

Perceived Influence of Principal's Supervisory Roles on Effective Teachers' Performance in Senior Secondary Schools in Rivers State East Senatorial Zone

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Abstract

The study investigated perceived influence of principal's supervisory roles on teachers' effective performance in senior secondary school in East Senatorial Zone of Rivers State. The study adopted descriptive design and directed by two research questions and corresponding null hypotheses to guide the study. Stratified random sampling technique was used to select one thousand two hundred and fifty-eight male teachers (1258) and one thousand nine hundred and fifty-six female teachers (1956). Instrument used for data collection was perceived influence of principal's supervisory roles on teachers' effective performance (PIOPOTEP). The data collected was analysed using means and standard deviation, and Pearson's Product-Moment Correlation (PPMC) was used to test the hypotheses at 0.05 level of significant. No significant difference was observed between school principals and teachers' performance. Two major findings from the study revealed that school principals using mentorship and monitorship as supervisory techniques had improved teachers' performance significantly. Based on these findings, the study recommended that, the inspectorate division of Ministry of Education should ensure school principal develop the professional know-how on mentorship of teachers to promote teachers' performance. Monitorship of teachers' performance should be seen as a necessity in building professional artistry in teachers in view of effective and efficient services.

Keywords: Perceived, Principal's Supervisory, Roles, Teachers and Job Performance

INTRODUCTION

The principal as the head of secondary education in Nigeria is saddled with the responsibilities of both administrative and academic functions to ensure that, teaching and learning is standardized. In the educational system, the principal is acknowledged as the custodian and the gatekeeper of knowledge required to run the secondary school. His administrative roles cover several grounds such as provision of instructional materials, placing academic and non-academic staff responsibilities, liaise with school board, keeping school plant, school budget, student's welfare, keeping school records and community relations. The academic functions of the school principal are focused and directed towards activities that would enhance teacher's performance in school system. Academically, the principal ensures the supervision of

instructional delivery, visit classroom for observation and data collection, organised workshop, routine check of lesson note, subjects' diaries, continuous monitoring of student's performance, organizing micro-teaching, evaluation of teacher's and application of modern teaching techniques. The school principal assumes the position of the chief, executive personnel whose responsibilities is basically anchored on clearly defined goals in congruence with the National Policy on Education.

The school principal is the head of secondary school with the mandate to coordinate and organise the entire structure for teaching and learning efficiency. Okorie (2009) carefully observes the principal roles thus:

“Assisting teachers to formulate relevant and acceptable goals and instructional objectives. Helping teachers in planning learning opportunities and experiences that will facilitate the achievement of the educational goals and objective. Develop a highly motivated staff by stimulating the teacher's interest in teaching. Helping teachers develop skill and attitude formation. Helping teachers develop professionally. Coordinating the varieties of teaching units in the school (Pp. 38-49)”.

The principal and teacher's relationship are essentially demanding in view of the supervisory functions of the former focused toward evaluation and assessment. To get the best of the teacher's they ought to be subjected to routine monitoring for effectiveness and efficiency. According to Bernard and Goodyear (2008) the principal as a supervisor is positioned for a counselling intervention that is given by a senior individual from a calling to a lesser part or individual from that same calling. Again, Ezeocha (2000) posits that principal role in the educational system as supervision of instruction, curriculum development, aid evaluation, school community relationship, and management of school finance, staff and student personnel administration. The strength of school staff is countered on the leadership roles embarked upon by the school principal; in planning, organizing, commanding, coordinating and controlling both human and material resources for a success.

Enaighe (2009) posits that for a school principal to supervise means to direct, guide to make sure that expected standards are met. The training and growth of teachers are paramount to the achievement of educational goals and objectives. The principal's supervisory role in the educational system serves as an instrument to elicit expected skill and professional artistry needed to accomplished the National Policy on Education (2004). As in other form of human endeavour, if workers are left without supervision the resultant effects would be counter-productive. Even so, in the educational system, definitely poor performance would be felt on the part of the teachers and more so, students' inability to face challenges in terms of lesson acquisition. For this reason, Bernard (2004) sees school supervision a relationship between senior and junior members of a profession that is evaluative, extends overtime, serves to enhance the skill of the junior person and monitors the quality of the services offered by the junior person, and acts as gate keeping in the profession.

