



## **Principals' Instructional Supervisory Roles and Teachers' Job Performance in Public Secondary Schools in Ekiti State, Nigeria**

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### ***Abstract***

*The study assessed the principals' supervisory roles and teachers' job performance in public secondary schools in Ekiti State. Two objectives with corresponding two research questions and hypotheses were formulated to guide the study. The correlational survey research design was used for the study. A sample size of 693 teachers was selected from a population of 6936 using the multistage and simple random sampling techniques. The researchers' self-designed questionnaire that consisted of 12 items was used for data collection. The instrument is titled "Teachers' Questionnaire on Principals' Instructional Supervisory Roles and Teachers' Job Performance (TQPISRTJP). The instrument was duly validated and it yielded 0.86 as the index of rational validity. Cronbach Alpha was employed to determine the reliability of the instrument and it yielded 0.76 as the coefficient of internal consistency. Descriptive statistics of means and standard deviations were used to answer the research questions while Pearson Product Moment Correlation (PPMC) was used to test the hypotheses at 0.05 level of significance. The findings of the study indicated that there was a significant relationship between the principals' role of*

*classroom observation and teachers' job performance in public secondary schools in Ekiti State and there was a significant relationship between the principals' role of staff evaluation and teachers' job performance in public secondary schools in Ekiti State. The study recommended that the Ekiti State Ministry of Education needs to organize workshops, conferences, symposia and seminars for principals to enable them acquire the requisite knowledge and skills needed for classroom observation of teachers by identifying their teaching weaknesses and develop strategies for teachers to overcome the weaknesses and perform their job effectively. The study also recommended that the Ekiti State Teaching Service Commission needs to mandate every principal to submit the outcome of the staff evaluation exercise on yearly basis to the commission to ensure that principals undertake the exercise judiciously with a high level of commitment as such effort would help the commission to use the results of the evaluation and organize training programmes to improve the job performance of underperforming teachers.*

**Keywords:** *Instructional Supervisory Roles, Teachers' Job Performance, Classroom Observation and Staff Evaluation*

## **Introduction**

The educational system in Nigeria in the 21<sup>st</sup> Century seems to be more complex as a result of the frequent revision of the curriculum to meet the needs and aspirations of the society. As such, supervision is used as a tool to monitor and guide teachers as they undertake their responsibilities daily to ensure that the curriculum is properly implemented towards the attainment of stated goals and objectives. Supervision exists in every institution as it is a key instrument for ensuring that teachers adhere to the

teaching principles required for effective instructional delivery. Supervision evolved from the realization that human beings could only accomplish a little task when they are left to work without control. On this basis, a direction is therefore needed to channel the diverse and disorganized efforts of staff members in an institution to a purposeful stream of productivity to attain a common goal in the school system. This makes instructional supervision an inevitable tool for enhancing teachers' job

performance in secondary schools (Ogakwu, 2010).

Instructional supervision is a collaborative effort that involves a set of activities designed to improve teaching and learning exercises. The purpose of instructional supervision in secondary schools by principals is not to identify faults or punish teachers; rather, it is meant to work cooperatively with teachers to improve their job performance. It is one of the elements of the administrative process that is concerned with the day-to-day guiding and directing the activities of teachers to enable them to undertake their teaching job successfully (Akinwumi & Agabi, 2013). In every school system in Nigeria, instructional supervision serves as the bedrock of any strategy to improve the quality and standard of teaching- and learning process. No matter the pre-job preparation of teachers, the essence of instructional supervision can never be overlooked as it is a process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning in the school system.

The primary role of every principal as a supervisor is to assist teachers to become more productive, efficient and effective in performing their assigned responsibilities. Instructional supervision is aimed at ensuring that teaching and learning occur under good conditions and yield the desired results of helping students to obtain positive results. It is the responsibility of principals to assist teachers in secondary schools to become more productive, efficient and effective to perform their jobs successfully. The success and failure of any educational system depend on the job performance of teachers. Teachers' job performance is essential for the improvement of the secondary school system. Performance refers to the act of executing a given task. Teacher's job performance refers to the responsibilities performed by teachers at a particular period in the school system for the attainment of set goals. Teachers' job performance is determined by the teacher's level of participation in the day-to-day academic and non- academic activities of a school (Shuaibu, 2016).

