

Level of Principals' Instructional Supervision in Secondary Schools in Danko Wasagu Local Government Area of Kebbi State

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Abstract

This study entitled ' level of principals' instructional Supervision "of secondary school in Danko Wasagu local government area of Kebbi state. 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 1 6.0) the findings of the study indicated on principals" instructional supervision with an overall mean was (2.78) which indicated that principals of the secondary school perform their instructional supervision. The researcher concluded that the principals should intensify more effort in their instructional supervisory role in term of inspecting student note books to ascertain the level of coverage of topics and supporting incompetent teachers on how to conduct their daily lessons, in terms of preparing their lesson plan, scheme of work, The study also recommend that Government and professional bodies in the education sector should organize periodic capacity development workshops for principals of secondary schools. and that the school principals should be provided with adequate instructional materials and facilities through Parents-Teachers Associations, Old Students,, Associations, Non-Governmental Organizations, Communities, Philanthropists and other Development Partners, to enhance effective principal instructional supervision processes in secondary schools in Danko Wasagu local government area in Kebbi state.

Keywords: Supervision, Instructional, Principal, Instructional Supervision, Teacher.

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 prerequisite 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) Organizations supervise and evaluate employee performance for

a variety of reasons including retention, promotion and accountability for completing job related tasks. Education is not different as it requires supervision of classroom instruction to evaluate teachers' effectiveness. Also, education aimed at bringing about a positive change in behaviour of the learner. The behavioural change can only occur in learners based on the amount of instruction given to them at any level of education vis-a-vis how such instruction is been delivered during the teaching and learning process. However, well packaged instruction at any level of education without effective supervision during the delivery period, such instruction may fail to achieve its desired results. In Nigeria, education is on the concurrent list of government and this makes the issue of instructional supervision to vary from one state to another. However, some states have adequate arrangement in place to effectively supervise instruction at all level of education, particularly in secondary schools while some states failed to put necessary machineries in place to effectively supervise instruction in their secondary schools, (Nwaogu, 1980).

The broad goals of secondary education include, among others, the preparation of the individual for useful living within the society. Thus, in order to achieve the stated goals, there is need for effective supervision of instruction in secondary schools. In general, instructional supervision is geared towards the improvement of the teaching and learning situation for the benefit of both the teacher and the learners. Evidence from previous studies conducted by scholars (Handal & Lauvas, 1987; Gregory, 2005 & Bilesanmi, 2006) showed that instructional supervision has always been regarded as an essential and integral part of school administration and basically geared towards the improvement of all factors in teaching and learning. Blumberg (1985) notes that at this time supervision began to focus on improving instruction. He offers the following quote from 1845 document titles the annual report of the superintendent of common schools of the state of common schools of the state of New York. "Too much reliance ought not to be placed upon visitation to the schools, to give methods to the teacher and efficacy to his instructions. Instruction is the primary object of visitation, and more instruction can be given to teachers of a town when assembled together in one day"

Blumberg A, (1985), asserts that although supervisors were no longer clergy, that were no less evangelical. Within a given country, Superintendent stated. "The only salvation for the republic is to be sought for in our school". 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.

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.

Contextual perspective

Danko-Wasagu Local Government is among the twenty-one (21) Local Government Areas of Kebbi State, Nigeria. It covers a geographical land area of four thousand two hundred and eight (4,208) square kilometers. It is boarded in the south by Sakaba Local Government area of Kebbi State, in the west by Zuru Local Government of Kebbi State, and in the North – East by Bukkuyum Local Government of Zamfara State. Danko/Wasagu lies between latitude 11o N and longitude 5o and 6oE of the equator (Girma, 2008). The estimated population of the Local Government Area is about two hundred and sixty five thousand, two hundred and seventy one (265,271) people (NPC. 2006 as cited in Girma 2008). The topography of the local government is flat low land area with a fertile soil covered by sandy soil, sometimes coarse in texture with the several fadama and alluvial plain suitable for Agricultural activities. The local government is made up of eight administrative districts namely: Danko, Wasagu, Ribah, Waje, Kanya, Bena, Kyabu and Wari districts. The weather is marked by a single rainy season and long dry season. The average rainfall is 720mm, the rainy season period is between May to October and the length of rainy season is about four to five months. The mean temperature range is 31oC and 38oC respectively. Hence, the months of November to February are particularly cold due to dry harmattan and from March to May are generally hot and wet as in the tropics (Girma, 2008).

