

Perceived Influence of Supervision Strategies of Principals on Teachers' Job Performance in Public Secondary Schools in North Central Nigeria

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Abstract: *The study investigated perceived influence of supervision strategies of principals on teachers' job performance in North Central Nigeria. The study was directed by 2 research questions and 2 research hypotheses respectively. The survey research design was adopted for the study. 394 teachers were sampled from the population of (30,372) teachers in North Central Nigeria. A self-structured 14 items questionnaire titled Influence of Principals Supervision Strategies on Teachers Job Performance Questionnaire (IPSSTJPO) was administered to teachers. Mean and Standard Deviation were used to answer the research questions, while Chi-square was used to test the hypotheses at 0.05 level of significance. The findings revealed that classroom visitation and conferences have significant influence on teachers' job performance in secondary schools in North Central Nigeria. Based on the findings of the study, it was recommended that conferences should be organized for teachers and principals to create awareness on the importance of supervision, and that classrooms should be visited regularly by principals.*

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I. Introduction

In Nigeria today, the sudden explosion of students population, coupled with increase in school enrolment, inadequate instructional materials and the introduction of the new basic system of education in the country has necessitated supervision in secondary schools. Supervision is a way of stimulating, guiding, improving, refreshing, encouraging and overseeing teachers with the hope of seeking their cooperation towards improving classroom instruction. Onasanya (2013) defines supervision as the essential practice of monitoring the performance of teachers towards improving the standard of education. Supervision can be referred to as all the efforts of designated school administrators directed towards providing leadership to teachers to improve their job performance. Ezeocha (2009) is of the view that most of the school activities and all the school programs require supervision. Supervision of instruction is the process of assisting teachers to improve themselves and their instructional abilities to enhance effective teaching and learning. Affiangbon (2010) views supervision as the services rendered to teachers which is directed towards controlling the quality of classroom instruction. Supervision of instruction is aimed at identifying areas of work that need to be improved upon.

There is need for effective supervision to enhance teachers' job performance, planning of school curriculum, and improving the standard of teaching and learning. Kochlar (2011) opines that supervision are those activities that are primarily and directly concerned with studying and improving the conditions which surround the learning growth of students. Supervision is the process of improving teaching activities, through the process of monitoring and evaluating teachers' job performance. Nwaogu (2010) views supervision as the process of helping, guiding, advising and stimulating growth in the subordinate in order to improve on the quality of his work. Supervision is therefore any program that helps teachers to advance both qualitative and quantitative instructional delivery. Ogunsaju (2006) is of the opinion that effective supervision will lead to improvement of teachers' quality and job performance, conditions of teaching and learning and development of school curriculum. Supervision is an indispensable variable in teaching and learning as well as the achievement of educational objectives to improve teachers' job performance. Supervision of instruction is important for a number of reasons. Teachers learn during supervision since the supervisor is more knowledgeable, he corrects and advises the teachers, this is done through friendly interaction, it also enhance professional growth of teachers and acquisition of greater knowledge to improve their job performance. There is need for principals to implore effective supervision strategies to improve classroom instruction and to enhance teachers job performance.

Supervision strategies are methods or ways of improving teaching and learning in secondary schools. This can only be possible through effective supervisory strategies used by principals. Fritz and miller (2013)

opined that the responsibility of effective teaching and learning take place and to which instructional supervisors carry out their duties is by employing various strategies to enhance teachers job performance. Obi (2010) has outlined many strategies available for principals to help teachers improve on their job performance and also to facilitate effective instructions in school. Some of the strategies include micro teaching, teaching demonstration, self-appraisal, observation, classroom visitation, conferences, and evaluation. Others are: follow up visit and clinical supervision among others. Influence of principals' supervision strategies in secondary schools cannot be over emphasized. The principal as the head of the school system has the function to supervise teachers to improve teaching and learning in secondary schools. The principals facilitate various supervision strategies in the school such as classroom visitation, conferences, observation, teaching demonstration, follow up visit and evaluation to improve the standard of education in Nigeria. Principals adopt supervision strategies to identify the strength and weaknesses of teachers to provide solutions to their challenges. These are principals achievement through classroom visitation. Principals visits classroom regularly to implement instructional policies and programs to improve teachers' job performance.