The quality of secondary education depends on the ability, hard work and dedication of teachers in carrying out their assigned functions. As a result, if principals fail in their administrative role to motivate, support, delegate responsibilities and keep in touch with teachers regularly to observe their teaching techniques, they may become inefficient and ineffective in the teaching profession as FGN (2013) maintained that a teacher is the most crucial component in the implementation of all instructional policies at the school level. Teachers' job performance is measure by the frequency at which they carry out

their daily functions towards the attainment of educational set goals. The more diligently, teachers undertake their tasks, the higher their performance and the better the attainment of the set goals of a school. David (2017) stressed that teachers who are committed to duties and demonstrate an utmost level of zeal to work are punctual to school, have full knowledge of the content of the subjects they teach and get lesson plan ready before teaching.

The duty of ensuring that effective teaching and learning take place effectively lies with the principals who employ the various instructional supervisory techniques to stimulate teachers to undertake their teaching jobs diligently. Supervision creates the awareness of sound education philosophies in teachers and makes them aware of educational policies and reforms in the school system. It involves the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction methods of teaching and the evaluation of the instructional activities. When a principal is effective in the supervision of school activities, teachers would become competent in the practice of their profession and students may have greater chances of getting the kind of education they need to play their roles in the society. Oyewole and Alonge (2013) conducted a study on principals' instructional supervisory role performance and teachers' motivation in Ekiti Central Senatorial District of Ekiti State, Nigeria and found out that a significant relationship existed between principals' role performance and teachers' motivation. However, Oguejiofor (2018) conducted a study and found out that there was no significant influence of principals' supervisory role on teachers' job performance in Catholic secondary schools in Nasarawa State.

Various supervisory roles of principals would help to improve teachers' job performance in secondary schools. Among the supervisory roles of the principals include classroom observation, regular checking of lesson plans, staff evaluation, monitoring of weekly implementation, weekly implementation of the scheme of work among others. This study, however, examined the relationship between principals' roles of classroom observation and staff evaluation on teachers' job performance in public secondary schools in Ekiti State.

Classroom observation involves the systematic monitoring of teachers' lesson delivery during the teaching and learning process. Classroom observation aims at identifying the problems that may hinder effective teaching. Principals' classroom observation is the process by which a principal as a supervisor visits

classrooms to watch teachers and students in action during the teaching and learning process. Teachers may acquire problem-solving skills when visited by principals in classrooms as principals are required to observe the teaching techniques and methods adopted by teachers on regular basis to identify the weaknesses of every teacher and discuss the observations with them promptly and politely to enhance their effective job performance. Supervision of teachers through classroom observation include walk-through, informal class observations and formal class observation. Walk-through refers to an observation technique that takes place within a few minutes. It helps principals to assess the level of teachers' job performance and how they manage classrooms during lesson delivery. An informal visit is an unscheduled visit which may last for more than ten minutes. During such a visit, teachers' activities are observed and documented by the supervisor (principal). A formal visit is a scheduled visit which lasts within a long period (Ibukun, 2011).

Another role of principals that would help to improve the job performance of teachers is through staff evaluation. Staff evaluation refers to the process by which an instructional supervisor assess and rates teachers' performance and effectiveness as they undertake their responsibilities. The outcome of an evaluation exercise is used to provide feedback to teachers to enhance their professional development (Kelechukwu, 2011). Staff evaluation involves the appraisal of teaching and learning activities. Evaluation is the comparison of actual results against the agreed standards. It looks at what a plan set out to achieve, what has been accomplished and how it has been accomplished. Through supervision, teachers could be assessed on how they deliver their lessons. Such an assessment may help principals to easily identify the strengths and weaknesses of every teacher. Supervision helps in the recommendation of outstanding teachers for promotion and award. It equally helps principals to recommend underperforming staff for special training and further studies. Apenteng (2012) submitted that the appraisal results of supervision help to improve teachers' and students' academic performance in South Municipal Education Directorate, Greater Accra, Ghana.

In Eliti State, the principals have multiple managerial roles to perform. By their positions, they assume the roles of school administrators, financial managers, instructional supervisors, chief security officers, students' advisers, custodians of schools' rules and regulations, chief planners and policy formulators. Principals, therefore, have limited time and strength to undertake the above

roles and that of supervision effectively. It is in light of the above problem that this study was designed to survey the relationship between principals' instructional supervisory roles and teachers' job performance in public secondary schools in Ekiti State, Nigeria.

