



Usefulness of Principals' Instructional Supervision on Teachers' Job Performance in Secondary Schools in Rivers State, Nigeria

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ABSTRACT

Supervision of instruction is a basic technique of educational administration necessary for the achievement of educational objectives. The principal who is an instructional leader is meant to correct lesson notes, visit classroom, conduct orientation of teachers, and appraise instructional behaviors. Inability to check teachers' lesson note may lead to delivery of poor instructions which not in accordance with the curriculum. Absence of visitation can generate truancy, negligence and absenteeism by teachers during their lesson period. Absence of orientation may not guide the teacher on expected objectives and teachers code of conduct. Absence of appraisal may result to poor job performance. Hence, it has become mandatory for the principals to develop strategic measures for the realization of the objectives of teaching and learning. It is concluded that teachers need to be constantly supervised for the enhancement of their potential or professional achievement. It was therefore concluded that supervision should be carried out daily in the schools to check and correct errors in the process of teaching and learning. Orientation should be planned intermittently to enhance the capacity of the new employed and old staff.

Keywords:

INTRODUCTION

Education is an interrelated process that brings various facets into play. The role of a principal and teacher in this process cannot be under estimated. Through teachers, education fulfills its goal of teaching and nurturing students. It is on this note that supervision is seen as essential factors in the realization of the school objectives.

Instruction supervision is one of the indispensable functions necessary for effective operations of a good school system. It is for this reason that various tiers of government throughout history set up a special division under the Ministry of Education to perform this function thereby assisting school principals to supervise their schools. Osakwe (2013) sees supervision as the provision of professional assistance and guidance geared towards the achievement of effective teaching and learning process to teachers and students in the school system. Both the principals and teachers are seen the team and instructional leaders as they create an environment that supports collaboration among teachers. In order to ensure an optimum teaching and learning environment, teachers need to be not only well educated, but part of the learning community.

The importance of principals' supervision of instruction in post primary schools cannot be over-emphasized. The principal as a leader of group of teachers in the school system has the function of interacting with the teachers in other to improve the learning situation for the students through instructional supervision. School administration is effective when there is a good team leadership and functional styles of administration. Oleforo (2012) supported that leadership is the major determinant of success and progress not only of any institution but also of a nation. Principals

need to supervise the teachers to shift their focus from what they are teaching to what students are learning. The role of instructional leader helps the school to maintain a focus on why the school exists and that is to help all students learn (Smylie, 2010). The principals' internal supervision may lead to effective teaching, which results to high academic achievement. Internal supervision includes management plan for carrying out curriculum goals, regular checking of teachers' internal professional records, regular class supervision, orientation and appraisal of teachers' instructional behavior.

Principal as the supervisor of curriculum and instruction of the school coordinates the instructional activities hence appropriating or shifting the focus of instruction from teaching to learning. In this case, there is formation of collaborative structures and processes for various departments to work together in order to improve instruction that focuses goals achievement (Lunenburg & Lrby, 2006). Principals accomplish this feature by focusing on learning, encouraging collaboration, using data to improve learning, providing support and aligning curriculum, instruction and assessments (Marzano, 2010).

Supervision of instruction is one of the techniques of educational administration necessary for the achievement of educational objectives. The principal who is an instructional leader is meant to correct lesson notes, visit classroom, conduct orientation of teachers, and appraise instructional behaviors. Inability to check teachers' lesson note may lead to delivery of poor instructions which not in accordance with the curriculum. Absence of visitation can generate truancy, negligence and absenteeism by teachers during their lesson period. Absence of orientation may not guide the teacher on expected objectives and teachers code of conduct. Absence of appraisal may result to poor job performance. These problems inform the researchers to study usefulness of supervision on teachers' academic performance in secondary schools in Rivers State, Nigeria.

The study examined the usefulness of principals' instructional supervision on teachers' job performance in secondary schools in Rivers State, Nigeria. The study seeks to determine how principals' correction of lesson notes, orientation and appraisal of teachers' influence teachers' job performance in secondary schools.

The findings of the study will provide useful information for secondary school principals in the supervision of teachers for improvement of instruction. It will make the principals to regularly observe the teachers in the class to ensure that teachers present lessons to students using their prepared lesson plan. The principals will realize that they are the instructional leader and the achievement of any educational goals in a school depends on leadership role of the principal as instructional leader.

