



RELATIONSHIP BETWEEN PRINCIPALS' SUPERVISORY TECHNIQUES AND TEACHERS JOB PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract: *The study determined the relationship between principals' supervisory techniques and teachers job performance in secondary schools in Anambra State, Nigeria. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. Correlation research design was adopted for the study. The population of the study comprised 5,286 teachers out of which 529 respondents were drawn using multi-stage sampling procedure. Two sets of researcher-developed instruments titled "Principals Supervisory Technique Questionnaire (PSTQ) and Teachers' Job Performance Questionnaire (TJPQ) were utilized for data collection. The instruments were face validated by three experts and subjected to reliability test estimate using Cronbach alpha which yielded 0.77 and 0.74 for Clusters I and II of PSTQ respectively and 0.76 was obtained for TJPQ. Pearson' Product Moment Co-efficient were used to answer the research questions, whereas the hypotheses were tested using t-test. The findings of the study indicated among others that there is a high positive relationship between principals' classroom observation technique and teachers' job performance in secondary schools in Anambra State. Based on the findings, it was recommended among others that Post Primary School Service Commission should organize training in supervision for principals to enable them up-date their knowledge and skills in applying classroom observation technique to improve teachers' job performance.*

Keywords: Education, principal, teacher, supervision, classroom observation, demonstration, job performance

Introduction

Education is an instrument for acquiring requisite knowledge and skills, inculcating desirable attitude and raising morally upright individuals capable of contributing to social, economic and political development of the nation. It also develops individuals economically, emotionally, socially and technologically in order to enable them contribute meaningfully to the growth of the society. Oyewole, Ola-Ogundele and Bamikole (2020) stressed that through education, individuals acquire useable and socially acceptable

vocational skills with which one can be productive, which ensures individual and group survival. Oyewole et al (2020) added that the society perceives education as a way of changing individual's life, provide good life, give better exposure, improve people's experience and receptiveness to new ideas, knowledge, concepts, value and custom. Adamu and Garbahe (2019) stressed that education is the most powerful weapons for reducing poverty and inequality as well as improving health and the general well-being of the individual. Secondary school is one of educational organizations in Nigeria.

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Secondary education which acts as a bridge between primary and higher levels of education also prepares the individuals for useful living in the society. Nnaemego and Ikediugwu (2020) pointed out that secondary education which is the form of education that students receive after primary school and before the tertiary stage plays a great role in imparting and equipping individuals with knowledge, skills, values and attitudes. The responsibilities of running the daily affairs of secondary school to attain educational objectives rest on the shoulders of the principal.

The principal is the chief executive officer of a secondary school. Principal occupies the highest position in the hierarchy of authority in secondary school. Ikediugwu and Ukeji (2020) defined principal as the administrative head in the secondary school and the chief custodian involved in the planning and execution of all curricula and extra-curricular activities in school organization. Principal is entrusted with responsibilities of planning, organizing, directing and controlling of human, material and available resources to attain set objectives. Mohammed, Luka, Emmanuel, Ali, Abubakar and Waziri (2019) noted that the school principal as the instructional leader is entrusted with the responsibility of improving the quality of instructional delivery through adequate supervision of teachers.

Supervision has been conceptualized by several scholars in different ways. Egwu, Basake, Mbah and Emesini (2020) defined supervision as an integrated school activity involving specified resource persons designated as supervisors who watch over and monitor activities of teachers and students as well as other educational workers in the school to ensure attainment of educational objectives. It is a way of helping the teachers to improve their instructional skills and knowledge in order to promote quality of their classroom teaching. According to Alumode and Awulor-Hephzibah (2020), supervision is a way of advising, directing, refreshing, motivating,

improving and overseeing teachers with the hope of pressurising them to desist from applying wrong process in carrying out certain functions on their jobs. In the view of Okeke and Okaforcha (2019), supervision in a school involves the use of expert knowledge and experiences to oversee and coordinate the process of improving teaching and learning activities in schools. Supervision is the systematic process of overseeing the teachers activities to provide the necessary professional assistance that could improve their teaching roles.

Supervision creates healthy channels of communication principals between teachers for exchange of ideas to proffer instructional problems. Alumode and Awulor-Hephzibah (2020) asserted that supervision of instruction is geared towards checks and balances of a teacher directly and continuously with the aim of improving his teaching abilities in secondary schools. The interaction between the principal, supervisee and other stakeholders is essential during instructional supervision. This is because the school principal who as a graduate 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 supervisors (Mohammed, et al, 2019). Okeke and Okaforcha (2019) observed that instructional supervision processes in most secondary schools in Anambra State are autocratic in nature as most principals in the state hardly make efforts to develop a community of professional teachers' collegiality and collaboration.

