



PRINCIPAL'S SUPERVISORY STRATEGIES AND JOB PERFORMANCE IN SENIOR SECONDARY SCHOOLS IN FEDERAL CAPITAL TERRITORY, ABUJA

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Abstract: This study investigated Principal's Supervisory Strategies and Job Performance in Senior Secondary Schools in Federal Capital Territory, Abuja. The objectives of the study were to identify various supervisory strategies employed by Principals to enhance teachers' job performance in public senior secondary schools in FCT, Abuja and establish the level of teachers' job performance in public senior secondary school in FCT, Abuja. Two research questions and one null hypothesis were raised to guide the study. Correlational survey research design was adopted for the study, from a population of 3999 teachers and 64 principals, a sample size of 346 teachers and 19 principals were taken using Krejcie and Morgan (1970)'s table for determining the sample size of a finite population. Stratified proportionate sampling technique was used to select the respondents from 19 schools. Two research instruments titled "Principal Supervisory Strategies Questionnaire" (PSSQ) and "Teachers Job Performance Questionnaire" (TJPO) were developed to elicit data from the respondents. The instruments were face and content validated and their reliability ascertained using Cronbach's alpha which yielded indexes of 0.71 and 0.64 respectively. Research questions were answered using mean scores and standard deviation, while the null hypotheses were tested using linear regression analysis at 0.05 level of significance. The findings of the study revealed that there is significant relationship between principal's supervisory strategies and teachers' job performances in public senior secondary schools in FCT, Abuja. Based on the findings it was recommended amongst others that the FCT Secondary Education Board should organize leadership training programme for principals in order to update their knowledge of supervisory strategies and acquire contemporary supervisory skills to effectively perform school based supervision.

Keywords: Principal's Supervisory Strategies, Teachers, Job Performance.

Introduction

The supervision of secondary education is a vital means of improving the quality of teachers' instructional activities and learning experience for students in secondary schools. This implies that supervision is essential for the successful implementation of secondary school curriculum towards actualizing the objectives of secondary education which are enshrined in the National Policy on Education (FRN, 2013). The performance of supervisory functions is an imperative aspect of school administration. Therefore, the school Principal as well as other designated educational personnel are expected to prioritize the adoption of supervisory strategies, and job performance of their teachers. According to Olowoselu and Bello (2015), the school principal is a supervisor who provides direction and expert advice on development of teaching and learning in schools. Supervising involves the administrators efforts to guide the daily operations of the organization by stimulating, directing and coordinating the workers and their effort and also cultivating good working personnel relations such that everyone involved can collectively perform effectively all the function which would lead to goals achievement (Lawson, 2021).

The above submissions justify the need for principals to identify and implement the appropriate supervisory strategies that positively influence the effectiveness of teachers in the mastery and delivery of subject matter and in students' assessment and feedback and their level of performance in classroom management and the use of teaching methods. Supervisory strategies as articulated by Adanu, Kajo and Odeh (2019) refers to the methods or ways of improving teaching and learning in secondary schools. There are a variety of supervisory strategies that can be employed by the school principal to enhance the quality of teachers' job performance. Specifically, Capacity building strategy, delegation of supervisory function strategy, Effective record keeping supervisory strategy, Conducive working environment supervisory strategy and Classroom visitation/observation strategies are the primary focus of this study.

Teachers' job performance has been conceptualized by Unazurike and Ezenwa-Adikwu (2021) as the conscious commitment and participation of the teachers in the day to day administration of the school with a view to actualizing set school goals and objective. The important element in teaching and learning process is the teacher who plans, organizes, designs, directs, motivates and inspires students to learn using standard teaching techniques to impart knowledge. For this reason, teacher must be effective in the execution of instructional tasks and equally put in high levels of job performance. Also, teachers will be more effective and do better in their job when the work environment is conducive for instructional and extra-curricular activities and opportunities for capacity building and advancement are provided.

Studies have investigated the relationship between some supervisory strategies and teachers' job performance (Abubakar, Luka, Musa, Yahaya and Bukar, (2020); Edo and David, (2019); Adamu, kajo and Odeh, (2019) . However, this study was concerned with establishing the predictive relationship between Principals' supervisory strategies and teachers' job performance in public senior secondary schools of FCT, Abuja.