It is hoped that the findings of this study would improve the instructional effectiveness of teachers so that they can contribute to the attainment of educational goals in Rivers State. This study may make the Rivers State post-Primary School Board see the need to expose school principals to training program in educational administration and supervision such as In-service education, workshop or conferences to enhance their skills and knowledge in instructional supervision.

The findings may also become an eye-opener to the State Ministry of Education officials to identify the place of effective instructional supervision as a factor that influences teachers' job performance, and which would in turn produce academic improvement or excellence in the students.

It will enlighten the educational stakeholders on the need for instructional supervision as an exercise that is geared towards improving the teachers for effective job performance. The students will benefit from the study because if teachers are effective in their job delivery as a result of instructional supervision, their academic performance will be enhanced.

The findings will also improve job performance and enhance the attainment of educational goals in Rivers State. This study will serve as a reference material for other researchers in the field to make useful input in studies related to the present study.

Conceptual of instructional supervision

Instructional Supervision is a viable tool for quality output in the school system. It is an aspect of checking quality output by evaluation strategies. The act of teaching and learning is supervised to see if the desired objectives is achieved. During this supervision a subject is examined in relation to the teaching methods applied, instructional materials available for use and the teacher himself in terms and training.

In addition, instructional supervision is a tool for helping teachers' professional growth. The use of instructional supervision techniques is a means of helping the teachers cope with the problems of students' population in free and compulsory education and development in the educational setting.

Concept of Supervision and Instruction

Akinwumiju and Agabi (2008) highlighting the functional similarities states that supervision and inspection are administrative functions directed towards the efficient achievement of organizational goals. The central purpose is to enhance productivity and both constitute tools for educational coordination. But the authors still find differences, thus: the words, supervision and inspection are often used to mean the same but they are two different concepts in terms of job content and scope supervision is designed to achieve improvement in instruction, resolution of school constraints, maintenance of superior-subordinate cooperation, professionalism and autonomy of staff and achievement of intrinsic motivation while inspection is carried out specifically to ensure that minimum standards are maintained in the basic activities of teaching and learning. This is with regards to content coverage, resource provision, maintenance of discipline and keeping of statutory records and accounts, It also provides opportunities to access the challenges, confronting the school and the level of success achieved in the pursuit of school goals.

Mbiti cited in Archibong (2012) views supervision as one of the basic requirements of administration that concerns itself with the tactics of efficiency and effective management of human and material resources. It is a way to advise, guide, refresh, encourage, simulate, improve and oversee teachers with the hope of seeking their cooperation in order that they may be successful in the task of teaching and classroom management. Educational supervision is a process to ascertain that the teachers carry out the task of teaching to an expected level according to the stipulated guidelines which control the educational system. It is a way of persuading workers to desist, from applying wrong methods and procedures in carrying out certain functions of their jobs. While Okoro in Archibong (2012) opined that inspection is seen as an instrument with which the political and administrative authorities maintain the necessary contact with the schools, teachers, pupils and the community and so ensure that the system is working satisfactorily. In this sense inspection is to be viewed as fulfilling, controlling coordinating and communicating role as guardian of education standards.

Techniques of Instructional Supervision

Peretomode (2004) outlined activities that the skillful instructional supervisor can utilize to bring about desirable effect in teacher behaviour for achieving teaching effectiveness. They include:

Classroom visitation which involves live observing of a teacher and analyzing his or her classroom practices, the teaching-learning process, teachers' personality, student teacher interactions, lesson note and lesson presentation. All these are observed by the supervisor who is present as a witness.

Demonstration: It involves the presentation of a prearranged series of events to a group for their view. This stimulates teachers' growth and group discussion.

Teacher Visitation: This activity also called inter-visiting or reciprocal visitations involves one teacher visiting and observing another teacher in action in another class within the same school (inter-class visitation or in another school (inter school visitation)). This method enhances

proficiency especially if the beginning or inexperienced teacher watches experienced teacher in action.

Workshop: The activity involves a small group of people temporarily formed to discuss a specific topic or work on a common problem and trying to find solutions to a specific problem in face to face situations.

