



PRINCIPALS' PERCEPTION ON THE ADOPTION OF INSTRUCTIONAL SUPERVISION PRACTICES FOR IMPROVING TEACHERS JOB PERFORMANCE IN SECONDARY SCHOOLS IN AWKA EDUCATION ZONE

Onuorah, Helen, C. (Ph.D.); Uzukwu Clinton T. & Mbonu, Victoria C.
Department of Educational Management and Policy,
Faculty of Education, Nnamdi Azikiwe University, Awka
Email: hc.onuorah@unizik.edu.ng; mbonuvictoria73@gmail.com

ABSTRACT

The study ascertained principals' perception on the adoption of instructional supervision practices for improving teachers' performance in secondary schools in Awka Education Zone. Three research questions guided the study. The study adopted the descriptive survey research design. The population of the study comprised 62 principals from the 62 public secondary schools in Awka Education Zone. The instrument for data collection was a structured questionnaire which was validated by three experts in the Department of Educational Management and Policy, Faculty of Education, Nnamdi Azikiwe University, Awka. Test of reliability of the instrument using Cronbach Alpha produced reliability co-efficient values of 0.89, 0.75 and 0.83 respectively with an overall reliability co-efficient value of 0.82. Mean was used to analyze the research questions. The findings of the study revealed that adoption of classroom observation, checking of teachers' professional records and professional development would improve teachers' job performance in secondary schools in Awka Education Zone. The researchers conclude that principals opined that the adoption of instructional supervision practices will improve teachers' performance in Awka Education Zone. Based on the findings, the researchers recommend among others, that principals should proceed with focused instructional supervision by conducting classroom observation and checking of teachers' professional records in order to keep abreast with the happenings in the classroom. The researchers also recommends that the Post Primary School Service Commission (PPSSC) should emphasize on the regular monitoring of professional documents by the teachers including schemes of work, lesson plans, lesson notes and class registers.

Keywords: Perception, Instructional Supervision, Teachers Job Performance

Introduction

Education impacts an inevitable and indispensable to a nation's sustainable development. The development of human skills, knowledge and potentials through education system contributes largely to the formation and creative persons of good

morals able to deal with problems of national development. Education according to Nasibulina (2015) remains the biggest tool for academic progress, social mobilization, political survival and effective national development of any country. According to Babayemi (2017) education constitutes the



largest enterprise that is why the government continues to ensure that funds, school facilities, instructional materials, teaching personnel and a conducive learning environment are made available for the sector. The sudden explosion of students' population coupled with increase in school enrolment, inadequate instructional materials and the introduction of the new basic system of education in the country has necessitated instructional supervision in secondary schools.

The Federal Republic of Nigeria (FRN, 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. Principals as instructional leaders, are responsible for the supervision, monitoring, assessment, evaluation and dissemination of current information on academic and current teaching techniques to teachers leading to effective teaching and learning. As school managers, principals are expected to effectively guide and control administrative processes for the purpose of achieving predetermined secondary education

objectives as enshrined in the (FRN, 2013). Babayemi (2017) opined that principals owe it as a duty to modify the attitude of the staff and motivate them to put in their best at achieving educational goals. The functions of principals among others include delegating of duties, budgeting, instructional supervision, maintenance of physical plants and custodial services to students and staff as well as playing the role of a liaison officer between the school, ministry and the community.

Instructional supervision involves appropriate recognition of teachers' abilities which assists in giving clear direction for their work in the school (Khuninkeeree, Dali, Fauzee & Khalid, 2019). Ekpoh and Eze (2015) observed that the supervisory process provides teachers with adequate support and it is a way of solving classroom problems in order to help them grow and develop as professionals. Fullan and Hargreaves (2015) noted that principals make their own assessment of the individuals and groups being supervised and also make strategies to meet the statutory requirements through locally derived policies and regulations rather than strict adherence to the stipulated measures. Ekpoh and Eze (2015) posited that the main instructional supervisory role of school principals include giving teachers direction, resources and supporting them. Principals through instructional supervision directly determine the teachers' perception of teaching and curriculum instruction as the principal supervises teachers based on the schemes of work, specific objectives of the lesson notes, lesson plan, class attendance, absenteeism and levels of hard work, set induction, class control, students'



involvement in the lesson, class work, projects and class exercise, teachers conduct and dressing among others.

