

PRINCIPALS AND TEACHERS PERCEPTION OF INSTRUCTIONAL SUPERVISION AS A TOOL FOR IMPROVING TEACHERS PERFORMANCE IN SECONDARY SCHOOLS IN AWKA EDUCATION ZONE OF ANAMBRA STATE

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Abstract

The main purpose the study was to determine principals and teachers perception of instructional supervision as a tool for improving teachers' performance in secondary schools in Awka Education Zone. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The descriptive research design was adopted for the study. The study was carried out in Awka Education Zone of Anambra State. The population of the study comprised 61 principals and 1345 teachers in the 61 secondary schools in the zone. Unbiased sampling method of simple random sampling was used to select twenty (20) schools with 20 principals from Awka Education Zone of Anambra State, fifteen (15) teachers each from the selected schools in Awka Education Zone of Anambra State. A total of 320 respondents (20 principals and 300 teachers) were used for the study. The instrument for data collection was a structured questionnaire titled "Questionnaire on Instructional Supervision as tool for Improving Teachers Performance". The instrument was developed by the researcher and was validated by three experts from the Faculty of Education, Department of Educational Administration and Planning and Measurement and Evaluation of Enugu State University of Science and Technology. The reliability was ascertained through test retest method of estimating reliability. The two sets of scores obtained were correlated using the Pearson Product Moment Correlation Coefficient and 0.75 were obtained from the two instruments used for the study while the reliability coefficient for the instrument for the principal and the teachers are 0.71 and 0.72. The data collected were analyzed using mean and t-test. Findings revealed that principals and teachers in secondary schools in Awka Education Zone to a high extent perceive instructional supervision as a tool for improving teachers' performance because it helps the teachers acquire new skills, stimulate love for the profession, develop teachers professionally, and creates good rapport with the teachers. Findings also showed that principals and teachers were in agreement in their perception of instructional supervision as a tool for improving teachers' performance. Based on these findings it was recommended that the State Ministry of Education should reinforce

supervision based training and retraining, seminars, workshops and refresher courses for secondary school's principals.

Keywords: Principals, Perception, Instructional Supervision, Teachers Performance.

Introduction

Education is the foundation of social, economic and human development of any nation. This is because through education, learners are not only taught, trained, and adequately guided to acquire relevant skills and knowledge but also how to adapt to acceptable public life. According to Madudili (2015), education is meant to pass on to the new generations the existing knowledge of their physical environment, to introduce individuals to the organization of society, teach them skills for performing their jobs and enjoying their leisure, as well as to inculcate sound moral values in them for their own benefit and that of the society, This view is further strengthened by the Federal Republic of Nigeria's (FRN, 2013) national policy on education which views education as an instrument par excellence for effecting national development. For the goals of education to be successfully achieved, teachers has a central role in ensuring that the provisions of the curriculum is achieved. According to Ikegbusi (2014), teachers teach, train and process students to acquire the necessary life skills that would enable them survive and contribute meaningfully to the society they belong.

For teachers to achieve optimum performance on the job, there is need to ensure discipline and commitment on the job. This is why Ikegbusi and Eziamaka (2016) averred that to ensure that teachers are highly disciplined and their high productivity achieved in the education sector, involve strengthening schools' instructional supervision to ensure that teachers high productivity and work commitment are guaranteed and enhanced. Thus instructional supervision is a key tool for ensuring efficiency and high performance in teaching. Instructional supervision is a tool used by educational administrators to monitor teachers' job activities in the classroom.

Instructional supervision according to Madudili (2015) is a process that focuses on instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance. Similarly, Ogbo (2015) defined instructional supervision as the maximum development of the teacher into the most professionally efficient and effective person he is capable of becoming. Effective instructional supervision is an instrument used in schools for behavior modification. It determines the goals of school and means of

accomplishing them. Therefore, instructional supervision in school has been seen as a motivator whereby one person who is the head motivates others towards the achievement of specific goals of the school (Madudili, 2015). Instructional supervision is the art of over-seeing the teaching-learning process, therefore making sure that the school is administered, managed and leads in an effective manner to achieve the educational objectives.

The principal holds the major position in the programme of instructional improvement through effective and efficient supervision of teacher's instructional performance through various supervisory techniques. The principal is thus faced with the responsibility of supervising teachers generally to improve their instructional effectiveness make recommendations and also manage both human and material resources towards achieving the educational goals. The principal as the head of the school is the architect of quality activities in the school also the quality of academic achievement of students depend on the quality of instruction given by teachers. However, it appears that secondary school principals seem to have failed in actively engaging themselves in the instructional supervision of teachers thus resulting in some teachers engaging in unproductive activities like gossiping, selling of wares and sleeping during class hours. This invariably seem to have resulted in poor performance among some secondary school students and is a source of concern for parents and other stakeholders in education. It is against this background that the researcher determined principals' and teachers' perception of instructional supervision as a tool for improving teachers' performance in secondary schools in Awka Education Zone.