During these months of May to August this is the period which the external examinations are written nationwide. Most of the teachers in this area are farmers and consist a high level of indigenes of that area, which is also far from the state capital most teachers do not accept posting in this area except few. The teachers are more concern about their farming activitie these are some the real problems on ground which could have attributed to high level of poor performance of principal supervisory activities in the school which affect the general performance of schools in the external examinations. The researcher intends to look at the

relationship between principal instructional supervision and teachers' performance in secondary schools in Danko Wasagu local government area of Kebbi state.

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. This development motivated the researcher to carry out a study to investigate the relationship between principals' instructional supervision and teacher's performance OF secondary schools in Danko Wasagu local government area of Kebbi state, Nigeria.

Purpose of the study

The purpose of this study is to find out the relationship between principal instructional supervision and teachers' performance in secondary Schools in Danko Wasagu Local Government Area of Kebbi state, Nigeria.

Specific Objectives

The following specific objectives were, i. To determine the level of principals' instructional supervision in secondary Schools in Danko Wasagu Local Government Area, Kebbi state.

Significance of the Study

The study will be of importance to the following stakeholders in education:

1. **Zonal Inspectorate Division of the Ministry of Education:** The study will provide relevant information to educational administrators on the relationship between principals' instructional supervision and teachers' performance. This information will serve as a basis for the educational administrators to strengthen the policy on principals' instructional supervision to improve teacher performance. It will assist the Zonal Inspectorate Division of the Ministry of Education in Danko Wasagu and Kebbi state with new knowledge on the importance of principals' instructional supervision of schools to improve teacher performance.
2. **Principals and vice principals:** It will help principals of schools on various areas to supervise in schools so as to assess teachers' performance, and also to improve, prioritize, and re-strategize the process of principal instructional supervision.
3. **Teachers:** The outcome of this research study will provide teachers with new knowledge on the importance of preparing scheme of work, lesson plan and lesson notes and the

relationship between principal instructional supervision and various factors that affect teachers' performance.

4. **Academic research:** The study will also serve as a source of information for other researchers who wish to carry out a study on a similar study in other parts of the state.

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.

Supervision of Instruction

The supervisor ensures that the teacher, teaches in such a way that the child understands so that he acquires the abilities, the skills, and attitudes stated in the objectives of instruction. Beach and Reinhartz (2000), defined supervision of instruction as "a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within schools and that promotes the career long development of teachers". According to Oliva and Pawlas (1999), "supervision of instruction is a means of offering to teachers specialized help in improving instruction" It is clear that these definitions revolve around helping teachers, facilitating and improving instructions. This obviously indicates that there are two interacting aspects of the instructional supervisory process: the supervisor and the teacher.

According to Glickman (2004), posits 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 can be corrected to improve teacher performance. In essence, the principal needs to know the different part of the school and how it Intervening variables -Conceptual skills -Technical skills -Human relation skills -Experience of the teacher -Experience of the head teacher Principal Instructional Supervision -Internal supervision. -Instructional supervision. - Inspection of lesson notes -Inspection of scheme of work Teachers' Performance - Timely scheming of work - Timely lesson planning - Lesson delivery/Actual teaching - Maintenance of records of work covered - Teachers" physical presence in school 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 knows 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 interacts the teachers in school in most cases during instructional activities. The principal therefore requires 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 needs 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.

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.

Gaps Identified Studies have shown that similar variables were used, but no one has directly attempted to relate principals' instructional supervision and teachers' performance. A contextual gap which this study attempted to bridge, because no study was conducted in Danko Wasagu local government area in Kebbi state. This study used psychological theory of supervision explored in education by planturroot while other studies used other theories.

Principals' instructional Supervision

The independent variable in this study was principals' instructional supervision and it is broken into fifteen questions each of this question was based on four point linker scale where respondents were asked to indicate the extent to which they agree or disagree with each question, and their responses were analyze using SPSS and summarized in the table 4.4 bellow.

Methodology

Research Design

The design adopted in this study was Descriptive Correlational design. Hence the justification for using correlational designs was to find the relationships 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.

Target population

The population of the study consisted of 601, principals and teachers from 25 secondary schools in Danko Wasagu Local Government of Kebbi State.

Sample size

The sample size of the study was 292 comprising of 25 principals, 50 vice principals and 217 teachers obtained by using the Kreycies and Morgan (1970) table of determining sample size.

Sampling technique

Universal Sampling was used to choose the principals and vice principals. While systematic random sampling method was used to the sample size of teachers 217 from a list of names obtained from each school.

