

Principals' Supervisory Techniques as Correlates of Teachers' Job Performance in Secondary Schools in Ebonyi State, Nigeria

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Abstract

The persistent and prolonged pitiable state of teachers' job performance leading to poor academic achievement of secondary school students in Ebonyi State has become a source of concern and worry among stakeholders and parents. This could be that instructional supervision is not regularly performed by the principals in order to provide professional guidance and assistance to teachers to enable them improve on their instructional delivery. It therefore becomes necessary to investigate the relationship between principals supervisory techniques and teachers job performance in secondary schools in Ebonyi State. The study was guided by three research questions and three hypotheses were tested at 0.05 level of significance. The study adopted a correlation research design. The study population comprised 4,368 secondary school teachers in Ebonyi State. Stratified proportionate sampling technique was used to sample 1005 respondents from the population of the study. The researchers developed two sets of instruments titled "Principals' Supervisory Techniques Questionnaire (PSTQ)" and "Teachers Job Performance Questionnaire (TJPQ)" were used for data collection. The instrument was subjected to face and content validation by three experts who are lecturers; two in Department of Foundations and the other in

Measurement and Evaluation Unit in the Department of Science Education, all from Faculty of Education, Ebonyi State University, Abakaliki. Cronbach alpha was employed for the reliability test and this yielded a coefficient of 0.78, 0.68 and 0.81 for the three parts of PSTQ and 0.78 for TJPQ respectively. Pearson product moment coefficient was used in answering the research questions and t-test was used in testing the hypotheses. The findings of the study revealed among others that there is a high positive correlation between classroom observation techniques and teachers' job performance in secondary schools in Ebonyi State. It also revealed that there was a significant relationship between principals' demonstration techniques and teachers' job performance in secondary schools in Ebonyi State. Based on the findings, conclusion was drawn and it was recommended among others that government should provide opportunity for principals to attend conferences, workshops, seminars and colloquiums on supervisory techniques at least once a year both nationally and internationally for more acquisition of skills and knowledge for effective instructional supervision in order to keep them at par with their foreign counterparts.

Keywords: Supervision, classroom visitation, workshops, demonstration, teachers' job performance

Introduction

Principalship is saddled with numerous responsibilities in the administration of secondary school. Principalship is an administrative position considered to be highest in hierarchy of authority in secondary school which is occupied by a person charged with the tasks of planning, controlling and coordination of human, material, financial and time resources to foster the attainment of the school goals and objectives. The school principal as the instructional leader is entrusted with the responsibility of improving the quality of instructional delivery through adequate supervision of teachers. To support this, Ugboka (2012) stated that the school principals are the management whose responsibility is to provide variety of supervision techniques for teachers to see the need for change, plan for change and practice new behaviour for effective teaching and learning. Instructional supervision is the actions taken to mentor and monitor subordinates or teachers and provide supportive and conducive atmosphere for improvement on the instructional process. It requires planned and systematic monitoring of subordinates and providing professional guidance and assistance to them in order to ensure the successful implementation of the formal or informal curriculum in the school.

Instructional supervision provides opportunities for the supervisees to up-date their skills and knowledge in order to adapt to innovative ways of instructional delivery. It also provides a platform for interaction between the principal (supervisor) and the teacher (supervisee). It is essential for the supervisor to involve subject experts during instructional supervision. This is because the

school principal who is a graduate of Faculty of Arts might have limited knowledge of the content and methodologies of teaching science subjects. Involvement of heads of departments or subject specialists is imperative in providing professional assistance to the supervisees.

There are several instructional supervisory techniques. Iloh, Nwaham, Igbinedion and Ogogor (2016) listed the variety of supervision techniques to include: classroom visitation/ observation, inter/intra school, team teaching practices, workshops, demonstration, clinical supervision and micro-teaching among others. This is also in line with Ani (2007) who outlined supervision techniques as follow: classroom visitation, micro-teaching, research-approach, workshop, demonstration technique and tape recording. The supervisory techniques outlined by the above scholars adopted in this study are: classroom visitation/observation, workshop and demonstration.

