



# **Principal's Administrative Strategies And Teacher Job Performances In Secondary Schools In Onitsha North L.G.A.**

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## **ABSTRACT**

The study was carried out on the analyses of Principal's administrative strategies and teacher job performances in secondary schools in Onitsha North L.G.A. The study seeks to analyze Principal's administrative strategies and teacher job performances in secondary schools in Onitsha North L.G.A. Two research questions guided the study. The population comprised all the 520 school teachers in Onitsha North L.G.A. of Anambra State. The sample size for the study was 130. The instrument for data collection was a questionnaire. It was validated by 3 experts, two from Educational Management and Policy and one from Measurement and Evaluation in Educational Foundations Department from Nnamdi Azikiwe University Awka. The reliability of the instrument was done through test retest and the reliability coefficient was 0.74. The data was analyzed through mean rating. The study found among things that Principals use instructional leadership strategies and instructional supervision as principals' administrative strategies in Onitsha North LGA. Based on the findings it was recommended among others that Principals should be given adequate training on instructional leadership so as to bring out the best in their teachers. Also the Federal Ministry of Education should make sure that adequate materials are provided for teaching and learning in every school for better performances. And also that those principals should make instructional supervision a routine exercise in their various schools so as to make sure there are no lapses for ineffectiveness in the part of the teacher

**Keywords:** Principals use Instructional Leadership Strategies, Principals Use Instructional Supervision Strategies and Teacher Job Performances

## **INTRODUCTION**

In Nigeria today there are two types of education namely: formal and informal education, while informal education can take place anywhere outside the school, formal education only takes place in classroom in all different levels of Education. There are three main levels of education namely primary, secondary and the tertiary education. Secondary education is a very important level of education in Nigeria where solid foundation for higher education and useful living is laid. According to the Federal Republic of Nigeria (FRN) (2013), secondary education is the form of education children receive after primary education and before tertiary stage. Specifically, the secondary education should provide an increasing number of primary school pupils with the opportunity for education of a higher quality irrespective of sex, or social, religious and ethnic background, respect the views and feelings of others, respect the dignity of labour and appreciate those values specified under our broad national aims, and live as good citizens, foster Nigerian unity with an emphasis on the common ties that unite us in our diversity, inspire its students with a desire for achievement and self-improvement both at school and in later life (FRN, 2013). It is the work of teachers to make sure that prepare the students for furthering their education and acquiring these basic skills for a better life. According to Kulbir (2011), a teacher is any person that undertakes the great task of educating the child who looks to him for knowledge, wisdom, manners, morals, inspiration, and enlightenment and so on.

Teacher's job performance therefore is the execution of teaching tasks and rendering of school support services by teachers. Kahler (2006) defined teacher's job performance as the performance of teaching tasks and rendering of expected teaching services by teachers. It has to do with the ability of a teacher to fulfill his/her duties as a teacher. Such duties include teaching pupils in the assigned classrooms and of various grades or years, taking part in the general life of schools and professional activities. Principals are required at this level of education to help in the achievement of the objectives and there is need for them to be effective in their administration if the aims of secondary education are to be achieved.

The administration of secondary schools in Nigeria and Onitsha North Local Government Area rests on the shoulders of the principal who is the leader, controller, and custodian of both academic and extra-curricular activities of the school. The principal is the chief executive of the school, who provides instructional leadership by coordinating curricular, co-curricular programmes and also responsible for the general administration of secondary schools. As instructional leaders, principal's administrative tasks may include supervision, monitoring, assessment, evaluation and dissemination of current information on management and academic techniques to teachers leading to effective teaching and learning process. The principals may also be described as an executive head of the school (Achimugu, 2000) because of the way he makes decisions and implement its policies and programmes. Other words to describe a principal are "Boss, "Leader, "Head", "Director, and adviser and Problem solver".

