

PRINCIPALS' SUPERVISORY TECHNIQUES AND TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN IKOM EDUCATION ZONE, CROSS RIVER STATE, NIGERIA

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ABSTRACT: *The study investigated the relationship between principals' supervisory techniques and teachers' job performance in Ikom Education Zone of Cross River State, Nigeria. Ex-post facto research design was adopted for the study. The sample was 86 principals, 344 teachers and 1,376 students drawn from a population of 86 principals, 1829 teachers and 35,359 students in public secondary schools in the study area. To achieve the purpose of the study, two null hypotheses were formulated. Data collection was carried out with the use of two research instruments titled "Principals' Supervisory Technique Questionnaire (PSTQ)" and "Teachers' Job Performance Questionnaire (TJPQ)". The instruments were subjected to face validity and Cronbach Alpha reliability estimate. The reliability value obtained ranged between 0.73 and 0.78. These figures confirmed that the instruments were reliable in achieving the objective of the study. Pearson Product Moment Correlation Analysis (r) was used for data analysis at .05 level of significance. Results obtained revealed that a significant relationship exist between principals' supervisory techniques in terms of classroom visitation, workshop techniques and teachers' job performance. Based on the findings, it was concluded that job performances of teachers would be enhanced when they are properly supervised by principals using the various supervisory techniques.*

KEYWORDS: Principals, supervisory techniques, teachers, job performance, secondary schools.

INTRODUCTION

Education is the key to national development of any country, and in every educational system, the teachers constitute a very vital component. Despite the remarkable advancement in technology in all areas of teaching and learning process through the production of instructional materials such as television, computer projector of various kinds, the teacher is still an indispensably significant factor for motivating and imparting knowledge to the learners at each level of education. The extent to which teachers achieve this important role of imparting knowledge is contingent on their effective job performance.

Teachers' job performance involves all the activities carried out by the teacher to achieve the desired effects on students. It involves the extent to which the teacher participates in the overall running of the school in order to achieve the expected objective and goals of the school. In other words, performance is the accomplishment of school goals. However, Affianmagbon (2007) has observed professional laxity on the part of teachers. To him, many teachers are merely staying on the job to look for better jobs outside. He complained that the constant cases

of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and indiscipline constitute a big problem to the attainment of educational goals in secondary schools. Accordingly, Adetula (2005: 34) has called attention to the state of affairs in our secondary schools where in his words “a totally unwholesome and non-professional behaviour of teachers such as absenteeism, lateness, malingering, trading and the general low level of commitment to duty which appears to be indices of lack of supervision in school administration”. Given this scenario in the school, it is the duty of the principal to coordinate such activities through effective supervision, without which, effective teaching may not be accomplished easily.

Supervision of instruction has become very necessary in recent times because of the importance attached to education and the desire to improve the quality of education. According to Osakwe(2010), supervision is concerned with the provision of professional assistance and guidance to teachers and students geared towards the achievement of effective teaching and learning in the school. The principal as a supervisor provides a professional guidance to teachers in order to improve their competencies for effective teaching process to enhance the learning and growth of the students. The school principal in carrying out their duties assist the teachers to perform effectively in the areas of preparation of lesson plan and lesson notes before lesson delivery, good use of instructional methods and teaching aids, keeping and maintaining of school records, classroom management, among others. Through supervision the principal can provide meaningful feedback and direction to teachers that can have profound effect in the learning that occurs in the classroom.

Based on these, it has become vital that principals’ supervisory techniques be properly directed for effective/efficient job performance of teachers. This can only be possible through effective supervisory techniques. Fritz and Miller(2001) opined that, the responsibility of ensuring that effective teaching and learning take place and the extent to which instructional supervisors carry out their duties is by employing various techniques to enhance teachers’ job performance. Accordingly, Obi (2004) has outlined many strategies available for supervisors to help teachers improve on the job; and also to facilitate effective instruction in schools. Some of the strategies include self-appraisal method, micro-teaching, classroom visitation, clinical supervision, workshop, demonstration method among others. These methods provide feedback to the teacher on the various learning outcomes of the educational system, and also help to realize the goals of teaching and learning. This study is carried out to examine the relationship between principal use of workshop techniques, classroom visitation and teachers' job performance.