In improving teaching and learning in the secondary schools, effective instructional supervision practices or strategies should be employed by principals to improve teachers' performance. Obi (2010) outlined many practices available for principals to help teachers improve on their teaching performance and also to facilitate effective instructional supervision in schools. Some of the practices include classroom observation, checking of teachers' professional records and professional development of teachers.

Classroom observation according to Iroegbu and Etudor-Eyo (2016) is one of the stages of clinical supervision, and its main goal is to capture the reality of the lesson objectively and fully enough to allow the supervisor and teacher to reconstruct the lesson as accurately as possible later on in order to assess it. According to Panigrahi (2012), classroom observation allows principals to become aware of what is happening in classrooms, assess if sound instruction is being delivered, and share and discuss this information with teachers. Principals utilize classroom observation as a means of communication to address a variety of issues that affect learning in specific classrooms. Similarly, principals' checking of teachers' professional records is seen as an instructional supervision technique for improving teachers' performance.

Principal checking the teaching standards with reference to teachers' professional records is an important

instructional supervision practice in secondary schools. During records observation the principals must be objective, maintain confidentiality and provide feedback to the teacher (Mwinyipembe & Orodho, 2014). Kiamba (2011) opined that principals are expected to check teachers lesson plans, schemes of work, teacher attendance and class registers regularly so as to ensure that teachers carry out their expected roles and responsibilities. In addition to checking teachers' professional records, professional development of teachers is another instructional supervision practice that would improve teachers' performance.

Instructional supervision therefore is an essential tool for staff development. According to Glickman, Gordon and Ross-Gordon (2017), a long-term objective of supervision is to develop teachers professionally towards a point where the teachers, coached by supervisors, can take complete charge of instructional enhancement. Through effective professional development programmes like organizing workshops, sponsoring teachers participation in higher education courses and encouraging mentorship programmes principals can increase teachers' capacity and abilities on the job. This means that a well-planned and administered staff development program may be one of the most critical factors for improving teachers' job performance in secondary schools.

The above assertions are theoretical in nature and have not been empirically proven to be relevant in Awka Education

zone. It is therefore important to elicit the opinions of principals on the extent adoption of instructional supervision practices improves teachers performance in Public Secondary Schools in Awka Education Zone in Awka Education Zone of Anambra State.

Statement of the Problem

The success of secondary school level of education in Nigeria is as a result of regular and effective supervision of teachers by the administrative heads as regular supervision will improve the standard of education and will improve teachers' performance. However, there are many challenges confronting secondary schools in Nigeria, especially in Awka Education Zone of Anambra State. It appears that principals in secondary schools do not appropriately adopt instructional supervision practices in their schools. This seem to be evident in constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and poor attitude towards work displayed by teachers and lack of professional development programmes.

In the same vein, some authors have decried the poor utilization of instructional and poor classroom management among teachers in secondary schools in Anambra State in general and Awka education zone in particular. This seems to show that principals have failed in carrying out their duties of ensuring supervision in their school. The researchers are worried that if this situation is not improved on, the quality of secondary school education would be jeopardized. It is against this background that the researchers sought to empirically determine the

principals' perception of the adoption of instructional supervision for improving teachers' performance in secondary schools in Awka Education Zone.

Research Questions

The following research questions guided the study:

1. To what extent will the adoption of classroom observation practices improve teachers' performance in secondary schools in Awka Education Zone?
2. To what extent will the adoption of checking teachers' professional records practices improve teachers' performance in public secondary schools in Awka Education Zone?
3. To what extent will the adoption of professional development of teachers' practices improve teachers' performance in public secondary schools in Awka Education Zone?

Research Method

The design of the study was descriptive survey research design. The study was carried out in Awka Education Zone of Anambra State. The population of the study comprised of 62 principals' from the 62 public secondary schools in Awka Education Zone of Anambra State. The instrument for data collection was a structured questionnaire developed by the researchers. The instrument is titled; "Questionnaire on Principal's Perception on the Adoption of Instructional Supervision for Improving Teachers' Performance (QPPAISITP)", comprised of two sections (A & B). Section A contains information on name of

school. Section B contains a total of 18 items arranged in three clusters of B1, B2 and B3 in line with the three research questions guiding the study. The instrument is structured on a 4 points rating scale. The rating scale was as follows: VHE (Very High Extent), HE (High Extent), LE (Low Extent) and VEE (Very Low Extent) weighted 4, 3, 2 and 1 respectively. The instrument was validated by three experts from the faculty of education in Nnamdi Azikiwe University, Awka.