Classroom visitation or observation is a supervisory technique in which the principals visit the classroom and observe teachers delivery of the instruction taking account of their mastery of the subject matter, application of teaching strategies and aids, classroom management and organization among others. Similar to this, Iloh et al (2016) pointed out that classroom observation involves practicality in real classroom situation, whereby the supervisee, presents what he or she had prepared for his or her lesson, utilizing various teaching methodologies, instructional materials, interacting with the learners, jotting salient points on the instructional board, assessing the students using both formative and summative evaluations, coordinating class activities, while the supervisor (principal)

inspects, observes and evaluates what and how the instructor has performed. Classroom observation is not an avenue for fault-finding in the classroom teaching process before the students but a platform for principals to involve teachers in the process of improving upon their shortcomings. After the classroom observation, the objective of the visitation could not be said to have been achieved unless, heads provide professional guidance and assistance to help teachers improve on their instructional delivery. This is because the essence of supervision is not to witch-hunt teachers but to provide professional help for them to improve in delivery of teaching roles. The deficiency of teachers observed during instructional supervision could be handled using workshop supervisory technique.

Workshop as an instructional supervisory technique is a platform where the supervisor, teachers and subject specialists are brought together to exchange ideas and share teaching experiences in order to acquire knowledge and skills to meet current and emerging demands of teaching profession. To buttress this, Ekpoh and Eze (2015) pointed that workshop is a technique in which teachers are brought together in an organized way to enable principals communicate with them on the matters of school and classroom management and most especially on instructional improvement. Akinfolarin and Rufai (2017) sees instructional improvement as the act of making progress in instructional delivery for better academic achievement. School administrators should communicate new ideas and trends in the education industry to teachers in order to ensure instructional improvement. During workshops, ideas are exchange, analyses of new ideas are achieved, evaluations of

concepts and suggestions are made, conclusion are drawn and decision taken (Ani, 2007).

Principals' demonstration technique involves teaching and learning activities in which principal who is skilled and experienced illustrate educational materials, procedures or strategies in order to improve instruction (Eze cited in Sule, 2013). During demonstration, principals clearly explain the subject matter using vivid examples. Ani (2007) pointed out that demonstration technique of supervision gives teachers the opportunity of asking probing questions that can lead to discovering new methods and ideas. However, Eze cited in Sule pointed out that principal as supervisor has little or no time practicing teaching demonstration and supervisory services for instructional improvement.

Secondary school principals in Ebonyi State seem to spend more of their official hours on the administrative functions to the detriment of effective supervision process and programmes of the school (Onuma, 2016). Continuing this, Onuma pointed out that there are public outcries, reports and comments in print and electronic media alleging fallen standards of education in public education reveal in part that internal supervision is probably not effectively carried by school principals in Ebonyi State. Irregular supervision of teachers could adversely affect their job performance.

According to Uko, Umosen and Caleb (2015), teachers' job performance refers to the extent to which teachers are committed to pedagogical delivery and display of moral uprightness and academic excellence in the teaching profession. Teachers job performance is concerned with

overall ability of the teachers to exhibit the right attitude to work, be committed and dedicated to the teaching roles and making deliberate efforts toward the attainment of educational goals and objectives. The indicator of teacher's job performance is evaluated in his or her ability to make deliberate effort to enhance students academic performance, possession and display of in-depth knowledge of his or her subject matters, presentation of lesson in a well-organized manner, effective classroom organization and control, participation in the school curricular activities, regularity and punctuality in the school, maintenance of good interpersonal relationship with subordinates and superiors, discipline, motivation and counseling of students and compliance to teachers professional code of conduct among others.

Statement of the Problem

The persistent and prolonged pitiable state of teachers' job performance leading to poor academic achievement of secondary school students in Ebonyi State seems to indicate that instructional supervision is not regularly performed by the principals in order to provide professional guidance and assistance to teachers to enable them improve on their instructional delivery. The secondary school principals in the Ebonyi State seem to spend more of their official hours on other administrative duties to the detriment of supervision. It is in the light of this unpleasant situation that this study was set out to investigate the relationship between principals' supervisory techniques and teachers' job performance in secondary schools in Ebonyi State.

Purpose of the Study

The main purpose of the study is to ascertain principals' supervisory techniques as correlates of teachers' job performance in secondary schools in Ebonyi State. Specifically, the study sought to examine:

1. The relationship between principals' classroom observation techniques and teachers' job performance in secondary schools in Ebonyi State.
2. The relationship between principals' workshop techniques and teachers' job performance in secondary schools in Ebonyi State.
3. The relationship between principals' demonstration techniques and teachers' job performance in secondary schools in Ebonyi State.

Research Questions

The following research questions guided the study:

1. What is the relationship between principals' classroom observation techniques and teachers' job performance in secondary schools in Ebonyi State?
2. What is the relationship between principals' workshop techniques and teachers' job performance in secondary schools in Ebonyi State?
3. What is the relationship between principals' demonstration techniques and teachers' job performance in secondary schools in Ebonyi State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between principals' classroom observation techniques and teachers' job

- performance in secondary schools in Ebonyi State.
2. There is no significant relationship between principals' workshop techniques and teachers' job performance in secondary schools in Ebonyi State.
 3. There is no significant relationship between principals' demonstration techniques and teachers' job performance in secondary schools in Ebonyi State.