It is the duty of principals to utilize various supervisory technique to oversee the teaching activities to ensure the implementation of curriculum. There are various supervisory techniques outlined by various schools. Iloh, Nwaham, Igbinedion and Ogor (2016) listed the variety of supervisory techniques to include: classroom visitation/ observation, inter/intra school, workshops, demonstration, clinical supervision and micro-teaching



among others. This is also in line with Usman, Azan and Elisha (2017) who outlined supervision techniques as follow: classroom observation, demonstration, conferencing, workshop and micro-teaching among others. The supervisory techniques outlined by the above scholars adopted in this study are: classroom visitation/observation and demonstration.

Classroom visitation is a planned or unplanned observation of teacher during lesson presentation. According to Okeke and Okaforcha (2019), classroom visitation is a situation where the teacher is working directly with the learners and the principal is present as a witness to observe systematically classroom events from time to time. Mohammed, et al, (2019) stressed that classroom visitation or observation is a supervisory technique in which the principals visit the classroom and observe the 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. The areas in which principals observe teachers activities during classroom visitation include: lesson plans, notes of lesson, mastery of subject matter, presentation, ability to stimulate and sustain interest of the students, teaching method, audibility and vocal expression, questioning skills, among others (Egwu, Basake, Mbah & Emesini, 2020). During classroom visitation, the principals also observe the teacher's adhere to class timetable, sequence of lesson presentation, scheme of work coverage, interaction with the students, teaching strategies, keeping and maintaining of school record in order to offer professional assistance that help teachers up-date their skills and knowledge in instructional delivery. Oke and Olakotan (2020) stressed that other activities expected of school administrators to supervise during classroom visitation include; student's report forms, classroom attendance register, lesson plans, progress records, records of work and mark books among others. The deficiency of the teachers observed during

classroom visitation could be handled using the demonstration supervisory technique.

Demonstration is a supervisory technique that involves a school administrator illustrating concepts to teachers to observe and acquire knowledge. Sirajo and Aminu (2017) pointed out that demonstration involves the presentation of pre-arrange series of events to group of teachers for their viewing. According to Edo and David (2019) demonstration supervisory technique involves teaching and learning activities presented for the purpose of illustrations, descriptions, narrations, suggestions, drawing of comparisons and to concretize teaching and learning contents. It provides opportunity for teachers to observe how theoretical or innovative concept works in reality. Mbipom cited in, Edo and David (2019) opined that it is useful in improving teachers' competency when it involved innovation such as: use of new equipment or a new textbook or module and a new orthography. Demonstration supervision technique enable the principals to illustrate the procedures of using innovation devices in teaching or solving instructional problems in which teachers observe and acquire more competencies in innovative teaching strategies. Nnebedum and Akinfolarin (2017) noted that during demonstration, principals clearly explain the subject matter using vivid examples. The central focus of demonstration supervisory technique is to expose teachers to real experience of how to prepare and present their lessons. The real learning experienced by teachers during demonstration supervisory technique reinforce their learning, improve their competencies and mastery of the learned concept. It also shows teachers the correct procedures of performing their teaching roles. Sule (2013) stressed that principals can make use of demonstration techniques to show the teachers how they could do their duties better and improve their job performance.

Teacher job performance has been viewed by various scholars from several perspectives. Giami and



Obiechina (2019) defined job performance as an act of accomplishing or executing a given task within a time period. Continuing, Giami and Obiechina also described it as the ability to skillfully use the right behavioural attitude to achieve organizational goals and objectives. Teacher job performance is the duties or tasks executed by the teacher at a given time in school organization. Similar to this, Oyewole, Ola-Ogundele and Bamikole (2020) defined teacher job performance as the duties performed by a teacher at a particular period in the school system in achieving organisational goals. According to Dike and Eric (2019), teachers' job performance can be defined as the skill, knowledge and competence with which a person executes the duties and responsibilities associated with job description. Dike and Eric added that it is also fulfilling of an obligation, carrying out of one's duties and accomplishing a specified job or duty. It therefore means the accomplishment of set goals and objectives.

The teachers job performance can be measured in several ways. Giami and Obiechina (2019) noted that teachers' job performance can be measured through; annual report in terms of performance in teaching, lesson note preparation, lesson presentation, mastery of subject content, instructional proficiency, dedication to duty, commitment to assigned job and extra-curricular activities. Giami and Obiechina (2019) added that other areas include effective leadership, effective supervision, effective monitoring of students' work, motivation, students' discipline, class control and management. Similar to this, Dike and Eric (2019) noted that teachers' performance can be determine or measured using several yardsticks such as their effectiveness in delivery of lessons, writing of lesson notes, selection and usage of instructional materials, completing number of periods per week and scheme of work, as well as involvement and commitment to other duties that will lead to the realization of school goals. Dike and Eric also added that

other ways of ascertaining teachers' performance include the performance of students in both internal and external examination and students' commitment to values, hard work and excellence. In the same vein, Njoku and Modebelu (2019) asserted that teacher job performance can be measured in terms of performance of teaching, lesson preparation, presentation, actual instructional delivery and teachers' commitment to their job, extra-curricular activities, supervision, motivating and morale among others.

