

The Relationship between Principals’ Instructional Supervision and Teachers’ Performance in Selected Secondary Schools in Danko Wasagu Local Government Area Kebbi State, North-West Nigeria.

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Abstract. This study entitled principals’ instructional supervision and teachers’ performance is presented as a result of a study conducted in selected secondary school in Danko Wasagu local area of Kebbi state Nigeria. The objective of the study was to establish the relationship between principals’ instructional supervision and teachers’ performance. The researcher employed descriptive correlational design, the correlational design was used to find the relationships of the two variables principals’ instructional supervision and teachers’ performance. A thirty item questionnaire was design based on 4-point linker’s scale was distributed to principals and teachers to obtain the primary data. Frequencies and percentages were calculated for descriptive statistics while Pearson’s coefficient correlation was used to measure the relationship between variables, using (SPSS version 16.0) The findings on the relationship between principals’ instructional supervision and teachers’ performance was indicated by the R and sig value (R-Value=0.000 and sig=0.01),this was so because the sig-value was less than 0.05 which is the required level of significance in order to declare a significant relationship, the null hypothesis was therefore rejected and this implies that improvement on principal instructional supervision through monitoring of teachers attendance on daily bases, ensuring the professional development of teachers and assisting of teachers when they have problems in their lessons .while teachers performance will increase when teachers’ fill in

their weekly scheme of work on the first day of the term ,prepare the scheme of work using the curriculum . The researcher concluded that the principals should intensify more effort in his instructional supervision in term of inspecting student note books to ascertain the level of coverage of topics and supporting teachers in their lesson, in terms of scheme of work, lesson plan and lesson note this will help to improve teachers’ performance. The study also recommend that Government and professional bodies in the education sector should organize periodic capacity development workshops for teachers of secondary schools on teachers’ performance in terms of how to prepare their scheme of work, preparation of lesson plan and lesson notes, various methods of lesson delivery which can help them to improve in their teachers’ performance as well as teaching and learning processes in selected secondary schools.

1. Introduction

Education is aimed at imparting knowledge and skill, and inculcating human values which help in personal and professional growth. It is the ‘education’ which constitutes an essential pre-requisite for achieving national goal of inclusive development and equitable justice to the society at large. Giving quality education is the priority of each and every nation, it forms the basis of socio economic and personal growth, an indicator of national progress. Of

late, there have been high expectations from schools in terms of transparency and accountability to improve the quality of education. This demand has augmented the need for better supervision of in house activities of schools. Shilpa,(2015) Emphasizing the role of supervision for teachers, observed that the quality education partly depends on how well teachers are trained and supervised since they are one of the key inputs to educational delivery. Verspoor (1991).

Supervision of instruction in present day Nigeria could be traced to the 1982 Education Ordinance. It was the first attempt by the colonial administration to establish any form of control over the development and growth of schools. The ordinance provided for the establishment of a general board of education which was to appoint an inspector of schools in West Africa. This appointment marked the beginning of the recognition of the need for a form of supervisory service in the educational system. The Federal Republic of Nigeria, (2013) identified management of curriculum and instruction, supervision of classroom instruction, monitoring and evaluating students' progress and achievement, promoting and enhancing learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning as major supervisory functions of secondary school principals. The educational policy also makes it clear that one of the cardinal objectives of administration in education is to ensure quality control through regular and continuous Supervision of instruction and other educational services.

2. Theoretical perspective

This study adopted the psychological theory of supervision which was explored in education by planturroot (2006), according to this theory, organization stands as a body where it has other parts of the body that work together and it has a head that delegate duties to other parts of the organization, this head serve as an overseer who supervises the function of each part of the organization, This theory is in line with my

study in which the principal stands as the instructional supervisor who delegate and supervises the performance of teachers in the organization.

According to this psychological theory the growth and management of an organization is carried out by the use of the three advocated philosophers namely, essentialism, experimentalism and existentialism. The supervisor will determine and direct the parts of the organization according to these three philosophers.