Statement of the Problem

In the school system, instructional supervision is considered to be the major planks of any strategy to improve the quality and standard of teaching-learning process. It is a dynamic function involving and stimulating the teachers while evaluating their performance with an ultimate view to improve the entire teaching learning situation. However, experience shows that the attitude of secondary school principals towards supervision of classroom instructional is below expectation; some of the principals are actually not equipped with the modern supervision techniques. They have estranged themselves from the actual instructional realities of the classroom and as a result, their activities as supervisors tend to be of very little values to the teachers and students. At the same time some of the teachers have developed negative attitudes towards the supervision and consequently do not benefit much from the exercise. Sadly, little or no research has been conducted to the best of the researcher's knowledge to determine the use

of instructional supervision as a tool for improving teachers' performance in Anambra State. The researcher is worried that if this situation is not mitigated the quality of secondary education in Awka Education Zone will leave little or nothing to be desired.

Purpose of the Study

The main purpose of the study was to ascertain principals' and teachers' perception of instructional supervision as a tool for improving teachers' performance in secondary schools in Awka Education Zone. Specifically the study sought to:

1. Ascertain principals' and teachers' perception of instructional supervision as a tool for improving teachers' performance in secondary schools in Awka Education Zone.
2. Examine the extent to which secondary school principals supervise their classroom teachers in Awka Education Zone.

Research Questions

The following research questions guided the study:

1. To what extent do principals and teachers perceive instructional supervision as a tool for improving teachers' performance in secondary schools in Awka Education Zone?
2. To what extent do secondary school principals regularly supervise their classroom teachers in Awka Education Zone?

Hypotheses

The following hypotheses were formulated to guide this study:

1. There is no significant difference between mean ratings of principals and teachers on the extent to which they perceived instructional supervision as a tool for improving teachers' performance in secondary schools in Awka Education Zone.
2. There is no significant difference between the mean ratings of principals and teachers on the extent which principals regularly supervise their classroom teachers in secondary schools in Awka Education Zone.

Methodology

The descriptive research design was adopted for the study. The study was carried out in Awka Education Zone of Anambra State. The Education Zone is made up of five Local Government Areas of Anaocha, Awka – North, Awka –

South, Dunukofia and Njikoka in Anambra state. The population of the study comprised 61 principals and 1345 teachers in the 61 secondary schools in the zone. Unbiased sampling method of simple random sampling was used to select twenty (20) schools with 20 principals from Awka Education Zone of Anambra State, fifteen (15) teachers each from the selected schools in Awka Education Zone of Anambra State. A total of 320 respondents (20 principals and 300 teachers) were used for the study. The instrument for data collection was a structured questionnaire titled “Questionnaire on Instructional Supervision as tool for Improving Teachers Performance”. The instrument was developed by the researcher and was validated by three experts from the Faculty of Education, Department of Educational Administration and Planning and Measurement and Evaluation of Enugu State University of Science and Technology. The reliability was ascertained through test retest method of estimating reliability. The two sets of scores obtained were correlated using the Pearson Product Moment Correlation Coefficient and 0.75 were obtained from the two instruments used for the study while the reliability coefficient for the instrument for the principal and the teachers are 0.71 and 0.72. The researcher administered the questionnaire with the aid of three research assistants and the instrument was administered on the spot to ensure high return rate. Out of the 320 copies of questionnaire distributed, 292 were returned in good condition. The data collected were analyzed using mean and t-test for analysis. For the research questions, the decision rule was based on the real limits of numbers:

	Values	Real Limit
Very High Extent	4	3.50- 4.49
High Extent	3	2.50- 3.49
Low Extent	2	1.50- 2.49
Very Low Extent	1	1.00- 1.49

The mean average of 2.50 was used for decision making for the research questions. Any item mean that is 2.50 and above is considered high extent while any item that is below 2.50 is low extent. For the hypotheses, where the calculated t-value was less than the critical value of t, it means that the variable did not significantly influence respondents’ mean ratings and the hypothesis was not rejected. Conversely, where the calculated t-value was equal to or greater than the critical t-value, it means that the variable had a significant influence on the respondents’ mean ratings and the hypothesis was rejected.

Results

Research Question 1

To what extent do principals and teachers perceive instructional supervision as a tool for improving teachers' performance in secondary schools in Awka Education Zone?

Table 1: Analysis of Responses on the perception of secondary school principals' and teachers' on instructional supervision.