Method

The study adopted a correlation survey. The study population comprised 4,368 secondary school teachers in Ebonyi State. Stratified proportionate sampling technique was used to sample 1005 respondents from the population of the study. The researchers developed two sets of instruments titled "Principals' Supervisory Techniques Questionnaire (PSTQ)" and "Teachers Job Performance Questionnaire (TJPQ)" were used for data collection. The instrument was subjected to face and content validation by three experts who are lecturers; two in the Department of Educational Foundations and the other in Measurement and Evaluation Unit in the Department of Science Education, all from Faculty of Education, Ebonyi State University, Abakaliki. The reliability of the instrument was established. The data used for computing the reliability indices were obtained from copies of the questionnaire administered on a sample of 20 teachers in Enugu State. The choice of Enugu State was because Ebonyi and Enugu

States share similar characteristics as application of supervisory techniques in the States seem to be very similar. The data obtained were subjected to test for internal consistency using Cronbach Alpha. It was considered appropriate in order to determine the level of homogeneity of the items in the clusters. This yielded a coefficient of 0.78, 0.68 and 0.81 for the three parts of PSTQ and 0.78 for TJPQ respectively. The administration of the instruments was done by the researchers together with six research assistants who are secondary school teachers in Ebonyi State using direct administration method. A total of 1005 questionnaires were distributed and 985 copies of questionnaire were properly filled and successfully retrieved, indicating 98 percent return. In answering the research questions, the coefficient (r) and the size of the relationship was interpreted using the interpretation of correlation coefficient by Downie and Heath cited in Nworgu (2015) as shown: 0.80 and above for high, above 0.30 below 0.80 for moderate and 0.30 and below for low respectively. Whereas, t -test was used to test the null hypotheses. In testing the null hypotheses, if t -calculated is equal to or greater than t -critical at 0.05 level of significance, the null hypothesis is significant, but if otherwise, it is not significant.

Results

Research Question 1: What is the relationship between principals’ classroom observation techniques and teachers’ job performance in secondary schools in Ebonyi State?

Table 1: *Pearson's Correlation between principals’ classroom observation techniques and teachers’ job performance in secondary schools*

N		Classroom Observation Techniques	Teachers’ Job Performance	Decision
Classroom Observation Techniques	985	1	.824	Positive
Teachers’ Job Performance	985	.824	1	

Table 1 shows that the Pearson's Correlation Coefficient, $r. (985) = .824$. This is an indication that there is a high positive correlation between classroom observation techniques and teachers’ job performance in secondary schools in Ebonyi State.

Research Question 2: What is the relationship between principals’ workshop techniques and teachers’ job performance in secondary schools in Ebonyi State?

Table 2: *Pearson's Correlation between principals’ workshop techniques and teachers’ job performance in secondary schools*

N		Workshop Techniques	Teachers’ Job Performance	Decision
Workshop Techniques	985	1	.752	Positive
Teachers’ Job Performance	985	.752	1	

Table 2 shows that the Pearson's Correlation Coefficient, $r. (985) = .752$. This is an indication that there is a moderate positive correlation between workshop techniques and teachers’ job performance in secondary schools in Ebonyi State.

Research Question 3: What is the relationship between principals’ demonstration techniques and teachers’ job performance in secondary schools in Ebonyi State?

Table 3: *Pearson's Correlation between principals’ demonstration techniques and teachers’ job performance in secondary schools*

N		Demonstration Techniques	Teachers' job Performance	Decision
Demonstration Techniques	985	1	.809	
Teachers' Job Performance	985	.809	1	Positive

Table 3 shows that the Pearson's Correlation Coefficient, $r. (985) = .809$. This is an indication that there is a high positive correlation between demonstration techniques and teachers' job performance in secondary schools in Ebonyi State.

Testing the Null Hypotheses

Ho 1: There is no significant relationship between principals' classroom observation techniques and teachers' job performance in secondary schools in Ebonyi State.

Table 4: *t-test analysis of no significant relationship between principals' classroom observation techniques and teachers' job performance*

		Classroom observation techniques	Teachers' Job Performance	t-cal.	t-crit.	Remark
Classroom Observation Techniques	985	1	.824			
Teachers' Job Performance	985	.824	1	1.99	1.96	Rejected

From table 4, the t-calculated value of 1.99 is greater than t-critical value of 1.96 at 0.05 level of significance and 983 degree of freedom. Thus, the null hypothesis is rejected. Thus, there is no significant relationship between principals' classroom observation techniques and teachers' job performance in secondary schools in Ebonyi State.