The reliability of the instrument was established through pilot test method conducted on five principals in Aguata Education Zone who are not included in the population of the study. Cronbach alpha method was used to ascertain the internal consistency of the instrument. The co-efficient obtained from A, B and C was 0.89, 0.75 and 0.83 respectively. The co-efficient data score obtained was 0.82 with the measure considered high enough for the instrument to be reliable to elicit data for the study.

The questionnaire was administered to the respondents by the researchers with the help of a research assistant. Out of the 62 copies of the questions distributed, 58 copies were returned. This amounted to 94 percent return rate. The 58 copies of the questionnaire were used for the data analysis. Data collected in the study were analyzed using statistic arithmetic and percentage mean. A cut-off point of 2.50 which is the mean of the weights given to the response options was used for determining the extent of agreement in each item. The decision rule was that any item with mean score of 2.50 and above was deemed as high extent, while any item with mean score below 2.50 was considered as low extent.

Presentation of Results

Research Question 1: To what extent will the adoption of classroom observation practices improves teachers' performance in secondary schools in Awka Education Zone?

Table 1: Respondents Mean Ratings on the Extent Adoption of Classroom Observation Practices Improves Teachers' Performance in Secondary Schools

S/No.	Classroom observation practices for improving teachers performance:	VHE	HE	LE	VLE	\bar{X}	Decision
1.	Carefully planning the classroom organization process	20	38	0	0	3.34	HE
2.	Organizing demonstration lessons to inculcate new skills among teachers	22	36	0	0	3.37	HE
3.	Engaging teachers in reflective dialogue	18	40	0	0	3.31	HE
4.	Allowing teachers in the school to observe each other	24	34	0	0	3.41	HE
5.	Making informal visits in class during teaching	27	31	0	0	3.46	HE
6.	Ensuring that teachers are aware of the indicators of the observation processes	25	33	0	0	3.43	HE
Cluster Mean		136	212	0	0	3.38	HE

Data in Table 1 reveals that items, 1, 2, 3, 4, 5 and 6 with mean ratings of 3.34, 3.37, 3.31, 3.41, 3.46 and 3.43 respectively will improve teachers' performance in secondary schools in Awka Education zone to a high extent. The cluster mean of 3.38 further indicate that classroom observation practices will improve teachers performance

in secondary schools in Awka Education Zone to a high extent.

Research Question 2: To what extent will the adoption of checking teachers' professional records practices improve teachers' performance in public secondary schools in Awka Education Zone?

Table 2: Respondents Mean Ratings on the Extent Adoption of Checking Teachers' Professional Records Practices Improve Teachers' Performance in Secondary Schools

S/No.	Checking teachers' professional records for improving teachers performance:	VHE	HE	LE	VLE	\bar{X}	Decision
7.	Regularly checking teachers schemes of work	30	28	0	0	3.51	HE
8.	Regularly checking teachers lesson plans	23	35	0	0	3.39	HE
9.	Ensuring that teachers use recommended textbooks	38	20	0	0	3.65	HE
10.	Ensuring that teachers mark their class registers	18	40	0	0	3.31	HE
11.	Regularly checking students' academic report	29	28	1	0	3.48	HE
Cluster Mean		138	151	1	0	3.46	HE

Data in Table 2 reveals that items, 7, 8, 9, 10 and 11 with mean ratings of 3.51, 3.39, 3.65, 3.31 and 3.48 respectively will improve teachers' performance in secondary schools in Awka Education zone to a high extent. The cluster mean of 3.46 further indicate that the adoption of checking teachers' professional records practices will improve teachers

performance in secondary schools in Awka Education Zone to a high extent.

Research Question 3: To what extent will the adoption of professional development of teachers' practices improve teachers' performance in public secondary schools in Awka Education Zone?

