

## Instructional Supervision Practices of Principals and Teachers Job Engagement

### ABSTRACT

The quality of education largely depends on teachers who play significant in curriculum implementation. Effective leadership of principals is imperative for boosting teacher motivation and job engagement. The study examined the relationship between principals' instructional supervision practices and teachers' job engagement in public secondary schools in Delta State, Nigeria. Guided by two research questions and one hypothesis, the sample of 416 was drawn from 463 public secondary schools the State using multiple sampling and proportional stratified techniques. Questionnaire tagged Principals' Instructional Supervision Practices Rating Scale (PISRS)' which contained 12 items and 'Teachers' Job Performance Rating Scale (TJPRS)' which contains 14 items, were used for data collection from the respondents. Data collected were analysed using mean, standard deviation, Pearson Product Moment Correlation to answer the research questions, and Pearson r to test the hypotheses at 0.05 level of significance. Findings revealed a positive and significant association between principals' instructional supervision practices and teachers job performance. Principals provision of professional development support for teachers, clinical supervision, and protection of instructional time emerged as the strongest instructional supervision practices that fostered teacher engagement.

**Keywords:** Instructional supervision, job engagement, practices, principals, teachers,

### INTRODUCTION

Education is a catalyst for economic, social and political development of any nation. It enlightens individuals, refines their mind and inculcates desirable character for peaceful living in the society. It is also a crucial medium of acquiring essential knowledge, values, competencies and skills that promote useful living and enable individuals contribute to the development of the

society. Secondary education is basic for preparing individuals for higher education and equipping them for relevant attributes for making maximal contributions to societal growth and success. One of the keys to the success of educational organizations depends on the effectiveness and efficiency of human resources management in the organization to achieve its goals, in this case, teachers.

Teachers play major roles in the successful implementation of the curriculum, inculcating sound values and fostering learners' emotional, social, psychological, cognitive and moral development. Teachers' engagement through their active involvement, dedication and commitment to school values, mission, vision and values of the school would facilitate the delivery of quality teaching and learning for better academic achievement of students. Teachers' job engagement can determine teaching-learning outcome and success of educational institution. Therefore, school management must ensure that schools have teachers who always work well and strive for organizational success. Teachers' job engagement is an essential aspect of achieving the success of school organizations. Job engagement is positive psychology experienced by a person, which is reflected in emotional, cognitive and physical involvement in carrying out work enthusiastically and with energy (Meng, Xu, Liu, Zhang, Tong & Lin, 2022).

Effective supervision of instruction is another aspect of administration that is very crucial in the management of schools. Teachers play a crucial role in ascertaining whether or not the desired educational results have been achieved. Observations over the past decade showed that the enthusiasm and devotion of teachers to their duty in schools are no longer the traits that characterized the teaching profession. Teachers have in recent times manifested unwholesome attitude toward discharging their duties. They go late to school, exhibit rudeness to school authority and trade at the expense of teaching. When they teach, they manifest poor knowledge of their subject areas, do not provide regular assessments for students nor keep proper students' performance records, show laxity to duties and cases of indiscipline has continually caused setbacks not only to the attainment of educational objectives, but also to the kind of education provided to the students (Sule, Ameh & Egbai, 2015). It is good on one hand to plan, make decisions, and try to implement collectively; best practices demands that these plans and decision while being implemented requires effective supervision to achieve a desirable goal.

## Statement of the Problem

Teachers job engagement and quality management by principals are critical in the delivery of quality education and attainment of good academic achievement of students. Engaged teachers display dedication and high commitment to duty, regular attendance in school and classroom to teach students. Teachers who are disengaged demonstrate absenteeism, low motivation, poor instructional delivery, low commitment, reduced productivity, and varied forms of malfeasance leading to ineffectiveness of the education system. Over the years there have been complaints from parents, guardians, curriculum theorists and the general over the continued poor performance of secondary school students in external examinations such as West African Examination Council (WAEC), National Examination Council (NECO), National Board for Technical Education (NABTEB) and University Tertiary Matriculation Examination (UTME). More worrisome is the fact that thousands of students write these examinations but only few passes with five credits that would qualify them for admission into higher education. Often time, the blame for the poor performance of students is vested on teachers and principals.