3. Statement of the Problem

The basic goal of secondary education in Nigeria is to develop the individual's mental capacity and character for higher education and useful living within the society (FRN, 2013). In spite of the societal demand for teacher performance in education and the need for thorough supervision in schools, there is a growing concern about the realization of secondary education objectives due to doubt that many principals give little attention to supervision of instructional activities in secondary schools. The recent poor instructional competence and performance of teachers which results in students' poor academic performance has been a subject of concern to stakeholders of education in Kebbi state.

Despite the huge amount of money spent by government on payment of external examination, fees to indigenes of the state, this is also another issue of concern which the parents and government of Kebbi state are concerned about. This development motivated the researcher to carry out a study to investigate the relationship between principal instructional supervision and teacher's performance in some selected secondary schools in Danko Wasagu local government area of Kebbi state, Nigeria.

4. Related Studies.

Related studies presented an analysis of previous research studies carried out on aspects of principal instructional supervision and teachers' performance with an aim to draw meaningful relation to the prevailing situations

in selected secondary school in Danko Wasagu local government area of Kebbi state.

Glickman (2010), explains that instructional supervisors need required skills to carry out the supervisory role of checking the scheme of work, lesson plan and lesson notes of teachers and also give feedback for improvement in instructional effectiveness. The three basic skills required by principals are conceptual, interpersonal and technical skills to effectively carry out his instructional supervisory role. The principal requires the conceptual skills which helps him to have a knowledge about teaching teachers and where they to be corrected to improve teacher performance. In essence, the principal needs to know the different part of the school and how it fit together towards achieving the school mission. Conceptual skills provide the principals with the ability to view changes or to estimate the value of school strategies.

The technical skills enable the principal to have that ability to use the knowledge, method and techniques of instructional supervision so as to support the teacher in the instructional activities which helps to improve teacher performance. The principal may not have all the technical skills but should at least possess overall knowledge of the function of supervisors, that is, knowing how to prepare scheme of work, preparing of lesson plan, induction of new teachers and possessing of clinical supervision knowledge is also important for effective supervision.

The human relation skills also are of great important. The principal interact the teachers in school in most cases during instructional activities .the principal therefore require human relation skills to be able to motivate, facilitate, coordinate and get along with teachers to improve their performance and to achieve instructional goals. Instructional supervisor need to know how their interpersonal interaction affect individual group of teachers. This will assist them to enhance a positive relationship that will help them achieve the goals of the school. The basic skills of supervision are learned by the principals through training and experience. This exercise helps the principal to

improve on their basic skills of instruction of supervision.

A related research was conducted by Okafor (1998) to investigate the effect of internal supervision on teacher performance. He administered a twenty item questionnaire on a sample of 370 respondents. The respondent's mean ratings indicate that internal supervision of instruction has an overall positive effect on teacher performance. Treatment of the responses to t-test reveals no significant differences between male and female teachers, experienced teachers and novice, qualified and unqualified teachers. In discussing the findings, Okafor notes that since internal supervisors and the teachers are in same school, supervisory interaction between them ought to be more effective. On the basis of the effective internal supervision of instruction, teachers will be able to acquire the additional knowledge and competencies to be able to cope with new demands, new problems and new challenges. He does recommend regular and comprehensive supervision, enhanced principal-teacher relations, and improved school funding and suitable motivational policies as measures that will enhance the validity of internal supervision of instructions.

Akubue (1981) also carried out a study of the in-service needs of secondary school principals in instructional supervision in Enugu Municipal of Enugu State. The study used a sample of 700 respondents. The instrument used for data collection was questionnaire tagged 'supervisory competencies of principals' (SCOP). Data collected were analyzed using means, standard deviation and chi-square. The findings showed that principals exhibited 70 out of 150 competencies listed for effective supervision. Again the results of this work showed that the internal supervisors lacked competencies for effective supervision. The study recommended in-service education for supervisors of instruction (principals and other categories of supervisors). The study was also in line with the research carried out in Anambra state Nigeria by againam.

Againam (1985) investigated internal supervision of instructions by principals as perceived by teachers in Onitsha education zone

of Anambra State. Questionnaires were used to collect data from a sample of 700 respondents. Mean and standard deviation were used to analyze the data. The findings indicated that principals delegated their vice principals or heads of departments to carry out supervision. That notwithstanding, the results showed that the respondents favored internal supervision by principals as having a powerful influence in classroom instructions. The study recommended that principals in addition to delegating responsibilities should sometimes engage in direct supervision of teachers and provision of additional monetary benefits to motivate them to supervise instructions regularly.

