teachers as subordinates to ensure the success of school administration. Thahir (2022) asserted that the principal is the fulcrum upon which the success or failure of school administration revolves around noting that, the principal must maintain close ties with his teachers in the achievement of school goals and one of the ways they do this is through their supervision of instruction. Supervision of instruction is the ability of principals and private evaluators to adequately monitor the activities of the teachers and students through checking the teachers' actual teachings, classroom management and the use of instructional materials (Nkwoh, 2011). Ayeni (2012) put it that most principals accorded desired attention to monitoring of teachers attendance, preparation of lesson note and adequacy of diaries of work, which improve their teaching performance in schools.

Researcher has shown that supervision of instruction enables the school principal to monitor the performance of his teaching staff and help them to improve quality of instruction. In support of the assertion, Ahmed, Samee, and Khalid (2021), noted that teachers are increasingly availed of the opportunity to become better. Ahmed *et al.* argued that it is a process of stimulating growth and excellence in teaching. The process of supervision is continuous and it ensures that teachers carry out their daily routine functions both academic and extracurricular according to rules and regulations as stipulated in the educational goals and principles of the state. Dauda, Bawa, Umar and Bala (2019) agreed that school principals should devote most of their time to improving and supporting instruction. This is because both parents and government are now more concerned than ever with a result-oriented education and the principal has the professional obligation to offer nothing less. Bamire and Adelabu (2018) maintained that principals provide instructional support by encouraging teachers' collaboration, ensuring the use of instructional materials in schools, and emphasizing the value of research-based strategies, and applying them effectively to their schools.

Curriculum implementation involves day to day activities which school management and classroom teachers undertake in the pursuit of the objective of any given curriculum (Obanya,

2008). Ahmadi and Lukman (2015) indicated that it is the process of putting curriculum into action through an implementation agent such as principals, education officials, parents among other agents. Only effective curriculum implementation ensures achievement of the objectives for which the curriculum was designed to attain. For effective implementation of curriculum to take place, quality assurance and standards is key. Ayeni (2012) concluded that challenges that principals face in the tasks of institutional governance, resource inputs, curriculum delivery and students learning require effective collaboration and goal-oriented synergetic interrelationship between the school and the relevant stakeholders in its environment. Another area of their supervision is the supervision of teacher instructional activities. School principals can succeed in the successful implementation of the curriculum and improvement of instructional programmes, if staff members are highly motivated to be productive, devoted and committed to their duty. According to Nwosu (2017), the purpose for supervising teacher activities is for effective management of the school curriculum. It is assumed that when principals adopt effective administrative practices, they will enhance their task effectiveness and school goal attainment. School administrators involve themselves in supervisory functions to influence teaching and learning process. Adeola (2014) stated that the principal as the overall administrative head has the responsibility of daily supervision of school activities.

Instructional process and supervision help a lot in improving teachers' job performance in schools. This is because supervision of instruction aims at enhancing teaching and learning through proper guidance and planning, and devising ways of improving teachers professionally and thereby helping them release their creative abilities so that through them the instructional process is improved and well articulated (Okendu, 2012). Principals are to ensure that teachers teach only what is current and modern in the syllabus through effective supervision and motivation. Nwosu (2017) described a principal as someone who provides leadership in instructional matters and also facilitates the learning process towards the realization of educational objectives. The level and efficiency of a school manager is based on the teachers' job performance in the school. For the purpose of this study the researcher will examine the influence of principals' supervision of curriculum delivery on teacher instructional activities.

Secondary school principals seem to spend more of their official hours on the administrative functions to the detriment of effective supervision process and programmes of the school. As a result of this, there are public outcries, reports and comments in print and electronic media alleging fallen standards of education in public education which reveals in part that internal supervision is probably not effectively carried out by school principals in secondary schools. It is worthy of note that irregular supervision of teachers could adversely affect their job performance. The researchers therefore decided to embark on this study to ascertain the influence of principals' instructional supervision on teachers' job performance in public secondary schools in Orumba South LGA.