CONCEPT OF CLASSROOM VISITATION

Principals’ classroom visitation refers to a process by which the principal as a supervisor visits the classroom to observe the teacher and students in action. According to Igwe (2001) classroom visitation is a procedure by which the educational leader who possesses wisdom can be of great assistance in aiding the teacher to improve both his instructional techniques and the learning process of the student. The main purpose of the principals’ classroom visitation according to the definition is for the improvement of the teaching/ learning process.

To successfully carryout the classroom visitation however, the visit has to be planned. Igwe (2001) noted that teachers are always fearful and scared of supervision and as such do not take it in good faith. Since supervision is inevitable, it behooves the supervisor to plan his visitation

together with the teacher to dispel teachers' fear and anxiety. To carry out a successful and harmonious visitation, Ezeocha (1995: 65) advocated the following strategies:

- i) Existence of good rapport between teachers and supervisor, so that the latter would not be seen as an enemy.
- ii) The supervisor should carefully prepare the visit and should enter the classroom as unobtrusively as possible.
- iii) A conference should precede and follow the visit.
- iv) The supervisor should concentrate on the total learning situation, students – teacher behaviour and the attitude of the students.
- v) Visitation should be at the approval of the teacher.
- vi) The supervisor should attempt to discover strong points in the learning situation, discuss the past during conference and give credit where it is due.
- vii) The supervisor should never openly show disapproval of what happens in the classroom, rather, should make complimentary remarks before leaving the classroom.

Peretomode (2001) emphasized a mutual teachers – supervisor relationship during classroom observation. The implication according to him was that before engaging him in a pre-visit conference which might also be instrumental in dispelling teacher apprehension of the forthcoming visit and could provide the principal with the teachers' intentions so that both could share a framework of meaning and understanding of the teachers' reasoning premises, doubts and explicit professional motives. Apart from the pre-visit conference, other facets of classroom visitation would be real observation period and the post visit conference. Since the supervisor observes the lesson so that he may later analyze it with the teacher, Lovell and Kimball (2005) pointed out that it is crucially important that the data constitute a true, accurate and complete representation of what took place. This would be so because, if the data was seriously distorted, then the whole exercise becomes worthless.

The relationship between teachers' and students is another important area that the supervisor would pay attention to during classroom visitation if teachers' job performance should be improved upon. Besides, using classroom visitation technique for the enhancement of teachers' job performance demand more time from principals. The principal should also consider instruction improvement as a top priority in statutory role. It became rather unfortunate that many principals never spend much time in visiting classes for the purpose of supervision.

CONCEPT OF PRINCIPALS' WORKSHOP TECHNIQUE

Workshop according to Riltig (2007) is one which the individual's working group brings their life style, their culture and their values together. Workshop as a supervisory service has been found to be useful, resourceful and rewarding. Workshop is a techniques adopted by principals in which teachers are brought together in an organized way to enable the principal communicate with them on matters of school and classroom management and most especially on the improvement of instructions. It provides opportunities for exchange of ideas on teaching methods and other areas of teaching interest that enhance teachers' job performance. Workshop is a supervisory technique where people share their knowledge in group towards achieving common goal.

Akinwumi (2002) asserted that the workshop was usually composed of a group of people working towards a common goal and trying to find a solution to a given problem through group

discussions and conferences under the supervision of resource persons or consultants. A workshop must be flexible in nature, organized to meet a particular need at a particular time during the year. It was therefore concluded by Schon (2000) that common results expected from workshop were on accumulation of materials and knowledge.

According to Ray and Hyl (1990), workshops contain “less diversity and might lack divergent thinking styles and varied expertise that helped to animate collective decision-making”. Slavin (1990) contended that for workshops to be effective, there must be group goals and individual accountability. For this to be done, principals as supervisors must ensure that every participant or teacher had learned something as this could form the basis of his or her job performance. It would be in the interest of every participant to spend time not only in answering questions on areas that seemed unclear to him/her but also to explain to his group-mates what he had understood for which they do not understand even though the principals as supervisor were primarily meant for such tasks.

