

## **Assessment of Principals' Performance in Instructional Supervision of Teachers in Public and Private Post- Basic Secondary Schools in Kano Metropolis**

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### **Abstract**

*The study assessed and examined principal's performance in instructional supervision for the achievement of effective teaching and learning in public and private post- basic secondary schools in Kano Metropolis as perceived by the principals and teachers. Descriptive survey was employed as the research design. Two null hypotheses were generated and tested on a sample population of 346 teachers and 24 principals drawn through a combination of cluster, purposive and random sampling techniques from a population of 7776 teachers and principals in 353 senior secondary schools in the study area. Two validated researcher – developed questionnaires PISPAQ and SBISAQ, whose internal reliability index stood at 0.86 and 0.89 respectively, were used as data collection instruments. One way analysis of variance was used to analyze the data collected. The investigations revealed that significant difference exist between principals' performance in instructional supervision in public and private post – basic secondary schools with private secondary school principals having higher level of performance, and that, the frequency of principal's performance in instructional supervision is a significant predictor of teacher effectiveness regardless of other school factors such as class - size, modern technologies, teacher's professional qualification. On that basis, it was concluded that, Principal of public schools should put more efforts on instructional supervision of teachers as a means of bridging the achievement disparity between their students and that of private secondary schools. Based on the findings of the study appropriate recommendations were advanced.*

**Key words:** Instructional Supervision, Principals' Performance, Teacher Effectiveness

### **Introduction**

The demand for increasing attention to school – level and classroom level accountability for students' learning in our schools, especially appeals for the use of more outcome based measures has now more than ever before makes the role of the principal as instructional supervisor became very crucial on the issue of improvement of teaching and learning in Nigerian senior secondary schools. Ensley (2014) opined that, Principalship is a well- established position as the chief executive officer of a secondary school, who provides instructional leadership by coordinating curricular, co - curricular programmes and is responsible for the general administration of the

school. But, of all the major tasks of a school principal, none is as sensitive and challenging as the one relating to instructional supervision. This is because the principal's primary responsibility is to promote the learning and success of all students. But in Nigeria today, secondary education has over the years become a source of concern to the citizens. The concern focuses essentially on the quality which has been declining at an alarming and embarrassing rate, as indicated by declining students' achievement and wastage in the system, especially in public schools. Many scholars attribute the cause of these low learning achievements in public secondary schools with challenges of inadequate funding in the system, collapsed of the educational infrastructure, poor salaries of teachers, and a gradual but steady decline in teacher quality and quantity. Others attributed it to the inability of the principals to coordinate, direct and supervise instructional activities in their schools, (Vera Rosemary & Bashir, 2016).

Consequently, seeing the level of decay and the pervasive conditions of ineptitude, unprofessionalism and declining students' achievement in public secondary schools, many parents feel let down and opted to send children and wards to private secondary schools which in spite of the presumed falling quality of secondary education in Nigeria, are seen by many as a far better alternative to public schools. Comparatively, there is an existing gap in the quality of teaching and learning between public and private senior secondary schools in Nigeria in the recent decades. Tooley and Dixon (2012) in their study of private schools serving in 4 African countries; Namibia, Zimbabwe, Nigeria and Mali discovered that higher achievement is attained in private unaided than in government schools. Students in private unaided schools usually perform better in terms of raw scores than do children in government schools in three curriculum subjects, including Mathematics and English language. Indeed, the depreciation that has endangered public schools in Kano State, in terms of teaching effectiveness is undoubtedly one of the major causes that led to the emergence and proliferation of private secondary schools, (Idris, 2012).

According to Idris (2023) achieving effective teaching in school, is attributable to many factors among which is principal's instructional supervision in helping teachers to improve their instructional effectiveness, motivate their professional growth, through proper guidance and planning, and thereby helping them to release their creative abilities, so that through them the instructional process is improved. The desirability for such instructional supervision as observed by De-Grauwe (2009) and Idris (2023) became more crucial when it is realized that the

inspectorate divisions of the ministries of education are incapacitated in their functions of instructional supervision by either lack of sufficient number of supervisors to cope with astronomical expansion of the secondary schools, poor funding, corruption or by other administrative duties assigned to them.