Classroom visitation is another way of enhancing teachers' job performance. Principals visit classroom to observe teaching and learning activities. Classroom visitation refers to the process by which principals visit the classroom to observe teachers and students in action. Classroom visitation can be seen as the process of monitoring and evaluating teachers' job performance. Nongo (2009) observes that classroom visitation is the procedure by which the principal possesses wisdom and exhibit a cordial relationship with teachers to improve teaching and learning. Ogunsaju (2011) states that the principal should be conscious of the position of the teacher before the students and the impact his presence might have on the teacher during the process of teaching. Principals visit classroom to enhance teachers' job performance, by developing a cordial relationship with teachers and observing teaching and learning in the classroom. They visit classrooms to check teachers' attendance to lesson and organize conferences for teachers to solve instructional problems

Conference with teachers is a supervision strategy that is directly used to assist the individual teachers. A conference is a group of discussion organized by principals to identify teachers' challenges to improve their job performance. There are various reasons for holding conferences with teachers. For instance conferences help to evaluate teachers and give feedback to the supervisors and it helps in developing instructional programs in secondary schools. The same situation exists in secondary schools, after the teachers have been observed by the principal, they are anxious to know their performance. The basic reason for holding conferences is that it is a viable supervision strategy for the purpose of improving classroom instruction. Udoh and Akpa (2011) Principals organize conferences with teachers to improve teachers' job performance by organizing group discussions with teachers and solving instructional problems. Conferences help in sensitization of teachers, Principals organize conferences to sensitize teachers with new methods of teaching to improve their job performance. Principals solve instructional problems through critical observation of teachers and maintaining cordial relationship with teachers.

One of the key areas in instructional supervision is the observation of teachers' activities in the classroom which is another supervision strategy. This is very important because it goes a long way in determining the quality and quantity of teaching and learning that takes place and plays a critical role in the performance of teachers. Ajayi (2012) observes that the issue of teachers absenting themselves from lessons is a very important factor that cannot be ignored. Ajayi opines that there is a widespread of negative attitude of teachers towards attending their lessons at the secondary school level. Observation of teachers will solve the problem of absenteeism, lateness and truancy in carrying out their duties. Regular observation of teachers will enable them to counsel and motivate teachers to enhance their job performance. Principals observe teachers and organize demonstration lessons to inculcate new skills and teaching methods to improve their job performance. Teachers' job performance are essential tools in school administration, it is aimed at developing teachers productivity and improving the standard of education. Teachers are the backbone of an educational activity. The success and failure of educational activities highly depends on their performance. The performance is directly linked to process and product of education, therefore the performance of the teachers is emphatic for the improvement of education. Obilade (2009) states that teachers job performance can be described as the duties performed by the teachers at a particular period in the school system in achieving organizational goals. Obilade identified some of their duties as attendance to lessons, setting and marking of examinations, marking of attendance registers, compilation of results, writing of lesson notes and interaction with students, parents, colleagues and high officials.

There are different reasons for examining teachers' job performance. A key reason is to identify weaknesses in instruction and develop ways to address them. For this reason, one way of examining teachers' job performance is to collect information that will be useful in designing appropriate strategies to improve supervision of instruction. Donald (2013) identifies some approach to improve teachers job performance there includes: management approach to improve instruction, vertical and horizontal approach enable school principal's to carry out supervisory strategies. Principals develop teachers' productivity by organizing

workshops, recruitment and induction, professional development activities, specification of classroom teaching, provision of motivation and incentives and dismissal of incompetent teachers.

II. Statement of the Problem

The success of any level of education is as a result of regular and effective supervision of secondary schools in Nigeria. However, regular supervision will improve the standard of education and will enhance teachers' job performance. Principal supervision strategies will enhance effective curriculum coverage by teachers, it will also enhance effective communication between principals and teachers, it will also lead to harmonious cordial relationship between the principals and teachers, it will identify teachers strength and weaknesses to improve their job performance, it will enhance teachers professional development and principals supervision strategies will enhance teachers by adopting modern equipment for teaching such as video tapes, projectors and computers.

However, there are many challenges confronting secondary schools in Nigeria today, there is observed negligence and laxity on the part of secondary school principals towards supervision of teachers. These laxity ranges from lack of proper and strategic knowledge of supervision, inadequate training of principals towards effective supervision of instruction in secondary schools, poor attitude of secondary school teachers towards supervisors, lack of cordial relationship with teachers affect effective supervision in secondary schools, inadequate supervision logistics and perceived laxity of principals towards classroom visitation. It has been observed that principals lack the basic supervisory skills and the application of modern supervision strategies.