STATEMENT OF THE PROBLEM

The ability of teachers to render co-operative effort willingly determines the extent to which secondary schools will achieve their goals and objectives. This is so because, it is the teacher on whose shoulder lay the actual work of pedagogy and the attainment of educational results. However, some teachers cannot perform their jobs creditably without being effectively supervised to ascertain whether their performance meet the required standard. Teachers in secondary schools in Ikom Education Zone are expected to prepare lesson notes, teach students, and evaluate students' performance during and at the end of term. The extent to which teachers carry-out these functions depends on how effective their principals are performing their instructional supervisory roles. Such roles include checking on: teachers' lesson notes, scheme of work, students' attendance register, lesson delivery observation and others.

It is observed in the study area that there is laxity on the part of teachers in their professional role performance. Many teachers are merely staying on the job to look for better jobs outside. The constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and other forms of indiscipline constitute a big problem to the attainment of educational goals in secondary schools. This study was carried out to establish if there is any relationship between principals' supervisory techniques of classroom visitation, workshop technique and teachers' job performance.

STATEMENT OF HYPOTHESES

Two null hypotheses guided the study:

1. There is no significant relationship between principals' use of workshop technique and teachers' job performance.
2. There is no significant relationship between principals' classroom visitation technique and teachers' job performance.

METHODOLOGY

The research design adopted for this study was the ex-post facto design. The area of study is Ikom Education Zone of Cross River State, Nigeria. The population of this study comprised all

principals, teachers and students in public secondary schools in Ikom Education Zone of Cross River State. There are a total of 86 principals, 1829 teachers and 35,359 students in 86 public secondary schools in the educational zone. School principals are the subjects for this study but teachers were selected as respondents for the questionnaire, while students were used to assess teachers' job performance. Purposive sampling technique was employed in this study and all the 86 principals were used for the study. Four (4) teachers from each of the 86 secondary schools were sampled to assess their principals, giving rise to 344 teachers from a population of 1,829 teachers. In each school, 16 senior secondary two students were sampled to assess teachers and this amounted to a total of 1,376 students.

Two instruments were used for data collection: Principal Supervisory Technique Questionnaire (PSTQ) and Teachers' Job Performance Questionnaire (TJPQ). Principals' Supervisory Technique Questionnaire (PSTQ) was divided into two sections, A and B. Section A consisted of demographic variables. Section B of Principals' Supervisory Technique Questionnaire (PSTQ) consisted of 12 items based on the variables of the study. The likert-4 point scale response option of Very Often, Often, Sometime and Never were used. Teachers' Job Performance Questionnaire (TJPQ) was designed to measure the sub-variables of the dependent variable. The Likert 4 point rating scale was used. The response options were Strongly Agree (SA), Agree (A), Disagree, (D) and Strongly Disagree (SD). The research instruments were subjected to face validity by experts in Test and Measurement, who ensured that items used measured what they purport to measure. Cronbach alpha reliability estimate was used to obtain reliability of the instruments. Reliability index for Principal Supervisory Technique Questionnaire (PSTQ) was 0.78 while the reliability index for Teachers' Job Performance Questionnaire (TJPQ) was 0.81. These results indicated that the instruments were reliable. The researchers administered the questionnaire to the respondents in all the schools used. This was done after obtaining due consent of the school principals. Data collected were analyzed using Pearson moment correlation coefficient

RESULTS

Hypothesis 1

There is no significant relationship between principals' use of workshop technique and teachers' job performance. The independent variable in this hypothesis is principals' workshop technique while the dependent variable is teachers' job performance in terms of student assessment and evaluation, instructional ability, classroom discipline, communication effectiveness and teaching methods and use of teaching aids. To test this hypothesis, Pearson Product Moment Correlation Analysis (r) was utilized. The result of the analysis is presented in Table 1.