The principal should provide best school climate to entice teachers to build strong commitment in school by avoiding violence, threats, hatred, indiscipline, frustration and witch hunting of teachers. Mobegi, Ondigi and Oburu cited in Nzoka and Orodho (2010) further noted that principals should take up their roles as quality assurance officers in their schools and ensure that there is adequate departmental supervision. Kiruma (2004) in her study of secondary school strikes explains that discipline in schools is a function of the school administration. It depends on the principals administrative, supervisory, and organizational leadership abilities and styles/strategies, since he bears the general responsibility of clarifying the school purpose and philosophy. Good teachers are skilled not only in instructional methods, but also in evaluation and assessment practices that allow them to gauge individual student needs, and this in reality is not too far from leadership effectiveness. For the purpose of this study the researcher will dwell on the following administrative strategies of principals namely- Instructional leadership and Instructional supervision.

The instructional leadership strategy looks into whether principals involve their teachers in evaluation of the education process, in selection of materials and textbooks for their subjects, in school curriculum planning, in budget preparation, whether school objectives are clearly communicated among others. The instructional supervision strategy looks into whether teachers activities are carefully monitored, there is a constant classroom visitation, constructive criticism is used to correct teachers, lesson notes are supervised regularly and different supervisory techniques are employed by the principals among others. Therefore, a situation whereby principals fail to adopt effective administrative strategies in managing the schools, this might affect teacher commitment. Many of the teachers in such situation will not give best performances while executing their primary duties and students who are always at the receiving end suffer the consequences. The poor situation of many public secondary schools in Onitsha North L.G.A. which are matters of school administration seems to make it impossible for quality teaching and learning to triumph. This situation which has created a lot of difficulties towards realization of quality education made the researcher to embark on this study so as to determining administrative strategies employed by public secondary school principals for promoting teachers' task performances in Onitsha North L.G.A.

### **Statement of the Problem**

It is the expectation of the government, parents and even students that quality education is received by students in Nigeria secondary schools through the adoption of appropriate administrative process/ strategies by the principals. However, observations and some visits to some public secondary schools in Onitsha North have shown that there seems to be poor principals' administrative strategies which have led to poor teacher's job performance in secondary schools in the area. This can be seen in the areas of inadequate funding, inadequate facilities, poor instructional supervision, and conflict among teachers, poor principal teacher relationship and poor school-community relations among others. These situations seem to have led to poor academic achievement among the secondary school students in Onitsha North L.G.A., high drop-out rate, and high rate of examination malpractice, poor reading and writing cultures among others. The above situation leads the

researcher to investigate principal's administrative strategies and teacher's job performances in secondary schools in Onitsha North L.G.A.

#### **Purpose of the Study**

The general purpose of the study is to analyze Principal's administrative strategies and teacher job performances in secondary schools in Onitsha North L.G.A.

Specifically the study will seek to find out:

1. Instructional leadership strategies of principals in secondary school in Onitsha North L.G.A.
2. Instructional supervision strategies of Principals in secondary schools in Onitsha North L.G.A.

#### **Significance of the Study**

The findings of this study will be practically significant to school principals, teachers, parents, students, government, and future researchers.

The findings of this study will acquaint school principals on the poor quality educational system in Onitsha North L.G.A. and also offer them credible strategies to restrain such trend and improve the quality of learning in the state. The findings of this study will unearth some administrative problems ravaging secondary school administration in Onitsha North L.G.A. and suggest some possible strategies which can be adopted by school principals to abolish such problems.

Teachers will benefit immensely from the findings of this study. This study will unveil some of the teachers' problems which lead to poor teaching and learning in various secondary schools in Onitsha North L.G.A.. As the school principals adopt and implement some strategies suggested in this study in their bid to solve these problems, teachers will be favored. They will be motivated in other to exhibit high morale in their job as their salaries are likely to be increased.

Parents will benefit from the findings of this study. When adequate care is given to teachers, they will be happy to teach their students with enthusiasm. Consequently, students will receive quality education and also excel academically to the glory of their parents. Their parents will not only be glad and proud of their children, but they will also be elated that the money they are investing in their children's' education is not in vain. The findings of this study will benefit students colossally. It will help them experience quality sound teaching from motivated and high morale teachers, which will enable them attain academic excellence.

The findings of this study will be very beneficial to the government. It will uncover the academic and administrative problems which is the root of low quality educational and administrative system that has been obliterating various secondary schools in Anambra state in the recent time. This study will serve as an eye-opener to the state government and also give her an insight on how to tackle these problems. Having eliminated these problems, the educational system in the state will revive in all ramifications. Mass exodus of teachers (brain drain) from the state will reduce drastically. Onitsha North L.G.A. will be rated highly as one the best educationally developed state in Nigeria and in Diaspora. The findings of this study will be added to the existing literatures. Researchers in a similar field of study will also find the results of this study very interesting and useful.