Observations have shown that in Delta State, most teachers toil with their job as they engage in menial job during school hours to make more money. Some come to school early in the morning to clock in and immediately escape from school to re-appear at closing time to clock out. Principals have also been indicted for not properly monitoring teachers' malfeasance by displaying carefree attitudes. Public secondary schools in the State face persistent challenges which has led to low teacher morale, poor participation in school activities, reduced commitment to instructional delivery. Parents, policy makers and administrators have raised concern on the leadership capacity to create a conducive environment for teachers' dedication to their duties,

enthusiasm and commitment. Although studies have been conducted on principals' leadership, teacher job satisfaction, organizational commitment, and school effectiveness, in Delta State, to the best of knowledge of the researcher, efforts have not been concentrated on principals' instructional supervision practices as they relate with teachers' job engagement. It is against this back drop that this investigation is deemed fit.

### **Research Questions**

1. What instructional supervision practices do principals employ for teachers' job engagement in public secondary schools?
2. What is association between principals' instructional supervision practices and teachers' job engagement?

### **Hypothesis**

One hypothesis were formulated and tested thus:

1. Principals' instructional supervision practices do not significantly relate with teachers' job engagement.

### **Literature Review**

Several related empirical researches have been conducted in different States and other countries. In Delta State, Nigeria secondary schools, Aboh and Asiyai (2023) studied the principals' managerial practices and teachers' job performance. The results demonstrated a positive relationship between principals' managerial strategies and teachers' job engagement in Delta State's public high schools. These consist of the following: principals' human resource management and teachers' job engagement; principals' supervisory practices and teachers' job performance; and principals' instructional leadership and teachers' job engagement. Agu and Oputa (2021) studied the Impact of Administrator's Leadership Style on the Performance of Secondary School Teachers in Anambra State, Nigeria. As part of the study, it was determined

that teachers know about their leadership style of their administrators, among others. That leadership styles have an effect on teacher job performances and that good leadership styles can enhance teacher's job performances.

Wakili, Unung and Ukpata (2019) studied the effect of principals' management practices on job performance of teachers in secondary schools in Kaduna State. The results of the study indicated that record keeping is an effective instrument for record keeping in secondary schools in Kaduna State, principals took active role in their decision-making process which gave guidance to the teachers on how they discharge their duties, and that principals noted that there were records kept of teachers' performances in secondary schools in Kaduna State. The study also found that principals used record keeping as an effective means of keeping tabs on teachers' performance in the job.

Oleforo, Ikpe and Bassey (2015) explored job performance and management strategies of teachers in Akwa Ibom South Senatorial District. The results showed that supervision, in-service training, compensation have significant relationships with the job performance of teachers. The conclusion was that, if teachers must perform maximally school managers must adopt suitable personnel management strategies on them. Egboka and Igbokwe (2021) studied the application of administrative competencies by the principals in relation to the effective management of secondary schools in Awka Education Zone of Anambra State. The results of the study indicated among others that principals use the competency of instructional leadership which is needed to manage secondary schools in Awka Education Zone effectively. Oguejiofor (2020) conducted a study on the influence of the administrative role of Catholic secondary school principals on their teachers' job performance in Catholic secondary schools in Nasarawa State. The study's conclusions showed that principals' supervisory responsibilities have a major impact on teachers'

132 job performance in Catholic secondary schools in Nasarawa State, as do principals'  
133 communication abilities.