Table 1

Pearson Product Moment Correlation Analysis of Relationship between Principals' Workshop Technique and Teachers' Job Performance. n=344

Variables	\bar{X}	SD	r_{xy}
Principal's supervisory workshop technique (x)	15.03	2.18	
Teachers' Job Performance			
a. Student's assessment and evaluation (y_1)	18.77	2.17	-.099
b. Instructional ability (y_2)	19.08	2.59	.19*
c. Classroom discipline (y_3)	17.51	3.69	.25*
d. Communication effectiveness (y_4)	18.60	3.45	.18*
e. Teaching methods and use of teaching aids (y_5)	17.80	2.55	.20*

*Significant at .05, Critical $r = 0.11$, $df=342$

The result presented in Table 1 shows that a significant relationship exists between principal's use of workshop technique and teachers' job performance in terms of instructional ability ($r=0.19$; $p<.05$), classroom discipline ($r=0.25$; $p<.05$), communication effectiveness ($r=0.18$; $p<.05$), teaching methods and use of teaching aids ($r=0.20$; $p<.05$). But an insignificant negative relationship between principals' supervisory workshop technique and teachers' job performance in terms of students' assessment and evaluation ($r=-.099$; $p>.05$)

The null hypothesis was rejected for four cases because the calculated r-values of 0.19; 0.25; 0.18; 0.20 were found to be greater than the critical r-value of 0.11 while that of student assessment and evaluation was lower than the critical r of .11 given .05 level of significance and 342 degrees of freedom. This finding implies that principals' supervisory technique of workshop has a significant positive relationship with teachers' job performance in terms of instructional ability, classroom discipline, communication effectiveness, teaching methods and use of teaching aids. The positive r implies that the higher the principal's use of supervisory technique of workshop the higher the teacher's job performance in terms of instructional ability, classroom discipline, communication effectiveness, teaching methods, and use of teaching aids tends to be. Conversely, the lower the principal's use of the supervisory technique of workshop the lesser the teachers' job performance in terms of instructional ability, classroom discipline, communication effectiveness, teaching methods and use of teaching aids tends to be.

HYPOTHESIS 2

There is no significant relationship between principals' supervisory classroom visitation technique and teachers' job performance. The independent variable is principals' classroom visitation technique while teachers' job performance in terms of student assessment and evaluation, instructional ability, classroom discipline, communication effectiveness, teaching methods and use of teaching aids is the dependent variable. To test this hypothesis, Pearson Product Moment Correlation Analysis (r) was utilized, and the result of the analysis is presented in Table 2.

Table 2
Pearson Product Moment Correlation Analysis of Relationship between Principals' Classroom Observation Technique and Teachers' Job Performance. n=344

Variables	\bar{X}	SD	r_{xy}
Principal's supervisory classroom Visitation technique (x)	15.69	2.26	
Teachers' Job Performance	18.77	2.17	.10
a. Student's assessment and evaluation (y ₁)	19.08	2.59	.32*
b. Instructional ability (y ₂)	17.51	3.69	.14*
c. Classroom discipline (y ₃)	18.60	3.45	.18*
d. Communication effectiveness (y ₄)	17.80	2.55	.12*
e. Teaching method and use of teaching aid (y ₅)			

*Significant at .05, Critical $r = 0.11$, $df=342$

The result of the analysis presented in Table 2 shows that there is a significant positive relationship between principals' supervisory classroom visitation technique and teachers' job performance in terms of instructional ability ($r=0.32$; $p<.05$), classroom discipline ($r=0.14$; $p<.05$), communication effectiveness ($r=0.18$; $p<.05$), teaching methods and use of instructional aids ($r=0.12$; $p<.05$) and an insignificant relationship between principals' classroom visitation technique and teachers' job performance in terms of students' assessment and evaluation ($r=0.10$; $p<.05$).

The null hypothesis was rejected for four cases because the calculated r-values of 0.32; 0.14; 0.18; 0.12 were found to be higher than the critical r-value of 0.11 while that of student assessment and evaluation was lower than the critical r of .11 given .05 level of significance and 342 degrees of freedom. This finding implies that principal's use of supervisory technique of classroom visitation has a significant positive relationship with teachers' job performance in terms of instructional ability, classroom discipline, communication effectiveness, teaching methods, and use of teaching aids. The positive r implies that the higher the principal's use of supervisory technique of classroom visitation, the higher the teachers' job performance in terms of instructional ability, classroom discipline, communication effectiveness, teaching methods, and use of teaching aids tends to be. On the other hand, the lower the principals' use of the of supervisory technique of classroom visitation the lesser the teachers job performance in terms of instructional ability, classroom discipline, communication effectiveness, teaching methods and use of teaching aids tends to be.