#### **Scope of the Study**

The study covered all the public secondary school principals in Onitsha North L.G.A and it will discuss the principal administrative strategies which includes instructional leadership strategies and instructional supervision strategies in Onitsha North LG.A.

#### **Research Questions**

The following research questions guided the study:

1. What are instructional leadership strategies of principals in secondary school in Onitsha North L.G.A.
2. What are instructional supervision strategies of principals in secondary schools in Onitsha North L.G.A.

### **REVIEW OF RELATED LITERATURE**

#### **Principalship**

A principal is the head administrator of a school, especially a grade school or a secondary school. Encyclopedia of Education (2012) posits that the title of principal is an appropriate designation for the chief administration of a school. Udoh and Akpa (2001) refer to the principal as the executive head of a secondary school. The early school principalship was given to any teacher found to possess some sign of demonstrable administrative ability. A teacher with academic qualifications and the right type of personality could be

appointed the administrative head in addition to full – time teaching duty. Many of such principals were preoccupied with such tasks as scheduling, attendance taking; reporting among others. The idea of a principal serving as a teacher as well as an administrator continues today in small urban communities and most rural areas (Ukeje, 2010). As school became more complex, the principal was relieved at least some part of the teaching duties. In Nigeria schools the principalship has evolved from the position and performance of teachers. Hence, the title of principal usually refers to the head of a secondary school or a post-primary institution ((Aderounmu & Ehiamekalor, 2005).

### **Administrative Strategies**

Administrative strategies are mechanism for ensuring an appropriate learning process; be it a degree of control over what is permitted as an education experience, ensuring that the institution complies with basic requirements, or is accountable to its stakeholders, including funders and students, or has processes in place to enhance the learning process. The administrative strategies mostly applied by principals include: monitoring, evaluation, supervision, inspection, quality control, access and equality.

**Monitoring:** It refers to the process of collecting data at intervals about ongoing projects or programmes within the school system. The aim is to constantly assess the level of performance with a view of finding out how far set objectives are being met.

**Evaluation:** This is a formal process carried out within a school setting. It is based on available data which are used to form conclusions. It could be formative or summative. The aim of evaluation as a quality assurance strategy is to see how the system can be assisted to improve on the present level of performance (formative) (Ijaiya, 2001).

**Supervision:** Supervision might involve inspection, but it goes beyond inspection and includes attempt at bringing about improvement in the quality of instruction. It involves staff as essential part of the process. It is a way of advising, refreshing, encouraging and stimulating staff (Onocha, 2001).

**Inspection:** Usually involves an assessment of available facilities and resources in an institution with a view to establishing how far a particular institution has met prescribed standards, it is more of an assessment rather than an improvement induced exercise (West-Burham, 2014).

**Quality control:** The issue of quality control cannot be over-emphasized. It is one of the strategies for establishing quality assurance in the inferior education system at all levels. Ojedele (2007) views that; quality control should be of concerns to the country in its drive towards technological development. For this to be successfully carried out, there is need to examine the qualification of teachers, teachers by gender, the adequacy of the curriculum, availability of equipment in the required number as well as the proper use of the processes involved in the various skills to ensure that the finished products are of high standard.

### **Teacher**

The Ministry of Education is always curious regarding the job performance of its teachers and also demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom and Joshua, 2004). The term teacher is used in this work to mean those, who work in schools providing education for pupils and students in educational institutions like Secondary Schools. Teachers are also referred to as all persons in school who are responsible for instruction of pupils or student in curriculum. It includes only the members of tutorial or academic staff.

Teachers are placed in central focus because teachers, as professional workers and persons are lenses through which much of the organized endeavour called education is brought to focus upon the end-object of the endeavour. In professional usage, a teacher is a person trained or recognized and (in some case) employed to help learning in a classroom situation so that the set educational goals could be achieved (Peretemode, 1992). Teachers occupy strategic positions so sensitive and indispensable that they assume a nature whose absence leaves a vacuum that cannot be filled by any other person. Teachers could be seen as an object, institution, prime mover, accelerator, facilitator, motivator who embodies, exhibits knowledge, make some impact that brings about changes and realizes meaningful enduring results in the learner.