### **Statement of the Problem**

Supervision is the bedrock for improving the quality and standard of teaching and learning process. It is a dynamic function that involves the stimulation of teachers while evaluating their job performance with an ultimate view to improve the entire teaching and learning situation. To this effect, series of efforts have been made by Ekiti State government on different occasions to improve the standard of education and teachers job performance through the provision of teaching facilities such as laptops for teachers as well as regular staff training of both principals and teachers in all public secondary schools in the state. However, the stakeholders in secondary education such as the government, students, parents and community leaders keep complaining about the continuous falling standard of education and mass failure of student in the West Africa Examination Councils and National Examination Council respectively. This is a call for concern because, if students' academic performance is not encouraging, it therefore, means that teachers are not performing their job effectively. As such, there is a tendency that the teachers are not properly supervised by the principals through professional guidance to improve their job performance. Hence, the researchers were motivated to embark on this study to assess the relationship between principals' instructional supervisory roles and teachers' job performance in Ekiti State public secondary schools.

### **Purpose of the Study**

The study was designed to assess the relationship between principals' instructional supervisory roles and teachers' job performance in public secondary schools in Ekiti State. The specific objectives of the study include the following:

1. To examine the relationship between principals' role of classroom observation and teachers' job performance in public secondary schools in Ekiti State.

2. To determine the relationship between the principals' role of staff evaluation and teachers' job performance in public secondary schools in Ekiti State.

### **Research Questions**

The study was guided by the following research questions:

1. What is the relationship between principals' role of classroom observation and teachers' job performance in public secondary schools in Ekiti State?
2. What is the relationship between principals' role of staff evaluation and teachers' job performance in public secondary schools in Ekiti State?

### **Statement of Hypotheses**

The following hypotheses were formulated and tested at 0.05 level of significance:

- H0<sub>1</sub>:** There is no significant relationship between principals' role of classroom observation and teachers' job performance in public secondary schools in Ekiti State.
- H0<sub>2</sub>:** Significant relationship does not exist between principals' role of staff evaluation and teachers' job performance in public secondary schools in Ekiti State.

### **Research Methodology**

The correlational survey research design was used in this study because the study assessed the relationship between principals' instructional supervisory roles and teachers job performance in public secondary school in Ekiti State. The population of the study consisted of 6,936 teachers obtained from 205 public secondary schools in Ekiti State. The sample size of the study comprised 693 teachers drawn from 12 public secondary schools. The sample size of the study was determined using 10% and multistate sampling technique. The lucky-dip method of simple random sampling technique was finally employed to select respondents for the study as the serial number of the elements in the sampling frame were recorded on pieces of papers, folded and mixed thoroughly for all the prospective respondents to pick at once without replacement. The 'Lucky Deep' technique gave all the respondents the same opportunity of being selected without any form of bias. The questionnaire titled:



" Teachers' Questionnaire on Principals' Instructional Supervisory Roles and Teachers' Job Performance (TQPISRTJP)" which consisted of 12 items was used for data collection. The instrument was duly validated and it yielded 0.86 as the index of rational validity. Cronbach Alpha was employed to determine the reliability of the instrument which yielded 0.76. Descriptive statistics of means and standard deviations were used to answer the research questions while Pearson Product Moment Correlation (PPMC) was used to test all the hypotheses at 0.05 level of significance. The respondents rendered nine (9) questionnaires representing 0.08% invalid. As a result, the remaining valid 684 questionnaires were used for data analysis of the study.

### Descriptive Analysis of Research Questions

The two questions were answered descriptively, as presented below.

**Research Question 1:** What is the relationship between principals' role of classroom observation and teachers' job performance in public secondary schools in Ekiti State?

**Table 1: Mean Analysis Showing the Relationship between Principals' Role of Classroom Observation Technique and Teachers' Job Performance in Public Secondary Schools in Ekiti State**

S/N	Item	Teachers' Responses				Mean	Standard Deviation	Remarks
		SA	A	D	SD			
1	Teachers are visited by principals in the classroom during lessons to observe how they deliver and suggest ways of improvement in their weak points	241	218	112	113	2.55	1.08	Agree
2	Principals easily identify teachers' lapses during classroom supervision which helps to improve their job performance	101	129	256	198	2.20	1.12	Disagree
3	Principals guides teachers towards effective job performance through	58	123	324	179	2.09	0.88	Disagree



	instructional supervision during teaching delivery								
4	Principals use appropriate supervisory method to improve teaching responsibility	92	131	293	168	2.21	0.96		Disagree
5	Principals have a discussion with teachers after classroom visitation for improvement in their job performance	76	135	319	154	2.19	0.91		Disagree
6	Principal does not observe classroom instructional delivery to ensure that teachers deliver their job performance efficiently	263	197	92	132	2.66	1.13		Agree
	<b>Aggregate Mean</b>					<b>2.32</b>	<b>1.01</b>		<b>Disagree</b>

**Scale mean: 2.50**

From Table 1 above, it is observed that item 1 has the mean score of 2.55, with a standard deviation of 1.01, item 2 has the mean score of 2.20 and deviation of 1.12, item 3 has the mean score of 2.09 and standard deviation of 0.88, item 4 has the mean score of 2.21 and standard deviation of 0.96, item 5 has the mean score of 2.19 and standard deviation of 0.91 while item 6 has the mean score of 2.66 and standard deviation of 1.13. The details analysis of the research question one showed that the results demonstrated that the aggregate mean of 2.32 is above the scale mean of 2.50, it, therefore, signifies that there is poor principals' role of classroom observation with low leverage on teachers' job performance in public secondary schools in Ekiti State.