School supervision is important in the educational system because of its block building role in knowledge attainment among classroom teachers worldwide. The monitoring role of school principal impacting the required professional skills needed by junior teachers creates the

atmosphere for efficient instructional delivery. To confirm the usefulness of principal supervisory roles on lesson delivery, Hismanoglu and Hismanoglu (2010) posited that;

“For teachers to maintain a continuous development on their profession, they must undertake a lot of effective professional activities either individual or in groups through professional development strategies including study groups, peer coaching, action research monitory, teaching portfolios, team teaching and in service training (Pp. 16-34)”.

Certain professional activities are expected to be occasioned by the school principal to encourage higher level of performance such activities include, in-service training, teaching and learning activities (methodology), teacher’s assessment on instructional material, monitory instructional delivery and data collection for a feedback. According Leigha (2010) posits that, supervision are those activities which are conducted by the supervisor (both internal and external with the main aim of sensitizing, mobilizing, motivating or stimulating the teachers and students in the school toward improved performance of his duties with a view to optimally achieving stated objective that transcend the system.

The fallen standard of education in Nigeria has been attributed to different courses, for example, if both academic and non-academic staff of the secondary education is not properly organised and coordinated, teaching/learning activities will paralyse culminating into a break down in the system. Academically, when the supervisor advances his professional technique, certain elements are used as instruments to enhance teachers’ performance effectively and efficiently. These techniques include; mentorship, monitory, assessing communication skills and instructional supervision. Students’ poor performances as well as teachers are not without cause. Hence, it becomes imperative for school principals to mentor teachers by guiding and giving direction on what to do. Take for instance, appropriating time fixed for a lesson. Failure of time keeping infringes on the volume of knowledge to be covered for the day. Mentorship covers such lapses.

Kochlar (2011) opines those supervisions are those activities that are primarily and directly concerned with studying and improving the conditions which surround the learning growth of students. Again, continuous assessment record as monitored by the school principal stands a strategic position to the educational goals and objectives. Running the school system without these primary indicators of efficient delivery of instruction portrays unprofessionalism. In a more detail approach to improve teachers’ performance and reflecting same on student’s ability to acquire knowledge, the school principal observes the communication skills of the classroom teacher. Some teachers have poor communication skill, such as poor entry behaviour, poor introduction of lesson and lack of remarkable examples that suits the lesson: the school principal for the purpose of qualitative and competitive education ensures that the communication skills of the teacher are basically improved for greater achievement. The principal creates room for such changes.

Udoh and Akpa (2011) observed that principals organise conferences with teachers to improve teachers’ job performance by organising group discussions with teachers and solving instructional problems. One major technique the school principal still employs in his professional assignment is to supervise the teacher’s instruction. The key to learning in instruction, improper instruction lacking the basic elements of classroom orderliness, student’s

attentiveness and student participation might head to failure on the side of the teachers as well as the students. This study therefore seeks to determine how school principal's supervisory roles can influence teacher's performances in the educational system in Rivers State and Nigeria at large.

Statement of the Problem

There is the growing demand for students at the secondary level of education to pass out of school with at least five (5) credits including English and Mathematics, to enable them gain admission into the University. But unfortunately, poor grades turned out of school could not help them to gain admission into the university. To confirm this scenario West African Examination Council (WAEC) (2011) Research Division Annual Report (2011) stated that less than 50% of the students had credit pass in mathematics, 40% in English and 40% in Biology and other sciences related subjects. Again, in 2013 the same Research Division Report revealed that only, 31.28% had 5 credits including English and Mathematics, thus attesting to the fact that achieving five credits is a challenge that must be overcome. Unguided teachers' performance in terms of teaching and learning activities may portend a serious danger that needs to be cushioned. The principal's professional proficiency is required to address the challenge of reoccurring failure at the final examination within the secondary level of education. No nation of the world can grow above the level of her education, hence, it become imperative to quid against this educational menace. The school principal as one of the major stakeholders at the secondary level of education stands the better position to solve this challenge squarely. Teachers with inadequate knowledge to implement the educational and objective goals must be corrected. In a reverse approach to this ugly trend a thoroughly guided teaching and learning activities directed toward mental capacity development of students is required.

Purpose of the Study

The general purpose of this study is to determine the perceived influence of principal's supervisory roles on teachers' performances in senior secondary schools in Rivers State, whereas the specific objectives of the study is anchored on the following:

1. To find out the extent to which mentorship as perceived by school principal's influences teachers' performance in senior secondary schools in Rivers East Senatorial Districts.
2. To examine the extent to which supervisory as perceived by school principals' influences teachers' performance in senior secondary schools in Rivers East Senatorial Districts.