Consequently, school principals remain one of the significant stakeholders in translating policies and programmes and in developing teacher effectiveness in the school system. To support this assertion, Schain in Alkrdem (2011) opined that, “while colleges can do basic training in the arts and skills of teaching, the actual training of teachers must take place in schools where they teach. That's the real world and that's where teachers will spend most of their working lives”. Consequently, the question becomes, who will train our teachers in their schools? The answer is quite clear--- the school principal. This puts the principal at the vantage position to supervise, evaluate and disseminate current information on educational issues and teaching techniques to teachers in order to stimulate them for scholarship and best practices in curriculum delivery to achieve institutional objectives. Hence, the vitality of the school rest with his/her functional supervisory traits. This is because the success of an educational programme especially in the achievement of effective learning depends largely on the effectiveness of the teachers. What they know and can do, can make a great difference, and what they do not know and cannot do or fail to do, can be an irreparable loss to the learners.

Thus, supervision in schools is directed towards the improvement of instructional process for the ultimate benefit of the learner, who is the centre of education. Igwe, (2011) define instructional supervision as “the process of ensuring that policies, principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education are effectively carried out”. Similarly, Glickman, Gordon and Rose - Gordon (2010) see Instructional supervision as “a service activity that exists to help teachers do their jobs better”. They argued that, the blame for lack of students learning could be placed on teachers and their teaching techniques, because teachers cannot learn for the students. Hence, the teacher’s role is to facilitate and promote students learning. They contended that, instructional supervision is necessary in educational system to ensure effective teaching and learning, especially at this period when there is growing concern about the falling standard of education and the low quality of learning in our schools.

Furthermore, Ogbo (2015) view Instructional supervision, as “the maximum development of the teacher in to the most professionally effective person he/she is capable of becoming”. This definition recognizes that, teachers have potentials that need assistance, guidance and directing. Instructional supervision provides opportunities for teachers to be groomed through critical study of instructional process and classroom interactions by way of reflecting on pedagogical practices which can assist teachers to evaluate their strength and weaknesses in line with professional codes of conduct. It is therefore, a service activity that exists to help teachers do their job better. This could be the reason why Akinfolarin and Rufa’i (2017) called it “the process of making progress in instructional delivery for better academic achievement”. This process involves using expert knowledge and experience to evaluate and cooperatively improve the condition and method of doing things connected with the teaching and learning in schools.

The need to have an effective system of instructional supervision in our schools is necessitated by the fact that a typical teacher education programme in our faculties and colleges of education cannot provide the pre- service teachers with all that they need to know when teaching, nor can they give full- mastery of techniques of instruction. It follows therefore that, teachers need the help of school principals because they have not been fully prepared by their teacher education programme. This is in addition to the introduction of new subjects in the programme of our educational institutions and the recruitment of non- education graduates to teach in schools. This trend in our educational system emphasizes the need for a school - based supervisory programme which will provide adequate professional leadership. Gregory (2010) advocated a renewed interest in instructional supervision of schools because of the necessity for reordering or reshaping present strategies for improving the effectiveness of educational service as a result of declining productivity, accountability, teacher – students ratio, and smaller budgets to education. Thus, the main need for instructional supervision within schools is to offer guidance to the teacher so that he can be competent in self - analysis, self - criticism and self - improvement.

Accordingly, Idris (2012) opines that, failure to supervise could lead to decline in teachers’ commitment, morale and productivity and the quality of students’ academic achievement. He further observed that, teachers are leaving the teaching profession and this was related to job dissatisfaction and lack of support from school Principals. Dare (2009) identified three categories of teachers to whom principal’s instructional supervisory assistance should be directed

1. New teachers, (who are fresh from school and so need encouragement and support in their new profession in order to achieve the stated goals;
2. Old teachers (who attempt to resist change because they have been used to certain style of teaching, hence they consider change as a threat); and
3. Incompetent teachers (because of their shallow knowledge of the subject matter, poor classroom organization, ineffective use of language and instructional materials).