A similar research was conducted by Ekaette, et.al,(2016) on instructional supervision and teacher effectiveness in public secondary schools in uyo Akwa Ibom state, Nigeria. The findings indicated that there is a significant difference in teachers' effectiveness based on classroom observation. Teachers in schools where instructional supervision was adequate were more effective than those that had inadequate instructional supervision. The study was in agreement with the study conducted by Olawoye (2009), in his study on 'influence of supervision of instruction on teachers' classroom performance' were a total of 223 samples were used ,he adopted a stratified random sampling techniques, he also applied ex-post design in his research. In his findings it indicated interaction with supervisors influence to a great extent their class room performance and adequate teaching material suggested by instructional supervisors helps them to teach more effectively to a great extent.

Also Nwoke (1997), conducted a research on instructional supervision of school in secondary school in Enugu education zone, problems and strategies for improvement' a total of 184 samples were used in the study , which include 10 supervisors ,10 principals and 164 teachers. The researcher used mean score and z-test in analyzing the data collected. The researcher came up with the findings that supervision is a sort of assistance to teachers also that teachers do not like to be observed by supervisors. Supervision enables the ability and qualities of individual teachers to be identified, classroom visitation is very important also in-service

training in promoting effective teacher performance and lastly through supervision individual potentials are developed.

. Tuoyo (2000) sees supervision as the practice of monitoring the performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving educational goals. Nwaogugbe (2007) concisely stated that supervision affords the teacher an opportunity for knowledge update. Burton, Carper and William (2011) summarized supervision as an "efforts made by the school head to support teachers to become more effective in their job and equally access professional development on the job". Therefore, the principal needs to improve teaching and learning and the professional growth of the teacher through supervision of instruction. To fully carryout these responsibilities, the school principals should have a broad knowledge and skills of principals' instruction supervision which will play a great role in improving teachers' performance.

Ezeocha (1990) asserts that supervision of instruction focuses on the improvement of teaching and learning and to assist teachers to know and accept the objective of the organization. In a similar vein, Norsiri (1997) affirms that supervision of instruction enhances effective teaching and learning in schools. Obi (2000) added that supervision of instruction is one of the best examples of educational leadership that focuses exclusively on the achievement of the desired instructional practices in educational organizations. Eze (1996) affirmed that supervision of instruction is all programme activities and actions school administrator apply to improve instructional process which will also support the teachers to perform their responsibilities as teachers in the school system.

In the above view, the school principal is the change agent whose responsibility is to provide variety of supervisory techniques for the teacher to see the need for change, plan for change and practice new behavior for effective teaching and learning. The implication of supervision of instruction is that the supervisor (school principal) has to supervise the activities of the teacher and resources available for

instructions; discover teachers' weakness and offer suggestions for improvement for the achievement of stated school goals.

According to Chivore (1995) supervision involves the assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of deficits for the attainment of stated aims, objectives and goals of an education system at a given level. Adepoju (1998), is of the view that instructional supervision is an interaction between the principal instructional supervisor and the teacher for the improvement of an activity. It is also a combination or interaction of processes procedures and conditions that are seriously designed to advance the work effectiveness of the teacher. He also interact actively with the principal when he is present in school regularly prepare his lesson note before the commencement of his lesson which improve teacher performance.

However, some principals are not effective in their instructional supervision because they do not involve the teachers in major decision making. In highly performing schools, which have reversed the trend of poor performance and declining achievement, the principal sets the pace leading and motivating staff to perform to their highest potential (Bush& Oduro, 2006).

Chivore, (1995).also noted that the principal who is the instructional supervisory head of the school visits the classes in order to supervise the teacher in the actual classroom situation observation made by the supervisor and later being explained to the teacher with the aim of making correction for the improvement of teaching and learning. Students note books are also being cross-checked with a view to ascertaining the quality and quantity of what the student are taught. Schemes of work and lesson plans are also being checked by the supervisors in order to ensure that teachers are abiding by the scheme of work as provided by the schools.