Generally, a teacher is one who has undergone some training programmed and equipped with basic knowledge, drills and skills peculiarly for him to bring about changes and outcomes to an individual called learner. It can be deduced from the above definitions that teachers are those who have been exposed to a period of training specifically designed to equip them with knowledge, rudiments, principles and practice of teaching. Eresimadu (2009) noted that “in the absence of the teachers the school is something else and the students a kin to yam

tendrils without stake and stakers” UNESCO publication (2017) said, the teacher is the spark that fits the whole development process, the key man in the drive to progress. Teachers are no doubt needed physically and in great quantity because of the invaluable roles they play in the educational system. Their roles of teachers are many; the teacher is seen as a researcher, receiver of knowledge, disseminator of knowledge, a helper facilitator, a guide etc.

### **Teacher Job Performance**

According to Casting (2016) job performance can be seen as execution, conduct, compliance or conformity with stated decisions or directives issued by a super-ordinate or demanded by a job. This shows that performance of any job must be according to the pattern set performing such tasks. Ajilabi (2000) opined that teacher job performance is a judicious devotion and dedication to the achievement of standards within and outside the school setting. Teachers’ instructional tasks are statutory curricula functions that are performed by the teachers to enable learners achieve the set educational goals in schools. This ultimately depends on the avowed commitment of principals and teachers to make judicious and adequate use of both human and material resources to ensure quality assurance in the teaching-learning process. Teacher quality is the ability of the teacher to demonstrate sound professional attributes like scholarship through adequate training and it is pivotal to successful teaching, students’ learning outcomes and attainment of quality education in secondary schools. Teachers’ quality is manifested in their knowledge of the subject-matter, skills and competences in the teaching and learning processes, which leads to the accomplishment of the stated educational goals. This means that the real teacher must possess the qualities for effective teaching and pleasant learning within the school setting. He must know what he is to teach, how he is to teach, and whom he is to teach. The purpose is to deliver the curriculum efficiently, so as to achieve the set goals and standards in schools (Koleoso, 2012; Makinde & Alao, 2008).

### **Secondary School**

Secondary school is an educational institution where the second stage of the three schooling periods, known as secondary education and usually compulsory up to a specified age takes place. It follows elementary or primary education, and is sometimes followed by university education. Secondary education is the education children receive after primary education and before the tertiary stage. Ezeocha (2006) defines secondary education as education that normally takes place in secondary schools, taking place after primary education and may be followed by higher educational or vocational training. Campbell (2011) states that secondary education, often referred to as a high school, is a school which provides secondary education between the ages of 11 and 19 depending on location, after primary school and before higher education. Children usually go to secondary school between the ages of 11 and 16 years, and end between the ages of 16 and 18 years. The school as a learning environment comprises physical, academic, social and cultural environments. The physical environment is made up of school location, physical features and structures within and outside the school. Building, equipment and infrastructures available within a school and its surrounding also constitute its physical environment. In the content of this study, secondary school refers to the education children receive after primary education and before the tertiary stage.

### **Theoretical Framework**

The theoretical study of this work will review the human relations theory.

Human Relations Theory states that in addition to finding the best technological strategies to improve output, it was beneficial for administration to consider the human elements in the organization. The human relations theory was propounded by Mary Packer Follet (1868-1933). The theory was concerned with the human problems encountered in organizations such as welfare, motivation, retirement benefits among others and therefore concluded that such problems can only be minimized when there is co-operation among workers. Based on this, she developed four organizational principles, all of which centre on co-ordination: coordination by direct contact with the people concerned, coordination in the early stages, coordination as the reciprocal relation of all the factors in a situation, and coordination as a continuing process.

The human relations theory has its central idea that the human factor is very important in the achievement of organizational goals. The proponent of this theory holds the view that workers will achieve better if their personal welfare was taken into consideration. Human relations theory is related to the present study because it

buttress the fact that the administrative arm of any organization especially the school has a lot of roles to play in the performance of teachers in their jobs in the school.