Thus, the need for principal's instructional supervision arose out of the fact that, the structure of the school organization must be coherent to enable all within the system know their positions, roles and expectations hold from them.

Van Deventer and Kruger (2013) have listed the basic elements of instructional supervisory responsibilities of school principals that include:-

- a. Ensuring curriculum implementation;
- b. Observing classroom instruction;
- c. Providing direct technical support to teachers;
- d. Helping teachers to identify instructional weaknesses for improvement;
- e. Evaluating teacher performance;
- f. Encouraging teachers to focus on student learning;
- g. Providing and maintaining instructional materials;
- h. Providing on - the job training for teachers; and
- i. Conducting formative education programme evaluation.

According to them, school - based instructional supervision implies that, the principal supervises the teachers by routine check of lesson notes and subject dairies, scheme of work, observation of classroom instruction, moderation of examination questions and making scheme, and making sure they go to classes regularly, checking absenteeism, rewarding hardworking teachers and punishing the indolent ones, and encouraging them to do the right things at the right time. Thus, principal's instructional supervision in schools provides an opportunity to promote teacher effectiveness, abstract thought and a reflection on the teacher's own instructional methods.

However, Idris, (2023) observes that, the principals have the tendency of focusing more attention to administration than to instructional supervision partly because the administrative tasks in school operation looms so large that they block- off their view on the instructional supervision and partly because the principals are so humbugged with administrative work that they do not have the time they ought to have to watch carefully over the academic work of their teachers. Nevertheless, Harison (1968) states that regardless of this administrative aspect, it is essential to say that the improvement of instruction must in the final analysis takes precedence over more managerial aspect of the principalship.

Indeed, the declining teacher effectiveness in public secondary schools has affected negatively teaching and learning and by extension students' academic achievement in national examinations. For example, the SSCE results by NECO between 2013 and 2017 of public and private senior secondary schools in Kano State revealed that, only 50.08% of 262,692 candidates from public secondary schools that sat for the examinations secured five credits, including Mathematics and English language. While on the other hand, 73.23% of only 47,175 candidates from private secondary schools that sat for the same examinations within the same period were able to secured five credits, including Mathematics and English language, (NECO, 2018). Who should be blame for this decline? It is clear from the results above that something is wrong with teachers' effectiveness in public post – basic secondary schools, which could be attributed to poor instructional supervisory performance of the principals since they are responsible for improving teaching and learning in their schools. Thus the importance of principal's instructional supervisory performance in the educational system cannot be over-emphasized. This study therefore, intends to assess the extent to which principals perform instructional supervision in public and private post – basic secondary schools in Kano Metropolis as perceived by the principals and teachers.

### **Purpose of the Study**

This study is design to;

1. assess the extent of principals' performance in instructional supervision of teachers in public and private post – basic secondary schools in Kano Metropolis.
2. assess the impact of principal's instructional supervision on teacher effectiveness in public and private post – basic secondary schools in Kano Metropolis.

## Research Hypotheses

The following research hypotheses were formulated to guide the conduct of the study;

1. There is no significant difference in the perception of principals and teachers on their assessment of principals' instructional supervisory performance in public and private post – basic secondary schools in Kano Metropolis.
2. There is no significant difference in the perception of principals and teachers in public and private senior secondary schools on their assessment of the impact of principal's supervision on instructional improvement in post – basic secondary schools in Kano Metropolis.