DISCUSSION OF FINDINGS

The result of hypothesis one was significant. This necessitated the rejection of the null hypothesis and retaining of the alternate hypothesis. This result suggests that principals' workshop technique plays a significant role in the job performance of teachers in terms of instructional ability, classroom discipline, communication effectiveness, teaching method and use of teaching aids. This supports the fact that the quality of principals' workshop technique is also a function of teachers' job performance in participating in the workshop. Principals' workshop that is rich in practical ideas, new techniques and current information about students' assessment and evaluation, instructional ability, classroom discipline, communication

effectiveness, teaching method and use of teaching aids is likely to create awareness to teachers with regards to techniques, skills, methods and competence to carry out their responsibilities effectively.

The result of this finding confirms the findings of Aniah (2005) who found that teachers were capable of performing at higher intellectual levels when asked to work in collaborative active situations than when asked to work individually. He added that group work, such as workshop diversified in terms of knowledge and experience contributed positively to job performance. In an earlier study, Akinwumi (2002) also asserted that workshop was usually composed of a group of working people working towards a common goal and trying to find a solution to a given problem through group discussions and conferences under the supervision of resource persons or consultants. Similarly, this finding support the view of Schon (2005) that a workshop must be flexible in nature, organized to meet a particular need at a particular time during the year.

The result of this finding supports the view of Welberg and Govora (1992) that there were tendencies for teachers attending multiple school workshop to perceive less classroom and other impact of the workshop than teachers who attended single school workshop. They further explained that workshops that had met for longer number of hours were rated as having a greater impact on teachers. Effective principal's workshop technique provides opportunities for exchange of ideas among teachers. The accumulation of ideas by the teachers through workshop technique of the principal improves the teachers' job performance.

The result of the second hypothesis was also significant. That means, the job performance of teachers in terms of instructional ability, classroom discipline, communication effectiveness, teaching method and use of teaching aids is influenced by the quality of principals' classroom visitation. This therefore led to the rejection of the null hypothesis and the retention of the alternate hypothesis. The result suggests that principals' classroom visitation plays a significant role on the job performance of teachers in terms of instructional ability, classroom discipline, communication effectiveness, teaching method and use of teaching aids. Whereas on students' assessment and evaluation, it showed not significant.

The result of this finding is in consonance with the findings of Nakpodia (2010) who was of the view that most teachers felt confident while being observed and reported that observations were not usually disruptive to classes and that teachers were even confident while being observed. However, about 44% of the teachers found that classroom observations were not usually helpful. These findings also support the result of Saka (2000) study on the quality of observation, that the principal was the primary source of observations. Osika (2002), in an earlier study also found that teachers tend to be committed to their duties if principals visit classroom regularly. His findings also revealed that a principal who never visits classrooms to observe teachers encourage laziness among teachers.

The findings from this study showed that the higher the principals' use of supervisory technique of classroom visitation, the higher the teachers' job performance in terms of instructional ability, classroom discipline, communication effectiveness, teaching methods and use of teaching aids. This means that a principal's supervisory technique of visiting classrooms on regular basis to observe, not only how teachers teach, but also the total learning situation and teachers-students relationship, enhances teachers' job performance.

CONCLUSION

Based on the findings, it was concluded that principals' supervisory techniques in terms of workshop and classroom visitation had a significant relationship with teachers' job performance. The job performances of teachers would be enhanced when they are adequately supervised by principals using the various supervisory techniques. From these therefore, it is very necessary for secondary school principals to ensure the utilization of the various supervisory techniques for teachers to improve their teaching capabilities and overall work performance in the school. Hence, teachers' job performance depend significantly on these techniques which have been found as basis for improvement in the quality of teachers job performance that will result in improved students' academic achievement.

RECOMMENDATION

Based on the result of this study, it was recommended that School principals should ensure effective supervision of teachers' classroom instruction as this will go a long way to enhance teaching and learning in schools.

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