### **Theoretical Studies**

#### **Strategies for Staff Administration in Secondary Schools**

These are several strategies that can ensure effectiveness of personal administration. These strategies for effective staff administration in secondary schools includes-

- A) Recognizing achievement of member of staff and appreciating their efforts
- B) Making provision for staff members to be informed about administrative actions or decision, which affect their work.
- C) Encouraging staff participation in the school planning and decision making
- D) Encouraging all staff members to offer suggestions where necessary
- E) Integrating staff in the management of school affairs by the principals.

The school administrator in ensuring effective staff personnel administration according to Novite (2009) should-

Develop an internal staff organization with clear lines of responsibility. He must define duties, responsibilities, power and authority in a manner that the best purposes of the institution are realized. He must plan for effective integration and coordination of all the various parts of the enterprise so that the total effort of all the school will strive to accomplish the school aims.

Work with staff to determine which facilities are needed for each job and providing such facilities to improve staff effort and motivation at work.

Plan with the staff for efficient use and maintenance of existing supplies and facilities. He also plans with the staff the routine activities connected with opening and closing of school.

A principal will secure the involvement of his staff through the possession of the following characteristics, sociability, affability, cordiality, mutual trust and respect for his staff. He should encourage staff participation in decision making by meeting. He should encourage his staff to cultivate good relationship with the teaching and non-teaching staff, enlightening them on morals and disciplinary programs for the school. He should use promotion to enhance the tone of the school. This will encourage the staff to work better, be motivated and easily managed.

#### **Factors Hindering Administrative Tasks of School Principals**

The concern and need for improved schools has become more intensive and there has been a national outcry that the schools are no longer meeting these aspirations as stated in the national policy on education. However, both men and women leaders can exercise their authority more productively when they have power behind them. Having stated this though, the success of a school principal particularly under the present dispensation when there is huge demand and quest for education, besides following the proposed profile of leadership resource, there is need to prepare the principals to conform to new knowledge, skill, functions and current expectations. Efforts that would involve peer, sharing, reflective activities and self-assessment of progress are vital processes that are necessary in the shaping of effective aspiring and practicing administrators to build stronger schools.

Besides specific bottle necks that hinder school principals, there are general indices that determine the success and failure of school administrations. These are discussed under the following sub-headings: - The demand on present dispensation principals, Personality trait factor - Knowledge and skills - Managerial leadership and supervisory roles.

**The demand on present dispensation principals:** Being a school principal today is much more difficult than it was two decades ago. The demands of today's managerial duties and responsibilities have become more complex due to population of students and staff as well as inconsistency in policy changes. For instance, there have been numerous changes in the curriculum which require more extensive teacher involvement; many principals continue to experience dissatisfaction with the failure of training programs to keep to current curriculum changes. There is the problem of students' unrest and teacher militancy, influence of wide spread drug abuse and sexual abuse against women continue to exert social pressure on school governance. All these

social problems have exacerbated problems, which make it difficult for a female school principal to maintain successful human relations.

**Personality trait factor:** There are acceptable personality traits that are required in leadership. The personality qualities of a principal could include possessing extensive ability to supervise by borrowing from large expanse of experience, having general training ability to get along with and organize people with confidence to get on and being aware of current educational problems and development, ability to inspire the people with confidence as well as possessing effective discipline that would make you accessible to people. These traits can only be effective if they are properly developed and managed. Because of widely accepted claim that men and women are socialized differently, and that men are confident while women lack confidence, the female leaders need to prove themselves as being capable of leading well by equipping themselves with modern knowledge-based materials. This assumption challenges female leaders to work extra hard to earn men's confidence, trust and support in such a way that they are entrusted with leadership positions. In effect it implies that the female principal must be conversant with not only the objectives of schools but also have the ability to effect positive change. It is even more demanding on the female principal who need to inculcate positive attitudes towards innovations in order to keep abreast with and compete favorably with their male counterparts in accessing information and technologically based information in order not to lag behind in discharging managerial duties the phase of the emerging social order.

**Knowledge and skills of an administrator:** In response to the need for the current image of the administrator, there is dire need that aspiring school principals should possess basic professional knowledge and skills required for effective functioning in school leadership. In view of the need to conform to new knowledge, skill and function as well as current expectations, it seems appropriate that these dimensions become an integral part of the recruitment and selection process of school administrators. But where proper and well-articulated educational and professional guidelines are not adhered to in the selection of principals, such leadership is more likely to face professional crises in management. It follows that staff management ability, which is largely dependent on knowledge acquisition and skill development becomes paramount as rightly observed that teachers are the most potent weapons in hand of managers in achieving educational objectives. Without proper training, the management of staff becomes difficult.