## Methodology

The study employed descriptive survey design. This research design is found to be appropriate for this study because it investigates the extent of principals' performance in instructional supervision and its' relative impact on teachers' effectiveness in public and private post – basic secondary schools in Kano Metropolis. The population of the study consisted of all the teachers and principals of 353 public and private post – basic secondary schools in Kano Metropolis totaling 7776, being a combination of 3624 teachers and 171 principals in public schools, and 3799 teachers and 182 principals in private schools, (MOE, 2022). Out of which 346 teachers and 24 principals were used as the sample of the study drawn through a combination of cluster, purposive and random sampling techniques. Thus, the total sampled population was 370 in line with research advisors (2006) table for selecting sample in a given population.

Two validated researcher – developed questionnaires named Principals' Instructional Supervision Performance Assessment Questionnaire (PISPAQ) for the principals and School – Based Instructional Supervision Assessment Questionnaire (SBISAQ) for the teachers, all structured on a four – point likert type scale of measurement to measure the perceptions of principals and teachers in post - basic secondary schools on the extent of principal's performance in instructional supervision with alternatives, (Very High Extent, High Extent, Low Extent and Very Low Extent) were used as data collection instruments. The reliability of instruments was ascertained through Cronbach alpha coefficient test. A pilot test was conducted on 12 principals and 72 teachers. Internal reliability coefficient index of 0.86 and 0.89 respectively was obtained.

The instruments were administered on the principals and teachers in 24 sampled public and private post – basic secondary schools in the study area by the researcher, with assistance of two research assistants using the direct delivery system (DDS). 24 copies of PISPAQ and 336 copies of SBISAQ were retrieved and used for the study. Data obtained from the administration of the two questionnaires were analyzed using One – way analysis of variance. The 0.05 level of significance was chosen to test the two null hypotheses.

**Results**

**Hypothesis One:** There is no significant difference in the perceptions of principals and teachers on their assessment of principals’ instructional supervisory performance in public and private post - basic secondary schools in Kano Metropolis.

**Table 1: One way Analysis of Variance Test of difference on the Principals’ Instructional Supervisory Performance in Kano Metropolis**

Source	Sum of Squares	df	Mean of Squares	F	Sig
Between Groups	1872.34	1	1872.33	156.79	.000
Within Groups	4274.99	358	11.94		
Total	6147.33	358			

$$F (1; 1872.34) = 156.79, p = .000, P < 0.05.$$

Table 1 revealed that, a statistically significance mean difference existed in the perceptions of principals and teachers on principals’ performance in instructional supervision between public and private post – basic secondary schools,  $F (1; 1872.34) = 156.795, p = .000, P < 0.05$ . From the result of this analysis the calculated value of F at 358 degree of freedom was 156.79. The probability of F was .000 and this is below the 0.05 level of significance set for the study. Furthermore, post hoc test conducted using Cohen (1998) formula reveals (7.46; 95% CL 6.71 to 8.23 = eta squared = 0.5), this implies that the magnitude of effect size between the two means is large. In view of this finding, the Ho1, which states that there is no significant difference in the perceptions of principals and teachers on principals’ performance in instructional supervision in public and private post – basic secondary schools in Kano metropolis, is hereby rejected.

**Hypothesis Two:** There is no significant difference in the perceptions of principals and teachers in public and private post – basic secondary schools on their assessment of the impacts of principal’s supervision on the instructional improvement in Kano Metropolis.

**Table 2: One way Analysis of Variance Test of Difference on the Impact of Principals’ Supervision on Teacher Effectiveness in Kano Metropolis**

Source	Sum of Squares	df	Mean of Squares	F	Sig
Between Groups	5085.03	1	5085.03	367.33	.000
Within Groups	4955.84	358	13.84		
Total	10040.86	358			

F (1; 5085.03 = 367.33, P = .000, P < 0.05).