S/NO	Item Description	Principals' Responses Mean	Responses Decision	Teachers' Responses Mean	Responses Decision
1	Helps Teachers get new skill	2.75	High Extent	2.57	High Extent
2	Stimulates love for the profession	3.10	High Extent	2.85	High Extent
3	Helps teachers to gain new experience	2.75	High Extent	2.57	High Extent
4	A way of evaluating performance	2.37	Low Extent	2.15	Low Extent
5	Develops teachers professionally	3.00	High Extent	2.56	High Extent
6	Meets teachers needs	2.90	High Extent	2.72	High Extent
7	As a threat to teachers	2.02	Low Extent	2.32	Low Extent
8	Create good rapport with teacher	2.80	High Extent	2.57	High Extent
	Mean of Means	2.72	High Extent	2.54	High Extent

Data in Table 1 contain analysis of the responses on the extent teachers and principals perceive instructional supervision as a tool for improving teachers' performance in secondary schools in Awka Education zone. The respondents rated to a high extent that instructional supervision helps the teachers get new skills, stimulate love for the profession, gaining of new experience, developing teachers professionally, meeting the needs of the teachers and creating good rapport with the teachers while they rated to a low extent that instructional supervision is a threat to teachers and as a way of evaluating teachers' performance which indicates that instructional supervision is a tool that can be used to improve teachers performance in secondary schools in Awka Education Zone to a high extent.

Research Question 2

To what extent do secondary school principals regularly supervise their classroom teachers in Awka Education Zone?

Table 2: Analysis of Responses on the rate secondary school principals supervises their classroom teachers in Awka Education Zone.

S/No	Item Description	Principals' Responses Mean	Principals' Responses Decision	Teachers' Responses Mean	Teachers' Responses Decision
1	Supervision is on regularly basis	2.75	High Extent	2.83	High Extent
2	Notice of supervision of teachers in my school	3.10	High Extent	2.90	High Extent
3	Dialogue about supervision and class instruction	2.75	High Extent	2.87	High Extent
4	Readiness with register, scheme of work etc.	2.60	High Extent	2.78	High Extent
5	Supervision during extracurricular activities	3.00	High Extent	2.95	High Extent
6	Informal visits	2.90	High Extent	2.83	High Extent
7	Weekly check of teachers	2.85	High Extent	2.89	High Extent
8	Book keeping of Documented appraisal	2.80	High Extent	2.81	High Extent
9	Feedback on supervision observations	2.90	High Extent	2.84	High Extent
Mean of Means		2.85	High Extent	2.86	High Extent

Data in Table 2 shows the analysis of the responses on the rete of principals' supervision of their classroom teachers segregated into two groups viz, Teachers and Principals. The means of the responses on the various questions are all greater than the critical mean level of 2.50 which shows that principals in Awka Education Zone regularly supervise classroom teachers in their schools.

Hypothesis 1

There is no significant difference between mean ratings of principals and teachers on the extent to which they perceived instructional supervision as a tool for improving teachers' performance in secondary schools in Awka Education Zone.

Table 3: t-test Analysis on the Mean Ratings of Principals and Teacher on the Extent Which They Perceived Instructional Supervision As A Tool For Improving Teachers' Performance In Secondary Schools

Variable	N	Mean	SD	df	α	t-cal.	t-crit.
Decision							
Principals	18	2.72	0.77	290	0.05	0.94	1.96
Teachers	274	2.54	0.78				

Data in Table 3 shows that the calculated t-value of 0.94 at 290 degree of freedom and at 0.05 level of significance is less than the critical value of 1.96. This shows that there is no significant difference between mean ratings of principals and teachers on the extent to which they perceived instructional supervision as a tool for improving teachers' performance in secondary schools in Awka Education Zone. Therefore, the hypothesis is accepted.

Hypothesis 2

There is no significant difference between the mean ratings of the principals and teachers on the extent to which principals regularly supervise their classroom teachers in secondary schools in Awka Education Zone.

Table 4: t-test Analysis on the Mean Ratings of Principals and Teacher on the Extent Which Principals Regularly Supervise their Classroom Teachers in Secondary Schools in Awka Education Zone.

Variable	N	Mean	SD	df	α	t-cal.	t-crit.
Decision							
Principals	18	2.85	0.87	290	0.05	0.04	1.96
Teachers	274	2.86	0.84				

Data in Table 4 show that the calculated t-value of 0.04 at 290 degree of freedom and at 0.05 level of significance is less than the critical value of 1.96. This shows that there is no significant difference between mean ratings of principals and teachers on the extent to which principals regularly supervise their classroom teachers in secondary schools in Awka Education Zone. Therefore, the hypothesis is accepted.