Research Questions

1. To what extent does mentorship as perceive by school principal's influences teachers' performance in senior secondary schools in Rivers East Senatorial Districts?
2. To what extent does supervision as perceive by school principal's influences teachers' performance in senior secondary schools in Rivers East Senatorial Districts?

Hypotheses

- H₀₁** There is no significant difference in the mean response of male and female teachers on the extent to which mentorship as perceived by school principal's influences teachers' performance in senior secondary schools in Rivers East Senatorial Districts.
- H₀₂** There is no significant difference in the mean response of male and female teachers' extent to which supervision role as perceived by school principal's influences teachers' performance in senior secondary schools in Rivers East Senatorial Districts.

Methodology

The study adopted the descriptive research survey design. The study was carried out in Rivers East Senatorial District of Rivers State. Rivers East Senatorial District which comprises of eight (8) Local Government Areas they are, Emohua, Etche, Ikwerre, Obio/Akpor, Ogu-Bolo, Omuma, Port Harcourt City and Wakirike Local Government Areas. The population of the study consists of all the teachers in secondary schools in Rivers East Senatorial District of Rivers State. As at the time of this study, Rivers East Senatorial District has 107 Senior Secondary Schools with a population of 3214 (Male = 1258; Female = 1956) teachers (Source; Department of Planning, Research and Statistics, Rivers State Post Primary Schools Board {RSPPSB}2021). The sample size of the study was 635 teachers consisting of 303 male and 332 female teachers respectively. Stratified random sampling technique was used to select male and female teachers from selected schools while Taro Yamen was adopted in computing the sample size. The instrument for this study was questionnaire designed after an extensive literature review. The reliability of the instrument was determined by the used of the test-retest method. The initial and retest scores of the sample were correlated using Pearson Product Moment Correlation and a coefficient of correlation of 0.85 was obtained which shows an acceptable level of reliability. Data were analyzed using mean and standard deviation for research questions while the null hypotheses were tested with z-test. For decision on research questions, real limit of numbers was used such that mean values between 3.50 – 4.00 was considered as Very High Extent (VHE), 2.50 – 3.49 (High Extent - HE), 1.50 – 2.49 (Low Extent - LE), 0.50 – 1.49 (Very Low Extent - VLE). On the hypothesis, if the calculated value of z (zcal) is less than the critical value of t (tcrit), the null hypothesis was accepted but if the calculated value of z (zcal) is greater than the critical value of z (zcrit), the null hypothesis was rejected.

RESULTS

The results from the study were presented as follows.

Research Question 1: To what extent does mentorship as perceive by school principal's influences teachers' performance in senior secondary schools in Rivers East Senatorial Districts?

Table 1: Mean Response on how Principals' Mentorship Influences Teachers' Performance

S/N	Item Statement	Male			Female		
		$\bar{X}$	SD	RMK	$\bar{X}$	SD	RMK

1	Record of first instance, attendance can be used by the principal to monitor teachers' progress in school.	3.07	0.79	HE	3.91	0.77	VHE
2	Monitory is a tool used to ascertain whether or not academic goals of the school have been achieved.	3.60	0.61	VHE	2.55	0.63	HE
3	Principal can use feedback from observation to improve on teachers' performance.	3.11	0.87	HE	3.76	0.87	VHE
4	The principal can also monitor proceedings in school via proper record keeping.	3.72	0.78	VHE	3.18	1.13	HE
Average Mean/SD		3.38	0.76	HE	3.35	0.85	HE

Result from Table 1 show mean responses on extent to which mentorship as perceive by school principal's influences teachers' performance in senior secondary schools in Rivers East Senatorial Districts. The result shows that the respondents (Male and Female teachers) in Rivers East senatorial districts had their response to a High Extent (VHE) and High Extent (HE) respectively. On the average, male teachers had a mean score of 3.38 with standard deviation of 0.76 which indicate a High Extent (VHE) while female teachers had an average mean score of 3.35 with standard deviation of 0.85 which indicate High Extent (VHE) respectively.

Research Question 2: To what extent does supervisory as perceive by school principal's influences teachers' performance in senior secondary schools in Rivers East Senatorial Districts?