Statement of the Problem

The job performance of teachers is a measure of the success of the secondary school organization. Principals as the head of secondary schools are the key element in the supervision of day to day activities of the school, most especially the supervision of instructional activities. However, it was observed that teachers' performance is at variance in some public senior secondary schools in FCT, Abuja. This implies that while some teachers perform their jobs excellently in the area of mastery and delivery of subject matter, assessment of students and the provision of feedback, other teachers seem to find it difficult to effectively carry out these instructional duties. Furthermore, the inability of some teachers to display high levels of job performance in their classroom management and in the use of teaching methods has become an impediment to students' learning and the achievement of instructional objectives and academic excellence among students. Given the above issues, this study examined principals' supervisory strategies and teachers' job performance in public senior secondary schools in FCT, Abuja.

Objectives of the study

The objectives of the study are to:

1. Identify various supervisory strategies employed by Principals to enhance teachers' job performance in public senior secondary schools in FCT, Abuja.
2. Establish the level of teachers' job performance in public senior secondary school in FCT, Abuja

Research Questions

The following research questions guided the study:

1. What are various supervisory strategies employed by Principals to enhance teachers' job performance in public senior secondary schools in FCT, Abuja?
2. What is the level of teachers' job performance in public senior secondary school in FCT, Abuja?

Hypotheses

1. There is no significant relationship between principals' supervisory strategies and teachers' job performance in public senior secondary schools in FCT, Abuja.

Literature review

Conceptual Terms

Supervision

Supervision as a concept can be regarded as a well-researched and discussed variable among researchers and educators alike. This indicates that supervision is an organizational factor which has been found to be essential for the successful administration of organization, including educational institutions. Oyewole Eniola and Gabriel (2014) defined supervision as the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning objectives. Supervision is a process of stimulating growth and a means of encouraging teachers to increase in both administrative and academic performance. It involves providing expert assistance to teachers be more skillful and competent in their respective area of specialization (Edo & David, 2019). Teachers learn during supervision since the supervisor is more knowledgeable. He corrects and advises the teachers, and this is done through friendly interaction which enhances professional growth of teachers and acquisition of greater knowledge to improve their job performance (Adamu, Kajo & Odeh, 2019). Thus, supervision in a school implies the process of ensuring that principles, rules, regulations and methods presented for purposes of implementing and achieving the objectives of education are effectively carried out as it involves the use of expert knowledge and experience to oversee, evaluate and coordinate the process of improving teaching and learning activities in schools (Lawson, 2021).

Supervisory Strategies

Supervisory strategies are methods or ways of improving teaching and learning in secondary schools (Adamu, Kajo and Odeh, 2019). Lawson (2021) conceived supervisory strategies as the methods adopted to ensure that the rules and regulations are meeting the point of execution. Ukeje (2012) as cited in Lawson (2021) opined that supervisory strategies are expected to motivate workers, coordinate professional development, involve teachers more in problem-solving and decision making and also try to satisfy their needs of belonging, esteem, recognition, achievement and job satisfaction. He further noted that supervisory strategies is a form of control during which a supervisor assigns tasks to subordinates, monitors and checks to determine whether or not plans are being adhered to and whether or not proper progress is being made towards the realization of objectives and goals and acting if necessary to correct any deviations. This means that for teachers to carry out their functions acceptably in school, a superior, most preferably, the Principal must oversee their work and make appropriate inputs in the area of corrections and regulations in case of any shift in the prescribed standard of secondary education.

Teachers' job performance

Teachers' job performance is the outcome of the task of teaching performed by a teacher at a period in the school system in achieving educational goals (Uche & Godwin, 2019). According to Ajetunmobi, Maruff and Muhideen (2020), teachers' job performance entails the achievement of educational goals through the process of teaching-learning. Ahmad (2017) noted that teachers' job performance is the result achieved in carrying out the tasks assigned to them based on their skills, experience, sincerity and time available. There are various dimensions of teacher job performance and they include classroom management and use of teaching methods among others and managing the teaching environment so that the educational goals can be achieved (Savage& Savage, 2012)