**Research Question 2:** What is the relationship between the principals' role of staff evaluation and teachers' job performance in public secondary schools in Ekiti State?

**Table 2: Mean Analysis Showing the Relationship between Principals' Role of Staff Evaluation and Teachers' Job Performance in Public Secondary Schools in Ekiti State**

S/ N Item	Teachers' Responses	A	D	SD	Mean	Standard Deviation	Remarks	
7	Principal effective evaluation of teachers' lesson plan helps to improve their responsibility	131	98	219	239	2.18	1.11	Disagree

<b>8</b>	The principal gives feedback to teachers after evaluation to enhance good job performance	238	187	90	169	2.82	1.18	Agree
<b>9</b>	The principal always evaluates teachers by measuring their job performance towards the achievement of goal and objectives of teaching and learning	108	106	199	241	2.65	1.09	Disagree
<b>10</b>	Principals evaluate teachers base on teaching ability to help them improve their job performance	138	130	214	102	2.44	1.05	Disagree
<b>11</b>	The principal is very effective in communicating evaluation results to the affected teachers to enhance job performance	131	158	209	186	2.34	1.07	Disagree
<b>12</b>	Principal evaluates teachers' lesson delivery, punctuality, attendance and their commitment to helping them improve job performance	81	104	241	258	2.33	1.03	Disagree
	<b>Aggregate Mean</b>					<b>2.41</b>	<b>1.09</b>	<b>Disagree</b>

**Scale mean: 2.50**

From Table 2 above, it is observed that item 7 has the mean score of 2.18 with a standard deviation of 1.11, item 8 has the mean score of 2.82 and standard deviation of 1.18, item 9 has the mean score of 2.35 and standard deviation of 1.09, item 10 has the mean score of 2.44 and standard deviation of 1.05, item 11 has the mean score of 2.34 and standard deviation of 1.07 while item 12 has the mean score of 2.33 and standard deviation of 1.03. The details analysis of the research question two indicated that the aggregate mean of 2.41 is above the scale mean of 2.50, which means that there is poor staff evaluation by principals with low influence on teachers' job performance in public secondary schools in Ekiti State.

### Testing of Hypotheses

The two research hypotheses that guided the study were tested at 0.05 level of significance using the Pearson's product moment correlation.

**H0<sub>1</sub>:** There is no significant relationship between principal's role of classroom observation and teachers' job performance in public secondary schools in Ekiti State.

**Table 3: Pearson Product Moment Correlation Co-Efficient Analysis Showing the Relationship between Principals' Role of Classroom Observation and Teachers' Job Performance Public Secondary Schools in Ekiti State**

Group	N	Df	r-cal	r-tab	Sig. Level	Remarks
Principals' Classroom Observation	684	682	0.254	0.194	0.05	Reject H <sub>01</sub>
Teachers' Job Performance	684					

Significant at  $df=682$ ;  $P \leq 0.05$ ,  $r_{\text{calculated}} > r_{\text{tabulated}}$

Table 3 showed the correlation co-efficient analysis of the significant relationship between principals' role of classroom observation and teachers' job performance in public secondary schools in Ekiti State. The detailed analysis of the study revealed that the  $r_{\text{cal}}$  value of 0.254 was found to be greater than the  $r_{\text{tab}}$  value of 0.194 at 682 degrees of freedom and 0.05 level of significance. The  $r_{\text{cal}}$  value is significant since it is greater than  $r_{\text{tab}}$  value; the null hypothesis was therefore rejected. It implied that there was a significant relationship between principals' classroom observation and teachers' job performance in public secondary schools in Ekiti State.

**H0<sub>2</sub>:** There is no significant relationship between principals' Teachers' evaluation and teachers' job performance in public secondary schools in Ekiti State.