Discussion

Table 1 revealed the analysis of responses on the perception of secondary school principals and teachers on the extent instructional supervision is a tool for improving teachers' performance in secondary schools in Anambra State to a high extent. The item 1 which said 'helps teachers get new skill' have mean of 2.75 and 2.57 for principals and teachers responses respectively, these shows that

instructional supervision helps teachers to get new skill. The next item on the table ‘stimulates love for the profession’ have means of 3.10 and 2.85 for both principals and teachers responses. These means are greater than 2.50 critical mean levels. It therefore shows that instructional supervision stimulates teachers to love teaching profession. The items 3, 5, 6 and 8 all have means greater than 2.50 critical mean level for both the principals and teachers responses which shows that instructional supervision helps teachers to gain new experience, develops teachers professionally, meet teachers need and create good rapport between the teachers and their supervisors (principals) to a high extent. The respondents rated to a low extent items suggesting that supervision is a threat to teachers and as a way of evaluating teachers’ performance are not significant which indicates that instructional supervision is a welcome practice in the zone. A look at the insignificance of the responses on the perception of instructional supervision as a way of evaluating teachers’ performance would suggest that the respondent maybe interest in other objective and method oriented ways of evaluating performance such as multivariate analysis of the results of the students in teacher taught subjects.

It will therefore be concluded that there is no significant difference between rating of teachers and that of principals on the extent which they perceive instructional supervision as a tool for improving teachers’ performance. This supports Zepeda (2007) as she identified three main aspects of the teacher supervisory process: instructional supervision, professional development, and evaluation. Instructional supervision, according to Zepeda (2007), “aims to promote growth, development, interaction, fault-free problem solving, and commitment to build capacity in teachers” (p. 29). She differentiates between supervision and evaluation by explaining that evaluation is a way to meet state and district mandates and to decide if, based on ratings, a teacher will return to work the following year. Supervision is much more than just evaluating a teacher; supervision takes into account the teacher’s career stage, what he or she desires his or her conceptual level, formal and informal observations, collaboration, coaching, and several other factors (Zepeda, 2007).

Table 2 shows the analysis of the responses on the regularity of principals’ supervision of their classroom teachers. The means of the responses on the item 1 which say supervision is on regular basis are 2.75 for the principals and 2.83 for that of the teachers, these responses indicates that instructional supervision is done on regular basis in Awka Education Zone. This is in line with the assumptions of Omoregie (2002) who saw instructional supervision as an internal process (micro-inspection). He opines that micro inspection concerns itself with regular resources utilization and processes in a school and maintenance of lines of action that promotes productivity. The item 2 on the table “notice of supervision of teachers in my school” has a mean of 3.10 responses by the principals and it’s been

confirmed by the teachers with a responses mean of 2.83. This shows that principals normally informed their teachers about supervision on time. The next item on the table which says “dialogue about supervision and classroom instruction” has mean above 2.50 critical mean level for both the principals and teachers responses. This indicates that the principals were not all in all during supervision, that is, principals listen to their classroom teachers’ view or opinion during supervision process. Item 4 “readiness with register, scheme of work etc” analysis revealed that teachers were ever read with their instructional materials during supervision process. This in accordance to Okumbe, (2007), instructional supervision denotes such activities as writing and revision of curricular, preparation of schemes of work and lesson plans, marking some of student’s pending work, preparation of units and materials of instructions, the development of processes and instruments for reporting to parents and such broad concerns as the evaluation of the total educational programme. The means of the responses on the other questions on the table are all greater than the critical mean level of 2.50 which shows that there is no significant difference in the perception of principals and the teachers in the Zone on the extent to which principals regularly supervise their classroom teachers in secondary schools in Awka Education Zone.

Conclusion

Based on the findings of the study, the researcher concludes that principals and teachers to a high extent perceive instructional supervision as a tool for improving teachers’ performance in secondary schools in Awka Education zone. Furthermore, findings showed that secondary school principals in Awka Education zone regularly supervise secondary school teachers to a high extent.

Recommendations

Based on the findings of the study, the researcher made the following recommendations:

1. The State Ministry of Education should reinforce supervision based training and retraining, seminars, workshops and refresher courses within and out of the state for secondary school’s principals. By so doing, even those who missed out supervision courses at the university or college would benefit.
2. Schools principals should spare enough time to supervise their teachers during classroom instruction rather than simply checking teachers’ pedagogies documents, teacher attendance book and students note books.
3. Principals should foster general supervision during extra-curricular activities and explain to teachers the intents and purpose of teachers’ supervision.

4. Funding should be provided by the Anambra State Government to finance inspection and monitoring programmes in secondary schools.

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