There are many investigations on supervisory strategies and teacher job performance. Fiokedu & Gift (Undated) investigated the influence of principal's supervisory strategy on teacher's effectiveness in secondary schools and discovered that delegation of supervisory function strategy, effective record

keeping strategy and Conducive working environment strategy enhances teacher’s effectiveness in secondary schools. Nnebedum & Akinfolarin (2017) did a study that investigated the relationship between principals supervisory techniques and teachers job performance in secondary schools in Ebonyi State. The findings of the study revealed among others that there is a high positive correlation between classroom observation techniques and teachers’ job performance in secondary schools in Ebonyi State. It also revealed that there was a significant relationship between principals’ demonstration techniques and teachers’ job performance in secondary schools in Ebonyi State. Musa (2018) observed that the principals can also adopts conferences, workshops, seminars and colloquiums supervisory techniques to improve teachers job performance. Sule (2013) also found out that there was no significant influence of the principals’ demonstration supervision strategies on the teachers’ job performance in terms of maintenance of discipline, classroom management, instructional ability and student evaluation. This disagreement could be attributed to difference in time span and location. Sule (2013) discovered that there was a significant influence of principals’ classroom visitation/observation strategies influence on teachers’ performance while Ekpoh and Eze (2015) reported that a significant difference exists between principals’ workshop supervisory technique and teachers’ job performance. Studies Abdul (2019) identified various types of supervisory strategies that can enhance the teachers’ job performance. Some of them include conducive working environment, teachers’ professional development, good communication strategy and reward strategy.

Methodology

The study adopted a correlational survey design According to Cheprasov (2018), a correlational study is a type of research design where a researcher seeks to understand the kind relationship naturally occurring variables have with one another. It also represents a general approach to research that is focused on accessing the co-variation among naturally occurring variables (In this case, supervisory strategies, teachers’ effectiveness and teachers’ job performance). From a population of 3999 teachers and 64 principals in the 64 public senior secondary school in the FCT, Abuja, a sample size of 365 respondents comprising 346 teachers and 19 principals from 19 public senior secondary school was taken using the stratified proportional sampling technique. The Krejcie and Morgan (1970) Table was adopted to determine the sample size of teachers, while the sample size of principal and secondary schools represent 30percent of the total number of principals and public senior secondary schools. One research instruments titled “Principal Supervisory Strategies and “Teachers’ Job Performance Questionnaire” (PSSTJ PQ) were developed for the collection of data. Face and content validity was conducted by experts, while split half method and cronbach Alpha ware employed to determine the reliability of the research instrument. Subsequently, reliability indexes of 0.71, and 0.64 were obtained for the (PSSTJ PQ) respectively. The analysis of data was conducted using descriptive statistics of mean score and standard deviation to the answer the research questions and inferential statistics of linear regression to test the null hypotheses at 0.05 level of significance.

Data Analysis and Results

Research question one: What are various supervisory strategies employed by Principals to enhance teachers ’job performance in public senior secondary schools in FCT, Abuja?

Table 1: Analysis of various supervisory strategies employed by Principals to enhance teachers job performance in public senior secondary schools in FCT, Abuja

N = 346

S/N	Items	X	S.D	Decision
1.	Principal employs capacity building strategy	3.01	82	Agree
2.	Principal employs delegation of supervisory function strategy to enhance teacher’s performance in secondary schools.	2.98	87	Agree
3	Principal adopts effective record keeping supervisory strategy to enhance teachers job performance	2.90	79	Agree

4	Principal adopts provision of conducive working environment strategy to enhance teachers' job performance.	2.84	90	Agree
5	Principal employs principals' classroom visitation/observation strategies to enhance teachers job performance	2.94	85	Agree
	Grand Mean	2.93	85	Agreed

The result of the analysis in table I, indicates that the mean items 1 to 5 are 3.01, 2.98, 2.90, 2.84, and 2.94 respectively additionally the grand mean of 2.93 is above the 2.50 decision rule. This implies principals employs capacity building strategy, delegation of supervisory function strategy, effective record keeping strategy, provision of conducive working environment strategy and principals' classroom visitation/observation strategies to enhance teachers' job performance in public senior secondary school in FCT, Abuja.

Research question Two: what is the level of teachers' job performance in public senior secondary school in FCT, Abuja?