**Managerial leadership and supervisory roles:** Principals as managerial heads of schools occupy positions and perform supervisory roles. The ability to perform these roles generally shapes the achievement of the school goals. The term leadership implies relations between persons whose desires and aspirations must be harnessed for the continuity of the organization. Principal's leadership role and duties can be grouped into two broad categories; professional and managerial roles. Therefore the success of an administrator of the school can be measured by his ability as a leader to incorporate these democratic principles in leadership functions.

## **Empirical Studies**

### **Studies on Administrative Strategies**

Akpan (2006) investigated the principals' administrative activities in secondary schools in Aba Education Zone of Abia State. The study was designed to establish how the principals were carrying out their administrative activities and the extent to which they performed their identified staff personnel activities. Also establish were patterns of communication used in secondary schools in the education zone as perceived by the principals and teachers. In carrying out the research, the researcher formulated four research quotations and two hypotheses. Questionnaire was used to collect relevant data from a total of 1,788 teachers and 40 principals in the education zone out of 3738 teachers and 91 principals. The questionnaire was validated by three experts in educational management and educational foundation and the reliability co-efficient were 0.82. The researcher used mean rating to analyze the research questions while he used t-test statistic to test the two null hypotheses. The study found out among other things, that principals performed poorly in the area of staff motivation, encouragement and recommendation of staff for in-service training programs and in communicating the staff needs of the school, to the schools administration board.

Nkwoh (2011) carried out a study on analysis of administrative roles of principals in private secondary schools in Aba education zone of Abia state. The study investigated the administrative roles of private secondary school Principals in Aba education zone of Abia State. It is a survey research and it adopted seven research questions that guided the study. Sample of six hundred and sixteen (616) respondents' was chosen from group

of teachers of schools. The six hundred and sixteen respondents were selected by stratified, random proportionate techniques across Aba education zone of Abia State. A 35 – item questionnaire on principal administrative tasks performance evaluation question (PATPEQ) which was based on 4 – point scale of Highly Effective, Effective, Moderately Effective and Not Effective was used to collect data. The result was analyzed using mean and standard deviation. The result revealed that principals were moderately effective in financial and school business administration, students’ personnel administration, staff personnel administration, instruction and curriculum development and in general tasks. The principals were effective in school community relation and they were not effective in school plants.

#### **Studies on Teacher Job Performance**

Akande (2010) carried out a work on the assessment of the relationship between conditions of service and teacher’s job performance in secondary schools in Kogi State, Nigeria. The purpose of the study was to find out the relationship between staff development and teachers job performance. The guide they study five research questions and five null hypotheses were formulated. The research used simple random sampling technique to select the sample for the study that consisted of 215 teachers. A questionnaire was subjected to a pilot study conducted in 6 secondary schools, in Kogi State. Data was obtained through the use of research questionnaire developed by the researcher. The five null hypotheses were tested using Person Product Moment Correlation (PPMC). The findings indicated that 4 of the hypotheses showed that there was a significant relationship between prompt payment of salary, promotion, finger benefits, staff development and staff job performance. But there was no significant relationship between staff retirement benefits and job performance. This implies that prompt payment of salary to workers is very vital to effective staff job performance. Regular promotion will also be employed as a compensation factor for high performance. Therefore it was recommended that government and school management should pay staff prompt and ensure adequate promotion, regular staff development of the teachers.

#### **Summary of the Review of Related Literature**

The review was done under conceptual framework, theoretical framework, theoretical studies and related empirical studies.

Conceptual framework highlighted the concepts of principalship, administrative strategies, teacher, teacher job performance and secondary school. The theoretical framework reviewed the human relation theory while the theoretical studies covered strategies for staff administration in secondary schools, challenges faced by school principals and factors hindering administrative tasks of school principals. Review of empirical studies covered related studies on the administration of secondary schools. It was discovered that none of the empirical studies reviewed covered principals’ administrative strategies and teachers job performances in secondary school as at the time of this study. This, therefore, created gaps in the body of knowledge which the current study intends to fill.