Statement of the Problem

The ultimate goal of secondary education is to develop the individuals' mental capacity and character for higher education for useful living within the society. Some problems hinder this

goal. There is a growing concern about the realization of secondary school objectives due to doubt that many administrators used to give little attention to instructional supervision. There seem to be a steady decline in teacher's instructional task performance which has led to poor teachers' job performances in Orumba South LGA. Though the government supplies teaching materials to schools for teachers to work with in order to improve classroom instruction, but due to corruption and favouritism, it has been noted that some of these government officials are at times lobbied and influenced in the process of doing their jobs which has resulted in poor execution of instructional supervision in schools. Observation has shown that most times proper attention is not given to principals instructional supervision activities in schools which has impacted negatively on the curriculum implementation and teachers' instructional activities within the school over the years. Consequently this has led to lot of problems ranging from teachers not updating their lesson notes, inability to cover the lesson notes before the session is over, inability of the teachers to stick to the approved curriculum for their students, poor content delivery, poor assessment of the students, promotion of corruption and examination malpractices which have led to poor performances on the part of teachers and the students. Against this backdrop, the researchers therefore embarked on this study to look into principals' instructional supervision and teachers' job performance in public secondary schools in Orumba South LGA of Anambra State.

Purpose of the Study

The purpose of this study is to examine the influence of principals' instructional supervision on teachers' job performance in public secondary schools in Orumba South LGA.

Specifically, this study sought to:

1. Determine ways principals' supervision of curriculum implementation influence teachers' job performance in public secondary schools in Orumba South LGA?
2. Ascertain ways principals' supervision of teachers' instructional activities influence teachers' job performance in public secondary schools in Orumba South LGA?

Research Questions

The following research questions will guide the study:

1. In what ways does principals' supervision of curriculum implementation influence teachers' job performance in public secondary schools Orumba South LGA?
2. In what ways does principals' supervision of teacher's instructional activities influence teachers' job performance in public secondary schools in Orumba South LGA?

METHOD

This chapter discussed the method and procedures in the conduct of the study. And this is presented under Research Design, Area of the Study, Population of the Study, Sample and Sampling technique, Instrument of the Data Collection, Validation of the instrument, Reliability of the Instrument, Method of Data Collection and Method of Data Analysis.

Research Design

The research design used for the study is descriptive survey. Survey according to Agu & Akuezuilo (2013) means a method of obtaining information from various groups or persons

mainly through questionnaire or personal interview. With descriptive survey research design, the researcher will be able to collect information through a questionnaire from a group of people which will be analyzed and the results generalized to the entire population. In this study therefore a part of the population was administered through the questionnaire and the results were generalized to cover the entire population of the study.

Area of the Study

Orumba South is a Local Government Area in Anambra State south-senatorial zone in Nigeria. Umunze is the headquarters of Orumba South. Other towns that make up the local government are the following towns- Akpujiogu, Umuomaku, Eziagu, Ezira, Ihite, Umuchukwu, Nawfija, Ogboji, Ogbunka, Owerre-Ezukala, Agbudu, Onneh, Enugwu-Umuonyia and Isulo. They have infrastructural facilities like electricity, good roads and good communication network. Many of them have private bore-holes that serve as their major source of water supply. The people in the local government are mainly traders, civil servants and farmers. The local government was chosen for this study because of the poor performance of teachers in the area and lack of supervision by the school principals.

Population of the Study

The population size was 405. This comprised 405 secondary school teachers in the 16 public secondary schools in Orumba South L.G.A.

Sources: Resources and Statistics P.P.S.S.C. Awka 2019.

Sample and Sampling Technique

The sample of 200 teachers was used for the study. In order to make sure that the entire population was represented in the study, a simple random sampling technique was applied on the population to select 10 schools out of the 16 schools. The selection was done without replacement to give all the schools equal chances of being selected. Again 20 teachers were randomly selected from each of the 10 schools selected which was also done without replacement. A total of 200 sample was selected for the study.

Instrument of Data Collection

The researchers designed a questionnaire titled- Principals' Instructional Supervision Questionnaire (PISQ) and Teacher Job Performance Questionnaire (TJPQ) which covered various instructional supervisory practices by principals. The questionnaire was divided into two parts-part A and Part B. Part a sought for information about the respondents personal data while part B contains 10 items on principals' instructional supervision. separated into 2 research questions. The 10 items were structured under a 4 point scale of strongly agreed (SA) 4points, agreed (A) 3points, disagreed (D) 2points and strongly disagreed (SD) 4points.