Uzoechina and Nwankwo (2016) observed that the increased rate of truancy, lateness and general poor job performance of teachers coupled with the overt negative attitudes of teachers are issues of major concern in secondary schools in Anambra State. Egboka and Olisah (2020) noted that despite the fact that there had been remarkable improvement and outstanding performance of some secondary school teachers in Anambra State, there are some cases of lukewarm attitude in the discharge of their jobs. Oyewole, Ola-Ogundele and Bamikole (2020) asserted that that there is laxity among the teachers in preparing the necessary teaching documents, such as schemes of work, lesson plans and lesson notes in secondary schools in Nigeria. The laxity and lukewarm attitude of teachers in discharge of their duties may be attributed to irregular supervision of their activities. With all these unpleasant situations surrounding secondary schools in Anambra State, it becomes imperative to ascertain the relationship between principals' supervisory techniques and teachers job performance in secondary schools in Anambra State, Nigeria. Specifically, this study sought to find out:

1. The relationship between principals' classroom observation technique and teachers' job performance in secondary schools in Anambra State.
2. The relationship between principals' demonstration technique and teachers' job performance in secondary schools in Anambra State.



Research Questions

The following research questions guided the study:

1. What is the relationship between principals' classroom observation technique and teachers' job performance in secondary schools in Anambra State?
2. What is the relationship between principals' demonstration technique and teachers' job performance in secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between principals' classroom observation technique and teachers' job performance in secondary schools in Anambra State.
2. There is no significant relationship between principals' demonstration technique and teachers' job performance in secondary schools in Anambra State.

Method

Correlation research design was adopted for the study. According to Nworgu (2015), this type of study seeks to establish what relationship exists between two or more variables. Correlation design is appropriate for this study because the researcher seeks to collect data from the given population of teachers to determine the relationship between principals' supervisory techniques and teachers' job performance in secondary schools in Anambra State, Nigeria. The population of the study consisted of all the 5,286 teachers in the 262 secondary schools in Anambra State. Multi-stage sampling procedure which involved proportionate and simple random sampling techniques were utilized to draw a sample size of 529 teachers for the study. Simple random sampling technique was utilized to draw three education zones. Proportionate sampling technique was used to draw teachers from each sample school in three education zones.

Two sets of researcher-developed instruments titled "Principals Supervisory Technique Questionnaire

(PSTQ) and Teachers' Job Performance Questionnaire (TJPQ) were utilized for data collection. PSTQ contains 25 items arranged in two clusters namely: I and II. Cluster I contains 14 items on classroom observation technique, while cluster II has II items on demonstration technique, while TJPQ contain 20 items. The two sets of instruments are structured on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D); Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The instrument was subjected to face validation by three experts who are lecturers, two from the Department of Educational Foundations and one specialist in Measurement and Evaluation, all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam, Anambra State. The internal consistency of the instruments was determined using Cronbach alpha. This yielded 0.77 and 0.74 for Clusters I and II PSTQ respectively and 0.76 was obtained for TJPQ.

Copies of the questionnaires were administered on the respondents by the researcher together with five research assistants who are secondary school teachers in Anambra State. A total of 529 copies of the questionnaire were distributed and 513 were properly filled and successfully retrieved indicating 97 percent return rate. Pearson's Product Moment Correlation Coefficient was used to answer the research questions and t-test statistical tool was used to test the hypotheses. For decisions on 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. For decisions on the hypotheses, if t-calculated is equal to or greater than t-critical at 0.05 level of significance, the null hypothesis is rejected, but if otherwise, it is not rejected.



Results

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

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

	N	Classroom Observation Technique	Teachers’ job Performance	Decision
Classroom Observation Technique	513	1	.831	
Teachers’ Job Performance	513	.831	1	High

Table 1 shows that the Pearson's Correlation Coefficient, $r(513) = .831$. This is an indication that there is a high positive relationship between principals’ classroom observation technique and teachers’ job performance in secondary schools in Anambra State.

Research Question 2: What is the relationship between principals’ demonstration technique and teachers’ job performance in secondary schools in Anambra State?

Table 2: Pearson's Correlation between principals’ demonstration technique and teachers’ job performance in secondary schools

	N	Demonstration Technique	Teachers’ job Performance	Decision
Demonstration Technique	513	1	.811	
Teachers’ Job Performance	513	.811	1	High

Table 2 indicates that the Pearson's Correlation Coefficient, $r(513) = .811$. This is an indication that there is a high positive relationship between principals’ demonstration technique and teachers’ job performance in secondary schools in Anambra State.