Table 2: Mean Response on how Principals' Supervisory Influences Teachers' Performance

S/N	Item Statement	Male			Female		
		$\bar{X}$	SD	RMK	$\bar{X}$	SD	RMK
1	The principal provides guidance and direction for teachers	3.08	0.74	HE	2.83	0.64	HE
2	It is very crucial for the principal to provide mentorship to teachers by way of counselling.	3.19	1.03	HE	3.74	0.78	VHE
3	The possibility of teachers to consult and receive vital information will enhance their instructional activities	3.04	1.11	HE	3.07	1.20	HE
4	The principal role as a cheerleader will no doubt spur teachers to be zealous in their task.	3.67	0.90	VHE	3.55	1.02	VHE
Average Mean/SD		3.25	0.95	HE	3.30	0.91	HE

Result from Table 2 show mean responses on extent to which supervisory as perceive by school principal's influences teachers' performance in senior secondary schools in Rivers East Senatorial Districts. The result shows that the respondents (Male and Female teachers) in Rivers East senatorial districts had their response to a High Extent (VHE) and High Extent

(HE) respectively. On the average, male teachers had a mean score of 3.25 with standard deviation of 0.95 which indicate a High Extent (VHE) while female teachers had an average mean score of 3.30 with standard deviation of 0.91 which indicate High Extent (VHE) respectively.

Hypotheses

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

1. There is no significant difference in the mean response of male and female teachers on the extent to which mentorship as perceived by school principal's influences teachers' performance in senior secondary schools in Rivers East Senatorial Districts.

Table 3: z-Test Analysis on How Principal's Mentorship Influences Teachers' Performance.

Category	Mean	SD	N	df	α	zcal	zcrit	Remark
Male	3.38	0.76	303	633	0.05	0.47	1.96	Accepted
Female	3.35	0.85	332					

Source: *Researcher's Field Result; 2021* Accept Ho if $zcal \leq zcrit$, Otherwise Reject Ho.

Since the calculated value of z ($zcal = 0.47$) is less than the critical value of z ($zcrit = 1.960$) at 0.05 level of significance, the null hypothesis was accepted. This implies that there is no significant difference in the mean response of male and female teachers on the extent to which mentorship as perceived by school principal's influences teachers' performance in senior secondary schools in Rivers East Senatorial Districts.

2. There is no significant difference in the mean response of male and female teachers on the extent to which monitoring as perceived by school principal's influences teachers' performance in senior secondary schools in Rivers East Senatorial Districts.

Table 4: z-Test Analysis on How Principal's Monitoring Influences Teachers' Performance.

Category	Mean	SD	N	df	α	zcal	zcrit	Remark
Male	3.25	0.95	303	633	0.05	-0.67	1.96	Accepted
Female	3.30	0.91	332					

Source: *Researcher's Field Result; 2021* Accept Ho if $zcal \leq zcrit$, Otherwise Reject Ho.

Since the calculated value of z ($zcal = -0.67$) is less than the critical value of z ($zcrit = 1.960$) at 0.05 level of significance, the null hypothesis was accepted. This implies that there is no significant difference in the mean response of male and female teachers on the extent to which monitoring as perceived by school principal's influences teachers' performance in senior secondary schools in Rivers East Senatorial Districts.

Discussion of Findings

The findings of this study revealed that mentorship as perceived by school principal's influences teachers' performance in senior secondary schools in Rivers East Senatorial Districts to a high extent. This is evident as the study found that principals use attendance register to monitor teachers' progress in school, principals use monitoring as a tool used to ascertain whether or not academic goals of the school have been achieved, principals also monitor proceedings in school via proper record keeping as well as feedback from observation to improve on teachers' performance. The findings of this study is in line with Adetula (2005) who opined that the school principal while performing his duties aims at the following: the principal ensures effective supervision by interacting academically and socially on a regular basis with teachers and students within and without the classroom; the primary aim is to monitor the implementation of curricular and ensures desirable increase in teachers capabilities, upgrade their conceptual knowledge and teaching skills, give them support in their work to facilitate better performance in teachers' pedagogical practices and student learning outcomes in the school settings.

Conclusion

The summary of findings from the study clearly indicates that principal's mentorship and monitoring on teachers' daily activities influences positively. The school principal employing different professional strategies, like mentorship, positively influences teachers' performances, which invariably affects students learning habit. When lapses are curbed, through school principal supervision, it enhances building a vibrant and egalitarian educational standard for the state and nation at large.

Recommendations

Based on the findings of this study, the following recommendations were made:

- i. The inspectorate division of Ministry of Education should ensure school principal develop the professional know-how on mentorship of teachers to promote teachers' performance.
- ii. Monitoring of teachers' performance should be seen as a necessity in building professional artistry in teachers in view of effective and efficient services.

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