Validation of the Instruments

The questionnaire were validated by three experts of which copies of the questionnaire were submitted to two experts in the Department of Educational Foundations, all from Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam campus in Anambra State. The final edition of the instrument was obtained after the researcher effected the necessary corrections required. The experts were to examine the content of the instrument in

line with the purpose of the study and also check if the items were able to measure what they intended to measure. The validation of the items were carried out in terms of their content relevance, items clarity and design. After scrutinizing the instrument, they offered useful suggestions which led to a modification of the questionnaire before the final copy was produced.

Reliability of the Instrument

Reliability of the instrument was tested to ensure that the instrument was reliable. The researcher administered 10 copies of the questionnaire amongst ten (10) teachers in five secondary schools in Awka South LGA OF Anambra State, which was not part of the study. Thereafter, the copies of the questionnaires were retrieved and their scores calculated using the Cronbach Alpha formula. The method of using Cronbach Alpha formula to calculate scores was adopted in order to ensure the internal consistency for reliability of research instruments which were arranged in two clusters. Results of the administered copies of the questionnaire yielded a reliability coefficient of 0.70 and 0.72 respectively.

However, the result indicated that the internal consistency of the instruments were considered satisfactory and stable for the study. Therefore, the reliability of the questionnaire showed that the instrument were reliable, dependable and likewise trust-worthy.

Method of Data Collection

The administration of copies of the questionnaires were carried out by the researchers who engaged the services of two research assistants. These research assistants received briefings and instructions about the location of secondary schools and how to relate with the teachers for their maximum on completing the questionnaire. The researchers administered the questionnaires by hand with the research assistants to ensure maximum recovery of the instrument administered. The 200 copies of questionnaire were all retrieved and gathered for appropriate collation and analysis.

Method of Data Analysis

The data obtained from the questionnaire was compiled, analyzed and used in answering the research questions based on four point scale. The mean for scaling items was computed by multiplying the frequency of the responses by the value of scaled items and dividing the total with the number of respondents. And the decision rule for interpretation of the mean scores of the data was that 2.5 is the cut off mark for accepting an item at the agree level and mean ratings below 2.5 was to be taken as an indication of mean scores within the disagreed level. The mean criterion was obtained using the 4 point rating scale.

PRESENTATION AND ANALYSIS OF DATA

Data collected through the questionnaire was analysed and presentation according to the research questions.

Research Question 1: In what ways does principals' supervision of curriculum implementation influence teachers' job performance in public secondary schools Orumba South LGA?

Table 1: Mean rating of ways principals' supervision of curriculum implementation influence teachers' job performance in public secondary schools Orumba South LGA

S/N	Item Statements	Mean	Decision
2.	My principal ensures all lessons have teachers	2.88	Accepted
3.	My principal ensures teachers cover syllabus for all subjects taught	3.04	Accepted
4.	My principal ensures time allotted to each subject is adequate	3.27	Accepted
5	My principal ensures that teachers always use teaching and learning aid during lessons	3.45	Accepted
Grand Mean		2.74	Accepted

Items in Table 1 showed that all the mean of the teachers' responses to the items fell above 2.5 (acceptable mean). This gave rise to grand mean coming up to 2.74. This indicated that teachers accepted that these items constitute ways principals supervision of curriculum implementation influences teachers' job performance in public secondary schools in Orumba South LGA

Research Question 2: In what ways does principals' supervision of teacher's instructional activities influence teachers' job performance in public secondary schools in Orumba South LGA?