Table 2: Analysis of the level of teachers' job performance in public senior secondary school in FCT Abuja

N = 19

S/N	Variable	X	S.D	Decision
1.	Teachers ensure effective classroom arrangement	2.80	89	High level
2.	Teacher keep adequate records of students	2.82	92	High level
3.	Teachers are punctual to school	2.90	87	High level
4.	Teachers writes their lesson note and plans appropriately	2.74	85	High level
5.	Teachers enter classes when they are supposed to enter classes	2.81	89	High level
6.	Teachers carries out assignments given by head of department	2.90	85	High level
7.	Teachers gives assignment, test and examination and marks them regularly	2.83	90	High level
8.	Teachers prepare students results and give feedback on students' performance.	2.80	82	High level
9.	Teachers organized excursion for students	2.73	94	High level
10.	Teachers adopt ICT based methods in the delivery of subject matter	2.90	87	High level
	Grand mean	2.83	88	High level
	Overall mean			

The result of the analysis on table 2 showed items 1 to 10 had the following mean scores 2.80, 2.82, 2.90, 2.74, 2.81, 2.90, 2.83, 2.80, 2.73, 2.90 and 2.83 with overall cumulative of 2.99. This means that teacher job performance is high and teachers in public secondary school in FCT performs the following jobs; classroom arrangement, students record keeping, punctual to school, writes their lesson notes and plans, enters classes, carries out assignments from HOD, giving of assignments, test and examination, preparation of students results, going for excursion with students, used of ICT for teaching.

Hypothesis Testing

Hypotheses one: There are no significant relationships between supervisory strategies and teachers’ job performance in senior secondary school in FCT, Abuja.

Table 3: Linear Regression Analysis of supervisory strategies and Teachers’ Job performance in senior secondary school in FCT, Abuja

R	RSquare	Adjusted RSquare	Std. error of estimate	Significant	Decision
.694	.482	.479	3.396	.004	Rejected

P < 0.05 = Significant Relationship between variables

The result of the test of hypotheses in table 2 showed that supervisory strategies is a significant and strong predictor of teachers’ job performance (R = .651, R² = .424), accounting for 42.4% of the variable. The probability value (P – value) of .001 is less than the alpha level (P < 0.05). Thus, the null hypothesis is rejected. This indicates that there is significant relationship between supervisory strategies and teachers’ job performance in senior secondary school in FCT, Abuja.

Discussion of Findings

The result showed that principals employs capacity building strategy, delegation of supervisory function strategy, effective record keeping strategy, provision of conducive working environment strategy and principals’ classroom visitation/observation strategies to enhance teachers’ job performance in public senior secondary school in FCT, Abuja. This finding is related to the finding of Abubakar, Luka, Musa, Yahaya and Bukar (2020) who found that principals’ supervision strategies and teachers’ effectiveness had strategically significant relationship in senior secondary school in Yobe State. It also corresponds with the findings of Adamu, Kajo and Odeh (2019) which revealed that supervisory strategies of principal have significant influence on teachers’ job performance in North Central, Nigeria. This study finds that there is significant and positive relationship between principals’ supervisory strategies and teachers’ job effectiveness in public senior secondary school in FCT, Abuja. This finding is supported by the finding of Edo and David (2019) who found that there is significant influence of supervision strategies and teachers’ job performance in senior secondary school in River State.

The result also disclosed that teacher job performance was high and teachers in public secondary school in FCT performs the following jobs; classroom arrangement, students record keeping, punctuality to school, writes their lesson notes and plans, enters classes, carries out assignments from HOD, gives assignments to students, test and examination, prepares students results, goes to excursion with students and used of ICT for teaching. This finding is synonymous with that of Makama (2016) and Basseyy and Otu (2018) whose studies found that teachers had high level of work performance in public senior secondary school in Kaduna State and Cross River States respectively.

Recommendations

The following recommendations are made in view of the findings

1. The FCT secondary education board should organize leadership training programmes for principal in order to update their knowledge of supervisory strategies and enable them acquire contemporary supervisory skills to effectively perform school based supervision
2. Education workshops should be organized for teachers to have advanced and belter insight into the positive influence of supervision on their job effectiveness and performances of instrument tasks

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