However, it has been observed that teachers carry out classroom instructions and perform the following duties: attending to lessons, setting and marking of examinations, marking of attendance registers, compilation of students' results, writing of lesson notes, proper classroom management and writing of duty reports. Most teachers are merely staying on the job to look for better jobs outside, constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and teachers are no longer dedicated to their duties as a result of inadequate incentives. These unscrupulous attitudes of teachers call for effective supervision that can bring about attainment of educational objectives. The study intends to investigate supervision strategies towards improving teachers job performance in secondary schools, the study intends to identify the challenges confronting supervision in secondary schools such as: laxity on the part of principals towards organizing demonstration lessons and low level of commitment of principals towards effective observation of classroom instruction. It is on this account that the researcher sought to examine the influence of principals' supervision strategies on teachers' job performance in public secondary schools in North Central Nigeria.

Research Questions

The following research questions were required to guide the study.

1. To what extent does classroom visitation influence teachers' job performance in secondary schools in North Central Nigeria?
2. To what extent do conferences influence teachers' job performance?

Statement of Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

- 1 Principals' classroom visitation does not significantly influence teachers' job performance in secondary schools in North Central Nigeria.
- 2 Conferences do not have significant influence on teachers' job performance.

III. Methodology

The survey research design was adopted for the study. The study area is North Central States of Nigeria. It comprises six states namely: Benue, Nasarawa, Niger, Plateau, Kwara, Kogi and the Federal Capital Territory Abuja. 394 teachers were sampled from the population of (30,372) teachers in North Central Nigeria. A self-structured 14 items questionnaire titled Influence of Principals Supervision Strategies on Teachers Job Performance Questionnaire (IPSSTJQPQ) was administered to teachers. The reliability estimate of the instrument was established and it yielded a coefficient of 0.914. Copies of the instrument were administered to the respondents in their respective place of work with the aid of 3 trained research assistance. Mean and Standard Deviation were used to answer the research questions, while Chi-square was used to test the hypotheses at 0.05 level of significance.

IV. Results

4.1.1 Research Question 1

To what extent does classroom visitation influence teacher's job performance in secondary schools in North Central Nigeria?

Table 1: Mean and Standard Deviation of Responses on the Influence of Principals' Classroom Visitation on Teachers' Job Performance in Secondary Schools

S/N	Items	N	VHE	HE	LE	NE	MEAN	S.D	DEC.
1	Suggestions made during principals' visitation influences teachers' job performance.	394	188	166	40	0	3.37	0.66	Very High Extent
2	Interaction with teachers during principals' visitation influences teachers' job performance.	394	259	100	35	0	3.57	0.65	Very High Extent
3	Principals' visitation encourages teachers' to do well.	394	260	120	14	0	3.62	0.55	Very High Extent
4	Principals' visitation influences effective communication.	394	190	200	4	0	3.47	0.51	High Extent
5	Principals' observation through classroom visitation influence teachers' job performance.	394	134	237	23	0	3.28	0.57	High Extent
6	Principals' visitation influences teachers' job performance.	394	199	163	32	0	3.42	0.64	Very High Extent
7	Classroom visitation help principals to gather information concerning teachers and students cordial relationships.	394	187	193	14	0	3.44	0.56	High Extent
Cluster mean and Standard Deviation							3.45	0.76	Very High Influence

Table 1 shows the means and standard deviations of the responses of respondents based on the influence of principals' classroom visitation on teachers job performance in secondary schools in North Central Nigeria. From the table, it can be seen that respondents agree on all the items with respective means of 3.37, 3.57, 3.62, 3.47, 3.28, 3.42 and 3.44 and cluster mean of 3.45 which are all above the benchmark of 2.5. This shows that the respondents agree that principals' classroom visitation influences teachers' job performance. Also the cluster standard deviation of 0.76 shows that the respondents were not too far apart in their responses, this means that their responses were quite unanimous.

Research Question 2

To what extent do conferences influence teacher's job performance in secondary schools in North Central Nigeria?

Table 2: Mean and Standard Deviation of Responses on the Influence of Principals' Conferences on Teachers' Job Performance in Secondary Schools

S/N	Items	N	VHE	HE	LE	NE	MEAN	S.D	DEC.
1	Conferences help principals to work out modalities of what is expected to be done by teachers.	394	219	155	20	0	3.51	0.59	Very High Extent
2	Conferences enhance teachers' awareness in solving instructional problems.	394	214	140	40	0	3.44	0.67	Very High Extent
3	Teachers attendance to conferences improves their instructional skills.	394	140	124	68	62	2.87	1.06	Very High Extent
4	Conferences develop mental trust between the teachers and principals.	394	35	174	97	88	2.40	0.93	High Extent
5	Conferences enhance teachers professional development in	394	142	244	8	0	3.34	0.52	High Extent

	teaching and learning.									
6	Principals organize conferences for teachers to teach them how to use modern equipment in teaching and learning.	394	244	137	13	0		3.59	0.57	Very High Extent
7	Conferences help teachers to build a strong educational program.	394	185	176	30	3		3.38	0.66	Very High Extent
Cluster mean and Standard Deviation								3.22	0.61	Very High Extent