Ho 2: There is no significant relationship between principals' workshop techniques and teachers' job performance in secondary schools in Ebonyi State.

Table 5: *t-test analysis of no significant relationship between principals' workshop techniques and teachers' job performance*

		Workshop Techniques	Teachers' Job Performance	t-cal.	t-crit.	Remark
Workshop Techniques	985	1	.752			
				2.11	1.96	Rejected
Teachers' Job Performance	985	.752	1			

From table 5, the t-calculated value of 2.11 is greater than t-critical value of 1.96 at 0.05 level of significance and 983 degree of freedom. Thus, the null hypothesis is rejected. Thus, there is no significant relationship between principals' workshop techniques and teachers' job performance in secondary schools in Ebonyi State.

Ho 3: There is no significant relationship between principals' demonstration techniques and teachers' job performance in secondary schools in Ebonyi State.

Table 6: *t-test analysis of no significant relationship between principals' demonstration techniques and teachers' job performance*

		Demonstration techniques	Teachers' Job Performance	t-cal.	t-crit.	Remark
Demonstration Techniques	985	1	.809			
				1.99	1.96	Rejected
Teachers' Job Performance	985	.809	1			

From table 6, the t-calculated value of 1.99 is greater than t-critical value of 1.96 at 0.05 level of significance and 983 degree of freedom. Thus, the null hypothesis is rejected. Thus, there is no significant relationship between principals' demonstration techniques and teachers' job performance in secondary schools in Ebonyi State.

Discussion of Findings

The result of data analysis indicated that there is a high positive correlation between

classroom observation techniques and teachers' job performance in secondary schools in Ebonyi State. This implies that principals' regular observation of teachers'

instructional delivery in the classroom in terms of mastery of the subject matter, application of teaching strategies and aids, classroom management and organization among other have positive influence on teachers' job performance. This contradicts the finding of Akinwumi (2002) who reported that supervision has no significant impact on productivity of teachers. This contradiction could be attributed to difference in geographical area. The finding of this study also revealed that there is no significant relationship between principals' classroom observation techniques and teachers' job performance in secondary schools in Ebonyi State. This finding is supported by Sule, Aropand Alade (2013) who reported that there was a significant influence of principals' classroom visitation/observation strategies influence on teachers' performance.

There was a moderate positive relationship between principals' workshop techniques and teachers' job performance in secondary schools in Ebonyi State. This finding implies that those workshop supervisory techniques which entail practical discussion and work on a particular topic or subject has positive influence on teachers' job performance. During workshop, group of teachers share knowledge and experience under the supervision of principal to improve their instructional delivery. The finding of this study also revealed that there is significant relationship between principals' workshop techniques and teachers' job performance in secondary schools in Ebonyi State. This finding is in agreement with Ekpoh and Eze (2015) who reported that a significant difference exists between principals' workshop supervisory technique and teachers' job performance.

There was a high positive relationship between principals' demonstration techniques and teachers' job performance in secondary schools in Ebonyi State. Principals' demonstration or illustration of a concept provides opportunity for teachers to discover new methods and ideas to be applied during instructional delivery in order to enhance their performance. The finding of the study also indicated that there was a significant relationship between principals' demonstration techniques and teachers' job performance in secondary schools in Ebonyi State. This finding disagreed with Sule (2013) who reported that there was no significant influence of the principals' demonstration supervision strategies on the teachers' job performance in terms of maintenance of discipline, classroom management, instructional ability and student evaluation. This disagreement could be attributed to difference in time span and location.

Conclusion

Based on the findings of the study, it was concluded that there was significant relationship between principals' supervisory techniques and teachers' job performance. Thus, regularly supervision of teachers and provision of the necessary professional guidance has positive influence on teachers job performance in terms of making deliberate effort to enhance students academic performance, possession and display of in-depth knowledge of his or her subject matters, presentation of lesson in a well-organized manner, effective classroom organization and control, participation in the school curricular activities, regularity and punctuality in the school, discipline,

motivation and counseling of students among others.

Recommendations

The following recommendations were made based on the findings of the study:

1. Government should provide opportunity for principals to attend conferences, workshops, seminars and colloquiums on supervisory techniques at least once a

year both nationally and internationally for more acquisition of skills and knowledge for effective instructional supervision in order to keep them at par with their foreign counterparts

2. Principals should endeavour to regularly observe teachers classroom instructional delivery and provide professional guidance and assistance to them where necessary.

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