Table 2; revealed that a statistically significant mean difference existed between the impact of principals’ performance in instructional supervision in public and private post – basic secondary schools,  $F(1; 5085.03) = 367.33, P = .000, P < 0.05$ . Thus, the calculated value of F at 358 degree of freedom was 367.33. The probability of F was .000 and this is below the 0.05 level of significance set for this study. The post hoc test conducted reveals (6.73; 95% CL 5.85 to 7.61 = eta squared = 0.5), this implies that the magnitude of effect size between the two means is large. In view of this finding, the  $H_0$ , which state that, there is no significant difference in the perceptions of principals and teachers on the impact of principals’ instructional supervision on teaching and learning in public and private post – basic secondary schools in Kano Metropolis, is hereby rejected.

### Discussion of the Findings

The findings from this study were discussed in consideration of the results of related previous studies, experts’ opinions and other validated assertions. The difference in the perceptions of principals and teachers on hypothesis one revealed that, the level of performance of principals in instructional supervision in public post – basic secondary schools is lower than the level of performance by Principals in private post – basic secondary schools in Kano metropolis. This finding lends credence to Ensley (2014) discovery that principals in Nigerian public schools are more concern with mere administrative duties, leaving instructional activities in the hands of teachers alone. This finding therefore established the fact that, there is a significant positive relationship between frequent instructional supervisory performance of school principals and teachers’ effectiveness and competencies. This revelation, corroborated with the view of Ifedili and Ofa (2015) who suggested that, for teachers to develop their teaching effectiveness, principals need to supervise teachers by ensuring that they are observed regularly, lessons are planned early, lessons are structured with an interesting beginning, revision of previous knowledge and teachers’

use of voice variation and summary of major points at the end, teachers use backups/teaching aids properly, teachers have a good relationship with their students and colleagues, and follow up the curriculum strictly.

The difference in the perceptions of principals and teachers on hypothesis two revealed that, the impact of principals' instructional supervision is more with private schools than public schools. This finding lends support to the observation of Ikegbusi and Eziamaka (2016) that, students' academic achievement is positively related to their teachers' effectiveness. Teachers' effectiveness on the other hand, is correlated with effective supervision given to them by the school principal. This implies that, the frequency of principal's supervision helps the teachers to be competent in the teaching - learning process, by encouraging them to find suitable strategies to better students learning. The two findings agree with Too, Kimutai and Kosgei (2012) who stated that, the frequency of instructional supervision will enable the principal to evaluate the extent to which, policies, objectives, activities, and events concerning teaching and learning are efficiently carried out in the school.

Consequently, the findings implied that, knowledge about teaching and learning and ability to share these insights regularly with teachers is a key factor to good principalship. Thus, it is the principal's responsibility to guide and direct teachers in the process of implementing the curriculum and ensures that facilities for teaching and learning are in order and effectively utilized. Therefore, the frequency of principal's instructional supervision makes the difference between the success and failure of a school. Consequently, poor instructional supervisory performance of public schools principals, underlines the reason for the decline in their teachers' effectiveness and thereby on their students' academic achievements. It is very rare, if not impossible for success to come to a school especially when principal does not care to cross-check what the subordinates are doing. Hence, principal's instructional supervision has become a cross - cutting edge tool and a pivot around which effective teachers' and students' performance in the school revolves.

## **Conclusion**

The study assessed and examined the principals' performance in instructional supervision of teachers in public and private post – basic secondary schools in Kano Metropolis as perceive by the principals and teachers. Based on the results obtained, the study concludes that, the frequency

of principal's performance in instructional supervision is a significant predictor of teacher effectiveness regardless of other factors such as class - size, modern technologies and teacher's professional qualification. In addition, the inadequacy in performing this all important function effectively on the part of public post – basic secondary school principals is a major factor for the declining teacher effectiveness and consequently poor academic achievement of the students.

### **Recommendations**

Based on the conclusion of the study, the following recommendations are made;

- i. Principal's instructional supervision should be extensively intensified in all post-basic secondary schools as preventive measure against raising teachers' ineffectiveness.
- ii. Principals should regularly visit teachers in their classrooms to observe teaching-learning process and discuss his/her observations directly with the teachers.
- iii. There should be public demand for accountability on the principals and teachers on the happening in schools by Parents and other stakeholders.

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