134 According to Zikanga *et al.*, (2021), for effective supervision to be in place in school  
135 system, the school head who acts as a supervisor and the district inspectors must be involved in  
136 the supervision of instruction. The head teachers of the school organisations particularly in  
137 secondary schools, are tasked with creating and developing teachers' competence by using a  
138 supervisory method or technique. Classroom visitation (observation), demonstration technique,  
139 conferences/workshop technique, research technique, micro teaching, team teaching and guided  
140 practice (Robert-Okah 2015) are the various supervisory techniques. All supervision is directed  
141 towards enhancement of teaching and learning to attain excellence. Other supervisory activities  
142 that the principal uses to achieve desirable changes in teacher behaviour that promotes teacher  
143 effectiveness include; examination of teachers' lesson notes, scheme of work, students note,  
144 teachers' punctuality, moderation of examination question papers, moderation of marking  
145 schemes and others. It is essential that the school administrator has supervisory ability to ensure  
146 the activities are workable, as well as the ability to motivate teachers to use their talents  
147 effectively and appropriately to improve instruction and instructional procedures at the end.  
148 (Ekundayo *et al*, 2013).

149 The functions of school supervisors in order to carry out effective supervision are  
150 according to Ikegbusi (2014); the following: Making classroom visits, supervising heads of  
151 departments and teachers by checking their scheme of work and lesson notes as well as checking  
152 teachers' classroom attendance, checking absenteeism and punishing the indolent teachers by  
153 assigning administrative duties to them as means to encourage them to carry out appropriate  
154 actions at appropriate times. Teachers new or old in the job need to be supported and

assisted regularly in order to be adequately equipped with the skills, knowledge and information to implement the teaching programmes. It is the principals' duty to offer this support to teachers who have to take part in the implementation of instructional programmes, monitoring teachers' activities with students. In addition, Ogbuagu, (2016) posited that instructional supervision aimed at seeing how the teacher manages the classroom, teachers' mastery of the subject matter and lesson delivery. This means that instructional supervision should strive to ensure that teachers are effective in their instruction. In order to perform these tasks, Sule *et al.*, (2015) said that the head of school should have supervisory ability to enforce this task and also inspire teachers to use their talents whenever necessary, such that at the end of the day teaching and instructional procedures can be enhanced.

## **METHODOLOGY**

This survey study employed correlational research design to explore the relationship that exists between several variables of the study. Correlational research method is used when a researcher is interested in establishing the relationship or connection that exists between the independent and dependent variables. The target population comprised all the 463 public secondary school principals in Delta State. A sample size of 416 respondents was drawn from a population of 22,236 principals and teachers in the State. The sample size was initially determined as 378 using the Krejcie and Morgan (1970) sampling table. The study adopted a multistage and proportionate sampling technique to ensure fair representation of principals and teachers in the sample.

The researchers used questionnaire structured by them to collect data for the study. The questionnaire contained two sections. Section A of the questionnaire represents the demographic data of the respondents. Section B contained Principals' Instructional Supervision Practices Rating Scale (PISRS)' which contained 12 items and 'Teachers' Job Performance Rating Scale (TJPRS)' which contains 14 items. The TJPRS was responded to by the principals. The researcher structured the items on a four-point rating scale, ranging from 1 for strongly disagree

to 4 for strongly agree. The mid-point of the rating scale is 2.50, which is used as bench mark for accepting or rejecting a mean score.

Face and content validity of the instrument was established through expert judgement of one educational administrator and one measurement and evaluation, both of the faculty of education in Delta State University, Abraka. They critically scrutinized the items and made important suggestions that was used to modify the items before the final draft was printed and administered to the respondents. The researcher employed Cronbach alpha reliability determination technique which measures the internal consistency. The reliability study produced coefficients of 0.880 for PISRS, and 0.86 for TJPRS. The research questions were answered using mean and standard deviation and Pearson Product Moment Correlation, and Pearson r to test the hypotheses at 0.05 level of significance.