Table 4.4: Mean showing principals' instructional Supervision. (n=63)

s/n	Item/questions	4	3	2	1	MEAN	STD	MEAN INTERPRETATION
PRINCIPALS; INSTRUCTIONL SUPERVISION								
	Internal supervision							
1	The principal monitors teachers attendance register on daily bases	23 36.5	23 36.5	11 17.5	6 9.6	3.00	.967	VERY HIGH
2	The principal helps to ensure professional development of teachers	20 31.7	26 41.3	8 12.7	9 14.3	2.90	1.01	HIGH
3	Principal help teachers when they have problems in their lessons	10 15.9	15 23.8	20 31.7	20 31.7	2.26	1.05	LOW
4	Principal Supervision assist teachers to improve their teaching process	26 41.3	19 30.3	12 9.0	6 9.5	3.03	0.99	VERY HIGH
	Average mean					2.79		HIGH
	Instructional supervision							
5	principal checks how teachers prepare their lesson plans and lesson notes on daily bases	16 25.4	30 47.6	7 11.1	10 15.9	2.82	0.99	High
6	principal supervises teachers during teaching and	26 41.3	20 31.7	9 14.3	8 12.7	3.01	1.03	Very high

	learning to ascertain lesson effectiveness							
7	principal checks scheme of work to ensure that it is adhere to	32 50.8	14 22.2	5 7.9	12 19.0	3.04	1.16	Very high
8	principal visit classes, inspects books and student's note books	10 15.9	12 19.0	24 38.1	17 27.0	2.23	1.02	Low
	Average mean					2.77		High
	Inspection of lesson notes							
9	Principal checks weekly diaries to ensure topics coverage	23 36.5	24 38.1	12 19.0	4 6.3	3.04	0.90	Very High
10	Principal perform his duty of instructional supervision accordingly.	25 39.7	21 33.2	9 14.3	8 12.7	3.00	1.03	Very high
11	.I like interacting with my instructional supervisors to get more ideas about how to improve my class performance	27 42.9	19 30.2	12 19.0	5 7.9	3.07	0.97	Very high
12	Interaction with instructional supervisor scares me because he criticizes rather than assist me improve my	24 38.1	22 34.9	10 15.9	7 11.1	3.00	1.00	Very high

	class performance.							
	Average mean					3.02		Very High
	Inspection of scheme of work							
	Interaction with my supervisor makes me to look for more information on my subject(s) to improve my class instruction	20 31.7	26 41.3	11 17.5	6 9.5	2.95	0.94	High
	Adequate teaching materials as suggested by instructional supervisors help me teach more.	10 15.9	8 12.7	18 28.6	27 42.9	2.01	1.09	Low
	Interaction with supervisor makes me discover new abilities and qualities for my teaching	17 27.0	13 20.6	15 23.8	6 9.5	2.46	1.17	Low
	Average mean					2.47		Low
	Overall Mean					2.78		High

Sources: Primary Data, 2017

Result in Table 4.4: Indicate that the principal instructional supervision with overall mean (2.78), hence the research question on the objective one was to examine the level of principal instructional supervision their overall response in indicted with mean (2.78) which is rated high this shows that principals perform their instructional supervisory role regularly. The construct on principal monitors teachers attendance register on daily bases was rated very high was indicated with (mean =3.00), implying that the principals" monitors teachers" attendance register on daily bases is used as a means of principal instructional supervision in secondary schools in Danko Wasagu local government area of Kebbi state.

Regarding supervisors of school help to ensure professional development of teachers, results indicated that this construct was rated as high and this was indicated by the mean (mean =2.90), hence, implying that supervisors of schools helps to ensure professional development of teachers with the aim of increasing the teachers performance in government secondary school in Danko Wasagu local government area of Kebbi State. Still results indicated on principals help teachers when they have problems in their lesson was rated low with a (mean=2.26). This shows that there is no effect on this aspect.

With respect to principal supervision assist teachers to improve in their teaching process, results indicated that this construct was rated as very satisfactory and this was indicated by the mean (mean=3.03), hence, implying that principal instructional supervision helps to assist teachers to improve in their teaching process in government secondary school in Danko Wasagu local government area of Kebbi state ,still results indicated that principals always check how teachers prepare their lesson plans and lesson notes on daily bases with a mean (2.82) which this construct was also rated high.

Regarding the principals supervises teachers during teaching and learning to ascertain lesson effectiveness, results indicated that this construct was rated very high, this was indicated with mean (mean =3.01), implying that the principals always supervises teachers during teaching and learning to ascertain lesson effectiveness, in secondary schools in Danko Wasagu local government area of Kebbi state. The results on the principals check through the scheme of work to ensure that it is adhere to indicate that the construct was also rated high with mean (mean =3.04),hence ,implying that principals always checks through the scheme of work to ensure that it is adhere to With respect to the principal visit classes and inspects books and students note book indicated that the construct was rated low with (mean=2.23),hence implying that principal visit classes and inspect books and students note book in secondary school in Danko Wasagu local government area of Kebbi state. Still the results indicated on the construct principals check weekly dairy to ensure topics coverage the weekly dairy was indicated very high with mean (mean =3.04), hence implying that principals always checks the weekly diary to ensure topic coverage. With respect to principals perform the duty of instructional supervision accordingly was rated very high with mean (mean=3.00), hence, implying that principals do perform their duties according to the principles of instructional supervision in secondary school in Danko Wasagu local government area of Kebbi state.