## **METHODS**

### **Research Design**

The research design used for the study is descriptive survey. Survey according to Akuezuilo & Agu (2012) means a method of obtaining information from various groups or persons mainly through questionnaire or personal interview. With descriptive survey research design, the researcher was able to collect information through a questionnaire from a group of people which was analyzed and consequently generalized to cover the entire population.

### **Area of the Study**

Idemmili North is in Anambra state in the south eastern part of Nigeria. The capital of the state is Awka. It has a population of 4,055,048 people according to the 2006 census. Anambra State is bounded to the east by Enugu State, to the west by Delta State, to the North by Kogi State and to the south by Imo State. Idemmili North is one of the local government areas in the state. The towns that make up the local government area include Abacha, Abatete, Eziowelle, Ideani, Nkpor, Obosi, Ogidi, OraukwuUke and Umuoji. They have infrastructural facilities like electricity, good roads and good communication network. Many of them have private bore holes that serve as their major source of water supply. The people in the local government are mainly traders, civil servants and farmers. The local government was chosen for this study because of their love and interest in education of their people.



**Population of the Study**

The target population is all the 520 secondary school teachers in the 17 public secondary schools in Idemmili North L.G.A of Anambra State (Sources: Resources and Statistics P.P.S.S.C. Awka 2014).

**Sampling and Sampling Technique**

The sample for the study is 130. Then the proportionate stratified sampling technique was applied to the population of the teachers in Idemmili North L.G.A. and twenty five percent (25%) of the population of the teachers was taken which gave us the 130

**Instrument of Data Collection**

The researcher formulated a questionnaire- Principal’s administrative strategies and teacher job performances in secondary schools in Onitsha North L.G.A. (PAQ) which covered various roles parents and teachers play in effective management of the school in Idemmili North L.G.A. in Anambra State. The questionnaire was divided into two parts-part A and Part B. Part A sought for information about the respondents while part B contains the 10 items separated into 2 research questions.

**Validation of the Instruments**

The instrument was subjected to face and content validation using three experts, two from Educational Management and Policy department and one from Educational Foundations. The final edition of the instrument was obtained after the researcher effected the necessary corrections required.

**Reliability of the Instrument**

This was determined by a means of test retest method. In this case the same questionnaire was administered twice after a two weeks interval to teachers 10 from Awka South local government area which were not part of the original respondents. When the first and second result were correlated, it yielded a coefficient of 0.74 which the researcher considered reliable since the coefficient was high.

**Method of Data Collection**

Questionnaire was used to collect data for the study. The researcher and two assistants distributed the questionnaire to the respondents. The researcher waited and collected the completed questionnaires from the respondents when they were through with it. However, the researcher also returned back to collect those of the respondents who were not disposed to fill the questionnaire at the spot.

**Method of Data Analysis**

Mean rating was used to analyze the questionnaire items. And the decision rule for interpretation of the mean scores of the data is that 2.5 is the cut off mark for accepting an item at the agree level and mean ratings below 2.5 is to be taken as an indication of mean scores within the disagreed level.

The mean criterion was obtained using the 4 point rating scale.

**DATA PRESENTATION AND ANALYSIS**

**Research Question 1:** *What are the instructional leadership strategies of principals in secondary school in Onitsha North L.G.A.*

**Table 1: Mean rating of the respondents on the instructional leadership strategies of principals in secondary school in Onitsha North L.G.A**

SN	Items	$\bar{x}$	D
1.	Make sure that teachers update their lesson notes weekly	3.82	Agreed
2.	Allow teachers to participate in school curriculum planning	3.13	Agreed
3.	Allow teachers to participate in selection of textbooks and materials	3.02	Agreed
4.	Engage in classroom visitations to make sure instructions are delivered correctly	3.06	Agreed
5.	Demonstrate new methods of delivering of instructions to the teachers	2.92	Agreed
<b>GRAND MEAN</b>		<b>3.92</b>	<b>Agreed</b>

From the result on Table 2; mean scores for items 1, 2, 3, 4 and 5 from the teacher's responses all fall above 2.5 which is the agreed level. The grand mean 3.92 is also above the cut off mean. This indicated that teachers agreed that these items constitute the instructional leadership strategies of principals in secondary schools in Onitsha North L.G.A.