## RESULTS

The results of data analysis are as follows:

**Table 1: Mean and Standard Deviation Scores on Extent of Principals Instructional Supervision Practices**

| S/N | Instructional Supervision Practices. My school principal;                  | $\bar{x}$ | Std. Dev | Remark |
|-----|----------------------------------------------------------------------------|-----------|----------|--------|
| 1   | Visits the classroom regularly to observe teaching.                        | 2.70      | 0.58     | HE     |
| 2   | Checks teachers note of lesson using subject heads.                        | 2.64      | 0.79     | ME     |
| 3   | Support teacher professional development                                   | 2.92      | 0.82     | HE     |
| 4   | Regularly monitors teachers' classroom attendance to teach students.       | 2.54      | 1.04     | ME     |
| 5   | Provides immediate feedback to teachers after classroom visitation         | 2.44      | 1.09     | LE     |
| 6   | Provides enough instructional materials.                                   | 2.42      | 1.00     | LE     |
| 7   | Ensures proper curriculum planning.                                        | 2.62      | 0.64     | ME     |
| 8   | Carries out evaluation of instruction.                                     | 2.58      | 0.99     | ME     |
| 9   | Monitors teaching to ensure that appropriate assessment technique is used. | 2.60      | 0.92     | ME     |
| 10  | Monitors teachers' movement during school hours.                           | 2.80      | 0.77     | HE     |
| 11  | Ensures that teachers use instructional time judiciously.                  | 2.88      | 1.12     | LE     |
| 12  | Ensures that teachers give relevant assignment to students.                | 2.68      | 0.80     | ME     |
|     | Average mean                                                               | 2.62      | 0.88     | ME     |

**KEY:** 2.50 is the cutoff point for taking decision. Mean score ranging from 2.70 and beyond represent High Extent, from 2.50 to 2.69 represent Moderate Extent (ME) and mean score below 2.50 represent Low Extent (LE).

Data presented in Table 1 indicates that all the items except items 5, 6, and 11 have mean score above 2.50 the cutoff score. The average mean score is 2.65. This clearly showed that the extent of principals' instructional supervision practices for teachers' job engagement in Delta State public secondary schools is moderate.

## Research Question 2

Table 2: Association between principals' instructional supervision practices and teachers' job engagement

| Variables                                       | N   | Mean | Std. Deviation | R    | r <sup>2</sup> | r <sup>2</sup> % | Decision            |
|-------------------------------------------------|-----|------|----------------|------|----------------|------------------|---------------------|
| Principals' Instructional Supervision Practices | 374 | 3.41 | 0.44           | .636 | .412           | 41.2             | strong relationship |
| Teachers' Job Engagement                        | 374 | 3.46 | 0.50           |      |                |                  |                     |

Decision Rule: .1.00 to 0.30: Weak; 0.31 to 0.50: Moderate; 0.51 to 0.70: Strong; 0.71 and above: Very strong

Data in Table 2 presented the Pearson Product Moment Correlation analysis conducted to determine the relationship between principals' organizing practices and teachers' job engagement in public secondary schools in Anambra and Delta States. The results showed a correlation coefficient of  $r = 0.638$ , indicating a strong positive relationship between principals' instructional supervision practices and teachers' job engagement in public secondary schools in Anambra and Delta States. Furthermore, the coefficient of determination ( $r^2 = 0.412$ ) showed that 41.2% of the variation in teachers' job engagement can be explained by principals' instructional supervision practices. This suggested that instructional supervision practices make a meaningful contribution to teachers' job engagement.

## Hypothesis Testing

**Table 3: Pearson r on relationship between principals’ instructional supervision and teachers’ job engagement**

|                                          | Principals<br>Instructional<br>Supervision<br>Practices | Teachers’ Job<br>Engagement |
|------------------------------------------|---------------------------------------------------------|-----------------------------|
| Principals’ Instructional<br>Supervision | Pearson Correlation 1                                   | .336**                      |
|                                          | Sig. (2-tailed)                                         | .049                        |
|                                          | N 374                                                   | 374                         |
| Teachers’ Job<br>Engagement              | Pearson Correlation .336**                              | 1                           |
|                                          | Sig. (2-tailed)                                         | .049                        |
|                                          | N 374                                                   | 374                         |

**Source: Field work**

Data in Table 3 shows Pearson r on relationship between principals’ instructional supervision practices and teachers’ job engagement. The result revealed r- value of .336 which is greater than .049. This shows that the null hypothesis of there is no significant relationship between principals’ instructional supervision practices and teachers’ job engagement in public secondary schools in Anambra and Delta States was rejected. Thus, there is a significant relationship between principals’ instructional supervision practices and teachers’ job engagement in public secondary schools in Anambra and Delta States.