Supervision is a process of stimulating growth and the means of helping teachers to help themselves. Parthy (1992) saw supervision as a task of improving instruction through regular monitoring and in-service education of teachers. Supervision to Bar (1993) involves providing expert assistance to teachers to help them acquire more skills and competencies for

effective teaching. Supervisors are therefore to supervise, guide and direct the instructional activities of teachers in line with the professional conduct. From these definitions above, it can be deduced that the main center of focus of supervision is the classroom teacher who as a curriculum implementer, tries to shape the destiny of class instruction. To this end, it is a service rendered to teachers, focusing on how to help them understand and accept themselves, their abilities patterns of interest, emotional make-up and background preparation and helping them set realistic goals for themselves.

Supervision is supposed to bring about improvement in instruction. Nwaogu (1980) writing on the meaning of supervision , supervision is the process of bringing about improvement in instruction by working with people who work with pupils. Still on supervision, he continued "the process of supervision is to facilitate learning of pupils". Adequate supervision therefore is concerned with making adequate provision for all of the conditions which are essential to effective learning through effective teaching. According to him, the chief function of supervision is to improve the learning situation of children that supervision is a service of activity that exists only to help teachers to do their job better. Supervision is directly and primarily concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers. Good supervision releases energies of people in creative ways to solve individual and common problems. Kweku and Eric (2014) supported that supervision is an effective method that could help achieve good results as far as teaching and learning are concerned .this means that it is very important for teaching and learning procedure to be constantly monitored and reviewed to ensure the total achievement of the objectives.

According to Katarasibwa (2006), teacher performance is the extent to which teachers in a school achieve the requirements of their assign responsibilities in an effort to fulfil school required goals and objectives the school system. Teacher performance must be geared towards promoting the process of teaching and learning for the benefit of the students. In his study, teacher performance is conceptualized as the

extent to which the teacher achieves school objectives through lesson preparations which involve making schemes of work, lesson plans, record of work done, preparing and using learners' registers, actual classroom teaching, assessment and evaluation of the learners, attending staff meetings, management of learners' discipline, involvement in co-curricular activities, regular presence in the school.

However, some principals are not effective in their leadership styles because they do not involve the teachers in major decision making. In highly performing schools, which have reversed the trend of poor performance and declining achievement, the head teacher sets the pace leading and motivating pupils and staff to perform to their highest potential (Bush & Oduro, 2006).

5. The Principal as an Instructional Supervisor

The role of the principal as an instructional supervisor has now more than ever before become very crucial on the issue of instructional improvement towards effective learning in secondary schools. The National Policy on Education (2004) in Nigeria recognizes the need to ensure quality control through regular inspection and continuous supervision of instruction and other services if the laudable national educational objectives are to be meaningfully achieved. Odiba (1995) opined that the title of principal is an appropriate designation for the chief executive of a single school. This however, does not mean that his responsibility is limited to a particular building but rather to an organizational segment for a programme, a level of instruction, or a group of grades housed in one building complex or two or more buildings substantially distant from each other.

The modern approach to 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 school.

According to Dull (2003), the modern concept of instructional supervision therefore, expects the principal to play the following roles: Visit classroom regularly to observe teachers, Organize conference with teachers collectively and individually to discuss ways of improving instruction for effective learning, teach demonstration lessons, Organize induction courses for newly posted and recruited teachers, ensure that instructional goals are achieved, ensure that instructional materials are available, Help teachers with classroom management, evaluate teachers' effort in relation to the schools pre-determined objectives, and Motivate and lead teacher into professional maturity.

6. Purpose of Supervision

The goal of supervision is that of quality control. That in a school, every teacher uses his optimal capability to achieve the expected level of performance. Supervision helps the new teacher to understand the purposes, responsibilities and relationships of his position and the directions of his efforts. Supervision also gives guidance to members of the school system, so that they can be self-directing and thus function effectively with minimum supervision. From the above points, it is basic that the purpose of having supervisors in our schools is to control the quality of education received by our children. It lays emphasis on the classroom performance of teachers, especially on the duties assigned to them. With the huge amount spent on education yearly by the government, the parents would like to have a feedback to the success or failure of the system where they have huge investment. In the school system, the supervisors are representing the interest of the government and from them the government has adequate feedback.