Micro-teaching: It is a teaching situation which is scaled down in terms of time, class size and teaching complexity to allow the teacher focus on a selected teaching strategy. New skills are developed and old ones are refined. Usually it involves a small group of 5-10 pupils where the teacher employs a particular skill within ten minutes involving content and skill. Emphasis is on the issue of immediate feedback where the teacher is evaluated by the supervisor in form of replaying a recorded lesson or actual discussion (if it was not recorded). When corrections are made the teacher reteaches the lesson to the some group or a different group for improvement

Listening to Tape, Radio or Recording: This involves using sound recordings to present ideas to one or more listeners in such way as to help develop understanding or skills. Also the use of visual presentations through the media film, television or video through the media film, television or video tape are increasingly important in the supervisory process.

The Need for Supervision of Instruction

Instruction supervision has been identified as a means to enhance the performance of teachers in professional roles, making appropriate decisions and providing high quality services. It also requires the teacher to be in constant pursuit of better understanding and more efficacious draws all participant of school teaching-learning process together Kutsyuruba, (2011). Supervision of instruction therefore directed towards maintaining and improving the teaching learning process of the school. It is highly instructionally related, and the instructional supervisor's role is that of supporting, assisting and sharing rather than directing Onoyase, (2011).

Instructional supervision is a service activity that exists to help teachers do their job better. The desired expectation in education could be achieved through effective supervision since it creates awareness of sound education philosophies in teachers. This implies that the responsibility of ensuring effective teaching and learning takes place or lies with employing various strategies to enhance teachers' job tasks. The National policy on Education (2004) states that, to ensure duality control the schools ills necessary to have good teachers and supervisors.

The primary responsibility of the supervisors is to see that high standards are maintained and that schools are run in accordance to the laid down regulations. Also Peretomode (2011) suggested the following as the purpose of instructional supervision in schools.

- To directly influence the teachers and the teaching process employed to promote student learning.
- To ensure that each individual teacher within the school system has been performing the duties of which he was scheduled.
- To cooperatively develop favourable climate for effectively teaching and learning.

Principals' Correction of Lesson Notes and Teachers Job Performance

The principal is the administrative head of secondary school in Nigeria. The administrators carried out administrative functions, among which is the supervision of instruction on a regular basis, to enable teachers translating the provisions of the National Policy on Education. The objectives as stipulated in the national policy reflect on: curriculum, the syllabus, the scheme of work and the lesson plans or notes as the ingredients. The lesson of note is that work tool in the hand of the class teacher who must necessarily key into the principals' learning management strategies and perspectives so that the learner can experience all the taxonomies of learning activities (Okon, 2011). The principal is pivotal in supervising learning in secondary schools. According to Afangideh (2009) lesson note is an orderly and sequential arrangement of a lesson on paper. It comprises the subject matter to be taught, the instructional objectives to be achieved and the performance activities of both the teacher and learners in the course of lesson delivery.

There are distinguishable features of the lesson note. Vikoo (2003) and Onyemore Keya (2004) in Okon, (2011) highlights the features of a lesson note to include: subject to be taught, class, number of pupils in the class, age, time/duration for the lesson, date, topic/title of lesson, instructional objectives, instructional resources/materials to be used for the lesson, the development, evaluation of learners learning, summary and conclusion of the lesson. This enumeration forms not just the general content of a lesson note, but if arranged as entries on the lesson note, it also constitutes the non-tabular format of lesson note representation. The non tabular format of lesson notes presentation is one of the two generally accepted formats of lesson note writing (Ina, (2008).

It is to be noted that the lesson note is the teacher's essential and handy roadmap in concretizing well thought out curriculum modules in pupils or students through instruction, experimentation, experiencing, observation, demonstration, practice. These, form the core input into learning management. Learning management, deduction from the postulations of Atherton (2004) Agwu (2009) and Ikegbunam (2009) tend to identify learning management as being the management of school-based cognitive, affective and psychomotor domains of learning in such a way that-learners experience relatively positive change in behavior. The change in behavior is made possible by the school -mediated offering of lessons to the learner realized through proper lesson note writing, the carrying out of lesson - related activities and lesson - based exposure.