With respect to I like interacting with my instructional supervisors to get more ideas about how to improve my class performance was rated very high with mean (Mean =3.07) hence ,implying that teachers in this school are very in-tested in interacting with their instructional supervisor so that they can have more ideas and improve in their class room performance. still the result indicated on the construct interacting with my instructional supervisor scare me because he criticize rather than assist me improve in my teachers" performance was rated very high with mean (Mean = 3.00), hence, implying that teachers in this schools are scare when they meet their instructional supervisors in secondary schools in Danko Wasagu local government area of Kebbi state. Results indicated on the construct interacting with

my supervisor makes me look more information on my subject to improve my performance was rated high with mean (Mean =2.95) hence, implying. With respects to constructs on adequate teaching materials as suggest by instructional supervisors help me teach more, was rated low with mean (mean =2.01) hence, implying that instructional material suggested by instructional supervisor may not help to teacher more .still the results indicated on interaction with supervisor makes me discover new abilities and qualities for my teaching was rated low with mean (mean =2.46) hence, implying that teachers do not discover new abilities in them when the interact with their instructional supervisors.

Discussions

This study was set to find out the principal instructional supervision and teachers" performance of secondary schools in Danko Wasagu local government area of Kebbi state. The following specific objectives guided this study and these were i), to determine principal instructional supervision in secondary schools in Danko Wasagu local government area of Kebbi state. ii)To assess teachers" performance in secondary school in Danko Wasagu local government area of Kebbi state and iii) To establish the relationship between principal instructional supervision and teachers' performance of secondary schools in Danko Wasagu local government area of Kebbi state.

Principals' instructional supervision

The first objective of this study was to determine principals" instructional supervision of secondary school in Danko Wasagu local government area of Kebbi state, the findings indicated; with an overall mean (2.78) therefore this implies that there is an effective instructional supervision by principal of schools, which helps to increase the teachers" performance. This finding is also in line with Parthy (1992) who noted that instructional supervision stimulates the growth of teachers in their professional performance. Bar (1993) also supported that principal instructional supervision provide expert assistance to teachers to help them acquire more skills and competences for effective teacher performance. Kwebu (2014), noted that it is assumed that effective school supervision is likely to improve teachers" professional performance and subsequently enhance the general output of students in the school. Instruction support of principal when teachers have problems is low with a mean of (2.26) and principal visit classes to inspect books, and students note books is also rated low this imply that the principal do not support their teachers in class and do not have time to visit them in class to inspect note of students. This also in line with the findings of (Fullan 2007) who stated that there is no effectiveness in supervision in classroom because principals and vice principals spend much time in their offices managing facilities, resolving student's indiscipline, purchase of office and facilities thereby devoting less time or no time to instructional matters.

Conclusions

Based on the findings of the study the following conclusions were drawn. 1. Objective One Principal instructional Supervision There is a positive effect which indicated high, this shows that principals carry out their instructional supervision effectively, through regular monitoring of teachers attendance by instructional supervision, ensuring professional development of teachers hence concluding that effective principal instructional supervision, plays a vital role in supporting the teachers performance, principal helps teachers when they have problems in lesson and visiting of principal to inspect books of students to ensure coverage should be improved therefore, the principal 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 notes in school secondary school in Danko Wasagu local government area of Kebbi state.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were made in order to improve instructional supervision for the achievement of the set educational goals in secondary schools in Danko Wasagu local government area of Kebbi state.

- The researcher recommend that the school principals should provide adequate instructional materials and facilities through Parents-Teachers Associations, (PTA), Old Students,, Associations, Non-Governmental Organizations (NGOs), Communities, Philanthropists and other Development Partners, to enhance effective principal instructional supervision processes in secondary schools in Danko Wasagu local government area in Kebbi state Nigeria.
- 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 secondary schools.
- The researcher recommends to the principals and zonal Inspectorate division of Danko Wasagu to put moderate emphasis on the goals of principal instructional supervision so as to achieve a better on teachers' Performance in their lessons.
- 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.
- Principals should be adequately trained and enlightened with more robust supervision strategies through seminars and conferences which may include classroom

observation, analysis/strategy, post-observation conference and post-conference analysis as this will impact positively on the teachers' effectiveness

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