Ho 1: There is no significant relationship between principals’ classroom observation technique and teachers’ job performance in secondary schools in Anambra State.



Table 3: *t-test analysis of no significant relationship between principals’ classroom observation technique and teachers’ job performance*

N	Classroom Observation Technique	Teachers’ Job Performance	<i>t-cal.</i>	<i>t-crit.</i>	Remark	
Classroom Observation Technique	513	1	.831			
Teachers’ Job Performance				2.07	1.96	Rejected
	513	.831	1			

The result presented on Table 3, the t-calculated value of 2.07 is greater than t-critical value of 1.96 at 0.05 level of significance and 511 degree of freedom. Thus, the null hypothesis is rejected. Thus, there is significant relationship between principals’ classroom observation technique and teachers’ job performance in secondary schools in Anambra State.

Ho 2: There is no significant relationship between principals’ demonstration technique and teachers’ job performance in secondary schools in Anambra State.

Table 4: *t-test analysis of no significant relationship between principals’ demonstration technique and teachers’ job performance*

N	Demonstration Technique	Teachers’ Job Performance	<i>t-cal.</i>	<i>t-crit.</i>	Remark	
Demonstration Technique	513	1	.811			
Teachers’ Job Performance				1.99	1.96	Rejected
	513	.811	1			

As shown on 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 511 degree of freedom. Thus, the null hypothesis is rejected. Thus, there is significant relationship between principals’ demonstration technique and teachers’ job performance in secondary schools in Anambra State.

Discussion of Findings

The result of this study indicated that there is a high positive relationship between principals’ classroom

observation technique and teachers’ job performance in secondary schools in Anambra State. This is in line with the finding of Nnebedum and Akinfolarin (2017) which



indicated that there is a high positive correlation between principals' classroom observation technique and teachers' job performance. The possible reason for the agreement between the findings could be due to the fact that the two studies were conducted in south-east, Nigeria where school share similar characteristics. Perhaps, the possible explanation of this finding is due to the fact that classroom observation provides opportunity for principals render professional assistance and guidance to improve their instructional delivery. Through, classroom observation professional assistance is rendered to teachers in the areas of preparation of lesson notes and plans, classroom management, use of appropriate teaching method and aids to improve their job performance. It was reported that there is significant relationship between principals' classroom technique and teachers' job performance in secondary schools in Anambra State. This agreed with the finding of Kwapong and Mensah (2018) which revealed that there was significant association between principals' classroom observation techniques (practices) and teachers' job performance.

The finding of this study showed that there is a high positive relationship between principals' demonstration technique and teachers' job performance in secondary schools in Anambra State. This is in agreement with the finding of Nnebedum and Akinfolarin (2017) who reported that there is a high positive correlation between principals' demonstration technique and teachers' job performance. The agreement between the findings is probably due to the fact the two studies were conducted in the same political zone in Nigeria. A reason that could be given for this result could be the fact that demonstration supervisory technique provides opportunity for teachers to watch principals illustrate a concept with the intention to apply the knowledge in the instructional process to improve their job performance. It also exposes teachers to appropriate ways to teach new concept. The principals apply demonstration supervisory

technique to explain a difficult concept or innovative devices verbally before showing and illustrating how it works in real life situation. The direct experience of instructional tasks illustrated by principals using demonstration supervisory technique enrich teachers knowledge and mastery of their subject matters which contribute to improvement on their job performance. It was revealed that there is significant relationship between principals' demonstration technique and teachers' job performance in secondary schools in Anambra State. This upholds the result of Sule (2013) which showed that there is significant influence and relationship between principals' demonstration technique and teachers' job performance.

Conclusion

Based on the findings, it was concluded that there was relationship between principals' supervisory techniques and teachers' job performance in secondary schools in Anambra State. The supervisory techniques stimulate teachers' job performance through monitoring of their activities and rendering the necessary professional guidance and assistance to improve their instructional delivery. The profession guidance and assistance rendered to teachers during classroom observation and demonstration improve their skills and knowledge in their respective areas of specialization. These supervisory techniques could account for remarkable teacher job performance which is directly linked to academic achievement of secondary school students in Anambra State.

Recommendations

Based on the findings, it was recommended among others that:

1. Post Primary School Service Commission should organize training in supervision for principals to enable them up-date their knowledge and skills in applying classroom observation techniques to improve teachers' job performance.



2. Federal Ministry of Education should develop handbook on supervision and make them available to secondary school principals to guide them on applying demonstration technique in enhancing teachers' job performance.

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