Table 2 shows the means and standard deviations of the responses of respondents based on the influence of principals' conferences on teachers' job performance in secondary schools in North Central Nigeria. From the table, it can be seen that respondents agree on all the items with respective means of 3.51, 3.44, 2.87, 2.40, 3.34, 3.59 and 3.38 and cluster mean of 3.22 which are all above the benchmark of 2.5. This shows that the respondents agree that principals' conferences influences teachers' job performance. Also the cluster standard deviation of 0.61 shows that the respondents were not too far apart in their responses, this means that their responses were quite unanimous.

Hypothesis One: Principals' classroom visitation does not significantly influence teachers' job performance in secondary schools in North Central Nigeria.

Table 7: Chi-Square Test of Influence of Principals' Classroom Visitation on Teachers' Job Performance in Secondary Schools

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.572 ^a	18	.024
Likelihood Ratio	14.968	18	.021
Linear-by-Linear Association	2.668	1	.102
N of Valid Cases	394		

Table 7 shows that $\chi_c^2 = 14.57$ at $df = 18$; Hence the significant value (p-value) which is 0.02 is less than the alpha value of 0.024, the null hypothesis is rejected. This implies that Principals' classroom visitation significantly influences teachers' job performance in secondary schools in North Central Nigeria.

Hypothesis Two:

Conferences do not significantly influence teachers' job performance in secondary schools in North Central Nigeria.

Table 8: Chi-Square Test of Influence of Conferences on Teachers' Job Performance in Secondary Schools

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.388 ^a	18	.042
Likelihood Ratio	17.946	18	.022
Linear-by-Linear Association	.844	1	.358
N of Valid Cases	394		

Table 8 shows that $\chi_c^2 = 15.39$ at $df = 18$; Hence the significant value (p-value) which is 0.04 is less than the alpha value of 0.05, the null hypothesis is rejected. This implies that conferences significantly influence teachers' job performance in secondary schools in North Central Nigeria.

V. Discussion

The finding revealed that principals' classroom visitation influence teachers' job performance in the following ways: suggestions made during principals' visitation influence teachers' job performance, interaction with teachers during principals' visitation influence teachers' job performance, principals' visitation encourages teachers to do well, principals' visitation influence effective communication, principals' observation through classroom visitation influence teachers' job performance, principals' visitation influence teachers' job performance, and unexpected principals' visitation influence teachers to always prepare and do well. This finding is in line with that of Affiangbon (2010) who conducted an investigation on the influence of classroom

visitation as a supervisory strategy on teacher's job performance in Akwa Ibom State Nigeria and found that principals' classroom visitation, supervising lesson notes, scheme of work and attendance registers will improve the standard of education in Nigeria. The study is also in line with Affiangbon (2010) views that classroom visitation has significance influence on teachers job performance. Regular classroom visitation by principals would observe teachers attitude to lessons and punctuality to school.

From the result of the findings, it can be seen that principals' conferences influences teachers' job performance in the following ways: conferences help principals to work out modalities of what is expected to be done by teachers, conferences enhance teachers' awareness in solving instructional problems, teachers attendance to conferences improves their' instructional skills, conferences develop mental trust between the teachers and principals, conferences enhances teachers professional development in teaching and learning, principals organize conferences for teachers to teach them how to use modern equipment in teaching and learning and conferences help teachers to build a strong educational programs. This finding is in line with that of Onuma (2016) who conducted a study on the impact of conferences as an effective supervisory strategy on teachers' job performance in secondary schools in Ebonyi State Nigeria and found that conference as a supervisory strategy has significant influence on teachers' job performance in secondary schools. The study is in agreement with Onuma (2016) who stated that conferences help in sensitization of teachers and teachers need special training on acquisition of new teaching skills, classroom management and effective utilization of human and material resources.

VI. Conclusion/Recommendations

In view of the findings of the study, it is concluded that principals' supervision strategies in the form of classroom visitation and in ensuring that teachers attend conference influence teachers' job performance positively. In view of the findings, it is therefore recommended that Conferences should be organized by principals to enhance teachers' professional development and provide solutions to instructional problems and that principals should visit classrooms regularly to observe teaching and learning by checking lesson attendant registers and teachers' punctuality to lessons.

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