**Table 4: Pearson Product Moment Correlation Co-Efficient Analysis Showing Relationship between Principals' Teachers Evaluation and Teachers' Job Performance Public Secondary Schools in Ekiti State**

Group	N	Df	r-cal	r-tab	Sig.Level	Remarks
Principals' Teachers' Evaluation	684					

		682	0.340	0.194	0.05	Reject H <sub>02</sub>
<b>Teachers’ Performance</b>	<b>Job</b>	684				

Significant at  $df=682$ ;  $P \leq 0.05$ ,  $r_{\text{calculated}} > r_{\text{tabulated}}$

Table 4 showed the correlation co-efficient analysis of the significant relationship between principals' staff evaluation and teachers' job performance in public secondary schools in Ekiti State. The  $r_{\text{cal}}$  value of 0.340 was found to be greater than the  $r_{\text{tab}}$  value of 0.194 given at degree of freedom of 682 and 0.05 level of significance. The  $r_{\text{cal}}$  value is significant since it is greater than  $r_{\text{tab}}$  value; the null hypothesis was rejected. It implied that there was a significant relationship between principals' role of staff evaluation and teachers' job performance in public secondary schools in Ekiti State.

### Major Findings

The major findings of the study were as follows:

1. The findings hypotheses one indicated that there was a significant relationship between the principals' role of classroom observation and teachers' job performance in public secondary schools in Ekiti State.
2. The findings hypotheses two revealed that a significant relationship existed between principals' role of staff evaluation and teachers' job performance in public secondary schools in Ekiti State.

### Discussion of Findings

The findings of the study on table 3 indicated that there was a significant relationship between the principals' role of classroom observation and teachers' job performance in public secondary schools in Ekiti State. The findings of the study agreed with Oyewole and Alonge (2013) who conducted a study on principals' instructional supervisory role performance and teachers' motivation in Ekiti Central Senatorial District of Ekiti State, Nigeria and found out that a significant relationship existed between principals' role performance and teachers' motivation. The findings of the study, however, disagreed with Oguejiofor (2018) who submitted that there was no significant influence of principals' supervisory role on teachers' job performance in Catholic secondary schools in Nasarawa State. The role of a principal as a supervisor is to improve,

encourage, coordinate and direct teachers towards personal and institutional goal attainment. Supervision of teachers by principals is a prerequisite to promote professional standards in the teaching profession. As such, it is the responsibility of principals to assist teachers through supervision to identify and provide the way forward to challenges that hinder teachers' effective job performance. However, the aggregate mean value of 2.32 in the analysis of research question one indicated that the majority of teachers disagreed that principals visit them in the classroom during lesson delivery to observe how they deliver their lessons and suggest ways of improvement in their weak areas and how to help teachers overcome such problems.

Furthermore, the findings of hypothesis 2 on table 4 indicated that a significant relationship existed between principals' role of staff evaluation and teachers' job performance in public secondary schools in Ekiti State. The aggregate mean value of 2.41 for research question two demonstrated that teachers in public secondary schools in Ekiti State are not properly evaluated by principals to enable them to correct the wrong patterns of job performance by teachers. The findings of the study agreed with Apenteng (2012) who submitted that the appraisal results of supervision help to improve teachers' and students' academic performance in South Municipal Education Directorate, Greater Accra, Ghana. However, as revealed by the findings of this study, many principals do not undertake regular assessments of the activities related to teachers' job performance. Teachers' evaluation is a tool used to assess the nature of teachers' effectiveness in undertaking their assigned responsibilities. Ideally, the outcome of an evaluation exercise is used to provide feedback to teachers and guide their professional development. An outstanding teachers evaluation involves an accurate appraisal of the effectiveness of teaching. It reinforces areas for development, followed by feedback, training, support and opportunities for professional development. Through staff evaluation, outstanding teachers could be recommended for award and promotion.

## **Conclusion**

The following conclusions were drawn based on the findings of the study: The study concluded that principals in public secondary schools in Ekiti State are not effective in conducting the role of classroom observation to enable teachers to perform their teaching tasks successfully. The study further concluded that principals in public secondary schools in Ekiti State are not

effective in communicating the outcome of evaluation exercise to the affected teachers to enhance their job performance.

### **Recommendations**

Based on the findings of this study, the following recommendations were made:

1. The study recommended that the Ekiti State Ministry of Education needs to organize workshops, conferences, symposia and seminars for principals to enable them to acquire the requisite knowledge and skills needed for classroom observation of teachers to identify their teaching weaknesses and develop strategies for teachers to overcome the weaknesses and perform their jobs effectively.
2. The Ekiti State Teaching Service Commission needs to mandate every principal to submit the outcome of the staff evaluation exercise on yearly basis to the commission to ensure that principals undertake the exercise judiciously with high level of commitment as such effort would help the commission to use the results of the evaluation and organize training programmes to improve the job performance of underperforming teachers.

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