Table 3: Respondents Mean Ratings on the Extent Adoption of Professional Development of Teachers Practices Improves Teachers' Performance in Secondary Schools

S/No.	Professional development of teachers practices for improving teachers performance:	VHE	HE	LE	VLE	X	Decision
12.	Regularly organizing staff seminars to train teachers on pedagogical issues	22	36	0	0	3.37	HE
13.	Sponsoring teachers to professional teacher's conferences in other states in the country	38	20	0	0	3.65	HE
14.	Regularly organizing workshop in to equip teachers on the use of technology in classroom	28	30	0	0	3.48	HE
15.	Organizing refresher courses for teachers	26	32	0	0	3.44	HE
16.	Implementing mentoring programmes where new teachers are placed under the guidance of experienced teachers	23	33	2	0	3.36	HE
17.	Teachers who are newly employed are properly oriented on the school's culture and goals	30	28	0	0	3.51	HE
18.	Sponsoring teachers for higher degree programmes	27	31	0	0	3.46	HE
	Cluster Mean	194	210	0	0	3.46	HE

Information in Table 3 reveals that principals opined that items 12-18 with mean ratings ranging from 3.37 to 3.65 will improve teachers' job performance to a high extent. The cluster mean of 3.46 indicate that the adoption of professional development of teachers practices will improve teachers' job performance in public secondary schools in Awka Education Zone to a high extent.

Discussion of Findings

Finding on the first research question revealed that secondary school principals in Awka Education zone opined that Classroom observation practices will improve teachers' job performance in secondary schools to a

high extent. This finding may have resulted because of the fact that regular classroom visitation would facilitate interactions between the principals and teachers and it will avail the principals the opportunity to make corrections and advice teachers on best practices for improved performance. This finding is in agreement with Sule, Arop and Alade (2012) who reported that regular classroom visitation improved teachers' performance in secondary schools. According to Sule, Arop and Alade principals engaging in classroom observation affords them the opportunity to assess the effectiveness of teachers' pedagogical skills and knowledge of subject area. Similarly,

Iroegbu and Etudor-Eyo (2016) found that classroom observation practices improve teachers' performance in secondary schools in the state. Iroegbu and Etudor-Eyo (2016) advised that principals should regularly carry out classroom observations so as to improve teacher capacity and professionalism on the job.

Finding on the second research question revealed that principals in secondary schools in Awka Education Zone opine that checking teachers professional records will improve teachers' job performance. This finding might have resulted because regularly checking teachers scheme of works, lesson plans and class registers would enable the principals detect any anomaly and proffer corrective measures. This finding is in agreement with Atieno (2019) who found that checking teachers' lesson plan/notes and inspection of teachers' record keeping have significant correlation with teachers' performance and academic achievement of students in Secondary Schools. Similarly, Sule, Arop and Alade (2012) reported a significant influence of principal's inspection of lesson notes on teachers' job performance in terms of maintenance of discipline, classroom management, instructional ability and students' assessment and evaluation. Ayeni, (2012) stated that principals paying attention to monitoring of teachers' attendance, preparation of lesson notes and adequacy of diaries of work would greatly improve teachers job performance.

Finding on the third research question showed that principals in secondary schools in Awka Education Zone opined that

professional development of teachers will improve teachers' job performance in secondary schools. The findings may have resulted because professional development is essential to the personal and professional growth of a teacher. The finding is in agreement with Aseka (2016) who found that professional development improves the teachers' performance in secondary schools. Aseka further stated that principals allowing and encouraging teachers to go for further studies would impact teachers' job performance positively. In the same vein, Nzambi (2012) found that principals' who promote teachers' professional development by using supervision and colleagues to train teachers on instructional practices improves the performance of teachers in their schools. Nzambi (2012) advised that principals can improve teachers' performance in their schools by encouraging teachers to undertake private studies, using external sources such as college courses, district level workshops and consultants.

Conclusion

Based on the findings of this study, the researchers conclude that instructional supervision practices improve teachers' job performance. It is therefore pertinent that secondary school principals in public secondary schools give adequate attention and commitment to their roles in ensuring the application of instructional supervision practices in their schools so as to improve teachers' performance.



Recommendations

Based on the findings of this study, the researchers proffers the following recommendations:

1. Principals should proceed with focused instructional supervision by conducting classroom observation and checking of teachers' professional records in order to keep abreast with the happenings in the classroom. This process should be well organized and planned to ensure it does not inflict fear or demoralize teachers in their instructional implementation.
2. The Post Primary School Service Commission (PPSSC) should emphasizes on the regular monitoring of professional documents by the teachers including schemes of work, lesson plans, lesson notes and class registers.
3. The Post Primary School Service Commission (PPSSC) should reinforce supervision-based training, refresher courses, seminars and workshops for principals to update them on the latest practices in instructional supervision.

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