7. Research Design

The design adopted in this study was Descriptive Correlational design. Hence the justification for using correlational designs was to find the relationships that exist between the two variables principals' instructional supervision and teachers' performance. According to Robinson (1976), Borg and Gall (1979),

correlation studies include all research projects in which an attempt is made to discover or clarify relationship through the use of correlational statistical method.

The instrument used for data collection for this research was a self-constructed closed ended questionnaire for principal instructional supervision and teachers' performance Questionnaire which consisted of fifteen questions. According to Ordho (2004), questionnaires allow for measurement for or against a particular viewpoint and emphasizes that a questionnaire has the ability to collect a large amount of information in a reasonable

quick space of time. The structured questions intend to ascertain the relationship between principals' instructional supervision and teachers' performance of selected secondary Schools. These items in the questionnaire are classified into a four point Linkert Scale which the respondents are required to respond by indicating one option ranging from strongly agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The choice of this instrument is because it serves as the best instrument to find out relevant results to this research.

8. Discussion of findings

Table 1. Pearson Correlation between principals' instructional Supervision and Teachers' Performance in selected secondary schools in Danko Wasagu Local government area of Kebbi state.

Variables correlated	Mean	r-value	Sig	Interpretation	Decision Ho
Principals' instructional supervision VS Teachers' performance	2.78 2.59	0.000	0.01	Positive relationship	Rejected

**correlation is significant at the 0.01 level (2-tailed)

Source; Authors' computation table, 2017

The Pearson's linear correlation coefficient (PLCC) result in table 4.6; indicated that principal instructional supervision has a significant relationship on teachers' performance in selected secondary schools in Danko Wasagu local government area of Kebbi state Nigeria, since the sig value (0.01) was far less than 0.05, which is the maximum level of significant required to declare a significant relationship. Therefore this implies that principal instructional supervision as a factor that significantly affects teachers' performance. Based on these result, the stated null hypothesis was rejected and hence implying that the increase in principal instructional supervision increased teachers' performance in Danko Wasagu local government area of Kebbi state, Nigeria.

9. Conclusion

Due to the findings indicating a significant relationship between principals' instructional supervision and teachers' performance the null hypothesis is rejected, hence concluding that

improvement in principal instructional supervision can also increase teachers' performance in selected secondary schools in Danko Wasagu Local Government Area of Kebbi state. This indicates that inspectorate division and principals should always try to find some mutually acceptable solution that partially satisfies teachers' performance during their instructional supervision. First, internal supervision as obtained in secondary schools in Danko Wasagu Local Government Education Zone has a lot of influences in developing teacher performance. Secondly, internal supervision of instruction is a necessary mode for classroom management. Thirdly, internal supervision of instruction by principals is their major duty of providing guidance in classroom management and instructional delivery which helps to improve teachers' performance.

10. Recommendations

Based on the findings and conclusions of the study, the following recommendations were made in order to improve principal

instructional supervision for the achievement of the set educational goals in selected secondary schools in Danko Wasagu local government area of Kebbi state:

- The researcher recommends that Government and professional bodies in the education sector should organize periodic capacity development workshops for teachers of secondary schools on teachers' performance in terms of how to prepare their scheme of work, preparation of lesson plan and lesson notes, various methods of lesson delivery which can help them to improve in their teachers' performance as well as teaching and learning processes in selected secondary schools.
- The researcher recommend to the principals and zonal Inspectorate division of Danko Wasagu to put moderate emphasis on both the goals of principal instructional supervision and the relationship with teachers' Performance. The principals who are managers of the schools should always listen to teachers' problems and challenges and help to introduce possible solution so that both can share ideas this can make them both feel as one, hence getting back to work to achieve the goals of the school.
- There is also need to strength internal supervision units in all the secondary schools by the provision of special allowances to principals as a way of encouraging internal supervision regularly and as at when due. Government should formulate policy on sanctions that would be meted to principals (internal supervisors) who fail to supervise instructions objectively and on supervisees who fail to adhere to supervisory directives.

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