## DISCUSSION

Findings for the first question revealed that the extent of principals’ instructional supervision practices for teachers’ job engagement was moderate. Principals support teacher professional development, ensures that instructional time is judiciously utilized by teachers, regularly visited the classroom to observe teaching by teachers, they monitored teachers’

movement during school hours, they regularly gave talks to students on their academic matters, they ensured that teachers give students relevant assignment, used subject heads to check teachers notes of lesson, ensured proper curriculum planning, monitored teaching to ensure that teachers use appropriate assessment techniques, they carried out evaluation of instruction and monitored teachers regular classroom attendance. Principals did not provide immediate feedback to teachers after classroom visitation, and they did not provide enough instructional materials.

This finding is in line with Asiyai (2011) who reported that principals' instructional supervision through regular classroom visitation and check mating daily writing of lesson planned boosted teacher engagement and job performance. The finding lends credence with Onyesomazu (2022) who found that principals' supervision of instruction leads to improved teachers' job performance. In this way students' active engagement for better academic achievement is attained. Principals setting of standards would further enhance teacher's competition for improved writing of easily digestible lesson notes and regular attendance at classrooms to teach students which would lead to improved learning and academic achievement. This finding is supported by Asiyai (2020) whose finding showed that instructional leadership of principals through setting of standards and regular classroom visitation to observe teaching improved teachers' job effectiveness and students learning.

#### **Principals' instructional supervision practices and teachers job engagement in Anambra and Delta States public secondary schools**

The findings showed that regular visits to the classroom by the principal to observe teaching, use of subject heads to check teachers notes of lesson, monitoring teachers classroom attendance, provision of feedback to teachers after classroom visitation, provision of adequate instructional materials, ensuring proper curriculum planning, evaluation of instruction and monitoring teachers to ensure that they use appropriate assessment techniques are principals' instructional supervision practices that relates with teachers' job engagement in Anambra and Delta States public secondary schools. This finding is in line with Oyesomazu (2022) who found that public secondary school principals in Delta exhibited high level of their supervisory responsibilities which enhanced teachers' job performance. This finding further agreed with Sule,

Eyiene and Egbai (2015) whose finding revealed that there was a significant positive relationship between instructional supervisory practice of checking of teachers' lesson notes and teachers' job performance. Additionally, the finding lends credence with Marshall (2019) who found that frequent and immediate specific feedback to teachers through face-to-face interaction is a formidable condition for checking gaps in the teaching and learning circumstance and improving learning outcomes.

The corresponding hypothesis test showed a significant relationship between principals' instructional supervision practices and teachers' job engagement in Delta State public secondary schools.

## **Conclusion and Recommendations**

The study conclude that instructional supervision practices of principals was a major contributor to teachers' job engagement. As principals increase their supervisory practices through regular classroom visitation, checking teacher preparation of lesson plan, ensuring that students were given appropriate assignments, and use appropriate assessment techniques, teachers became more dedicated, committed and engage in their job for improved performance

The recommendations that were suggested are:

1. Education stakeholders in Delta State should invest in continuous professional development programmes on instructional leadership for principals, aimed at equipping them with modern instructional supervision strategies to enhance their supervisory skills of feedback provision and improvisation of instructional materials for improved delivery of instruction and enhanced teachers' engagement.
2. School authorities should design and implement policies aimed at enhancing teacher engagement through improved working conditions, regular professional development, performance-based incentives, and opportunities for teachers to participate actively in school governance.

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