Principals' Orientation of Teachers' and Teachers' Job Performance

Orientation programmes or induction could be for a new staff, transferred staff or old staff, depending on the purpose of the programme. According to Uche (2011) orientation or induction is a formal introduction of the new staff to ensure smooth and orderly start and quicker adjustment, getting familiar with the institution and the work to be done. Generally, orientation programmes for new teachers are planned activities aimed at assisting the new employed teachers to understand the school environment and structure, the teachers' reference group and the school rules and regulations. It also includes: knowledge of their primary functions and the various types of job and activities to undertake.

Currently, all secondary schools in the nation are using new curriculum from Nigerian Educational Research and Development Council. The curriculum can fully be implemented through orientation and induction programmes for both newly employed and old teachers to make speedy adjustment. The achievement of national goals in teaching and learning requires that teachers adopt a philosophy of education which emphasizes the utilization of knowledge rather than mere preparation for examination. Therefore, orientation and induction of teachers is organized where necessary. Thus, a broad understanding of the disciplinary roots of school subjects is mandatory for the transmission of learning activities.

Principals Appraisal of Teachers Instructional Behaviour and Teachers Job Performance

A teachers work may be appraised either for supervisory or for administrative purposes. From the supervisory standpoint, teaching is analyzed and judged in order to find out the quality being done and at what point remedial measures are needed in order to ensure improvement Undie, (2007). Performance appraisal is important to manage employee's work effectively. Grubb (2007) says performance appraisal is a procedure to evaluate how individual personnel are performing and how they can improve their performance and contribute to overall organizational performance.

Mooney, (2009) suggested that performance is not only related to results but it also relates with activities and behaviours of employees that they adopted to achieve their given goals. Dogbe (2011) define performed appraisal as comparing the employee's present and post performance to his/her performance standards. While the teacher is in service the principal directly or indirectly has to continually appraise the performance of the personnel under his control so as to determine how the staff are fairing, whether they need motivation for improved performance, promotion,

demotion, transfer or dismissal. The main aim of appraisal in educational context is to increase quality assurance and monitor the work of teachers in order to marriage the educational process even down to the classroom level (Holi,2012). The key functions of secondary education are teaching serving the community. Therefore, it is imperative to have quality performance in teaching by using effective performance appraisal which enables the secondary schools to serve the community and prepare their students for tertiary education and a better future.

The term appraisal as defined by Decenzo and Stephen (2005) is a formal method employed in the evaluation, and analysis of a given tasks with a major aim of rewarding, appreciating or revising employee performance. It is noted even teacher- based evaluations had numerous inconsistencies, most teachers did not see their fellow teachers as critical evaluators but rather soft friends, yet on the other hand the individual's teacher are also unfair to themselves since they did not invest in evaluating themselves and showing tangible evidence of personal growth. Such issues created numerous inconsistencies such as: poor student performance, poor teacher performance. These may be associated with poor class management, poor team, lack of adequate principals' instructional supervision and teacher motivation, This consequently affected quality of teaching, Berman (2005) observed that appraisal and improvements are critical to developing and maintaining a strong capable workforce. Principals appraisal of teachers instructional behaviour process involves assessing the teachers work performance during the review period relative to specific indicators and overall rating through such rating categories as; highly successful, fully successful, making progress and unsatisfactory. Thus, a successful performance appraisal process demonstrate a change in both ratings of staff performance and aspects of the work environment that impact upon work performance.

SUMMARY AND CONCLUSION

Instructional supervision is fundamental for the achievement of educational goals and objectives. This is because for the achievement of quality education and assurance there is tendency to be control mechanisms that showcase outcomes of activities in the school system. Hence, it has become mandatory for the principals to develop strategic measures for the realization of the objectives of teaching and learning. It is concluded that lesson notes of the teachers need to be constantly supervised or monitor, orientation of the teachers is obvious for the enhancement of professional achievement.

RECOMMENDATIONS

Supervision should be carried out daily in the schools to check and correct errors in the process of teaching and learning.

Orientation should be planned intermittently to enhance the capacity of the new employed and old staff

Lesson note should be properly overviewed by the principals and school boards for effective teaching and learning.

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