Table 2: Mean rating of ways principals' supervision of teacher's instructional activities influence teachers' job performance in public secondary schools in Orumba South LGA

S/N	Item Statements	Mean	Decision
1.	My principal evaluates teaching methods applied by teachers	2.75	Accepted
2.	My principal ascertains the quality of the teacher's teaching skills	3.06	Accepted
3.	My principal accesses the quality of instructional materials used	2.97	Accepted
4.	My principal checks the competency of the teacher during instruction delivery	1.96	Accepted

5	My principal ascertains the consistency of teachers lesson not	278	Accepted
	Grand Mean	3.07	Accepted

As shown in Table 2, it was observed that all the mean of the teachers' responses fell above 2.5, which is acceptable mean, except for item 9, whose mean is 1.96. However, the grand mean which was 3.07 showed that teachers agreed that these items constitute ways supervision of teacher's instructional activities by principal influences secondary teachers' job performance in Orumba South LGA

Summary of Findings:

The findings showed that teachers

1. Supervision of curriculum implementation by principals influences teachers' job performance in public secondary schools in Orumba South LGA
2. Supervision of teacher's instructional activities by principals influences teachers' job performance in public secondary schools in Orumba South LGA

Discussion of the Findings

Supervision of curriculum implementation by principals

The analyses of the items in research question 2 showed that respondents accepted that principals ensure enough textbooks are provided for each subject, all lessons have teachers, teachers cover syllabus for all subjects taught, time allotted to each subject is adequate and that teachers always use teaching and learning aid during lessons as ways principal supervise curriculum implementation in their schools. Obanya, (2008) is of the found out that curriculum implementation involves day to day activities which school management and classroom teachers undertake in the pursuit of the objective of any given curriculum. The findings of Obanye is in agreement with this present study as it showed that daily supervision of curriculum implementation by principals is very necessary for improving the performance of teachers. Ahmadi and Lukman (2015) however disagreed with the result of the present study by saying that it is the process of putting curriculum into action through an implementation agent that really matters in the business of teaching and learning. This is because to him, only effective curriculum implementation ensures achievement of the objectives for which the curriculum was designed to attain. For effective implementation of curriculum to take place, quality assurance and standards is the key. Ayeni (2012) concluded that challenges that principals faced in the tasks of institutional governance, resource inputs, curriculum delivery and students learning require effective collaboration and goal-oriented synergetic interrelationship between the school and the relevant stakeholders in its environment. The study along with the present study showed that lack of support from relevant agencies will eventually hinder principals' effort towards supervision of curriculum implementation. According to Nwosu (2017), the purpose for supervising teacher activities is for effective management of the school curriculum. It is observed that the result of this study supports the present study because when principals adopt effective administrative practices, they will enhance their task effectiveness, that of their teaching staff and school goal attainment. Therefore school administrators involve themselves in supervisory functions to influence teaching/learning process.

Supervision of teacher's instructional activities by principals

The analyses of the items in research question 2 showed that respondents accepted that evaluating of teaching methods applied by teachers, ascertaining the quality of the teacher's teaching skills, accessing the quality of instructional materials used and ascertaining the consistency of teachers lesson note are ways supervision of teacher's instructional activities by principals influence teachers' job performance. However they disagreed that checking the competency of the teacher during instruction delivery is part of what principals do in supervision of teachers' instructional activities in their schools. According to Nkwoh, 2013, supervision of instruction is the ability of principals and private evaluators to adequately monitor the activities of the teachers and students through checking the teachers' actual teachings, classroom management and the use of instructional materials. This study supports that monitoring is a very effective administrative technique for a better teacher job performance in schools. Ayeni (2012) put it that most principals accorded desired attention to monitoring of teachers attendance, preparation of lesson not and adequacy of diaries of work, which improve their teaching performance in schools. Kotride, Yanos and Annai (2004) asserted that school principals are in a better position to provide constant and adequate feedback to the teachers to ensure periodic review and improvement of teaching and learning process. Both of these studies, in line with the present study maintained that teachers' activities in the classroom should be given adequate attention by principals if they expect better performances from them. In agreement with the result of the present study, Nwosu (2017) described a principal as someone who provides leadership in instructional matters and also facilitates the learning process towards the realization of educational objectives. To him, lack of proper supervision of teachers' instructional activities by principals will adversely affect teacher job performances. The level and efficiency of a school manager is based on the teachers' job performance.

The study concluded that-

Supervision of curriculum implementation by principals influences secondary school teachers' job performance in public secondary schools in Orumba South LGA

Supervision of teacher's instructional activities by principals influences secondary school teachers' job performance in public secondary schools in Orumba South LGA

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