**Research Question 2:** *What are the instructional supervision strategies of Principals in secondary schools in Onitsha North L.G.A?*

**Table 2: Mean rating of the instructional supervision strategies of principals in secondary schools in Onitsha North L.G.A.**

SN	Items	$\bar{x}$	Decision
1.	Supervises teachers activities to avoid deviation	3.05	Agreed
2.	Engages in routine classroom visitation to improve on teachers delivery of instruction	3.18	Agree
3.	Uses constructive criticism to correct teacher's lapses on delivery of instruction	2.09	Disagreed
4.	Checks teachers lesson notes to make sure they are up to date	2.73	Agreed
5.	Takes regular attendance of teacher's activities in the classroom to ensure teacher commitment	3.36	Agreed
<b>GRAND MEAN</b>		<b>2.88</b>	<b>Agreed</b>

From the result on Table 2; mean scores for items 1, 2, 4 and 5 from the responses all fall above 2.5. Item 3 falls under the disagreed level of below 2.50 with a mean of 2.09. The grand mean 2.88 is above the cut off mean. This indicated that teachers agreed that these items constitute principal's instructional supervision strategies in secondary schools in Onitsha North LGA.

**Summary of the Major Findings**

Principals use instructional leadership strategies in secondary schools in Onitsha North LGA

Principals use instructional supervision strategies in secondary schools in Onitsha North LGA

**DISCUSSION OF FINDINGS**

**Principal's Use of Instructional Leadership**

The findings from the analysis of the items from research question 1 revealed that respondents agreed that in using instructional leadership in secondary schools principals make sure that teachers update their lesson notes weekly, allow teachers to participate in school curriculum planning, allow teachers to participate in selection of textbooks and materials, engage in classroom visitations to make sure instructions are delivered correctly and demonstrate new methods of delivering of instructions to the teachers. A critical role of a principal is to mobilize the teaching and non-teaching staff towards the achievement of the school objectives. Achimugu (2000) in his study confirmed that the principal is the chief accounting officer of the school and responsible to the management committee or school board for the control and use of school funds.

**Principal's Use of Instructional Supervision**

The findings from the analysis of the items in research question 2 showed that that respondents agreed that in using instructional supervision in secondary schools principals supervise teachers activities to avoid deviation, engage in routine classroom visitation to improve on teachers delivery of instruction, check teachers lesson notes to make sure they are up to date and take regular attendance of teacher's activities in the classroom to ensure teacher commitment. However they disagreed that principals use constructive criticism to correct teacher's lapses on delivery of instruction. According to Onocha (2001), supervision might involve inspection,

but it goes beyond inspection and includes attempt at bringing about improvement in the quality of instruction. It involves staff as essential part of the process. It is a way of advising, refreshing, encouraging and stimulating staff. Mobegi, Ondigi and Oburu cited in Nzoka and Orodho (2010) further noted that principals should take up their roles as quality assurance officers in their schools and ensure that there is adequate departmental supervision.. As instructional leaders, principal's administrative tasks may include supervision, monitoring, assessment, evaluation and dissemination of current information on management and academic techniques to teachers leading to effective teaching and learning process. The principals may also be described as an executive head of the school (Achimugu, 2000) because of the way he makes decisions and implement its policies and programmes. It was evident across the schools sampled that there was inconsistent instructional supervision and monitoring of students' learning through consistent and more practical assessment procedures which could have contributed to poor student performance. It was also evident that monitoring of curriculum instruction by principals was erratic in most schools to ensure schools meet their targets.

## **CONCLUSION**

Principals use instructional leadership strategies in secondary schools in Onitsha North LGA  
Principals use instructional supervision strategies in secondary schools in Onitsha North LGA

## **RECOMMENDATIONS**

Based on the findings, recommendations were made to include:

1. Principals should be given adequate training on instructional leadership so as to bring out the best in their teachers.
2. The Federal Ministry of Education should make sure that adequate materials are provided for teaching and learning in every school for better performances.
3. Principals should make instructional supervision a routine exercise in their various schools so as to make sure there are no lapses for ineffectiveness in the part of the teacher.

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