



PRINCIPALS' SUPERVISORY ROLE PERFORMANCE AND TEACHERS' COMPETENCY IN JUNIOR SECONDARY SCHOOLS IN ABUJA, NIGERIA

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Abstract

The study assessed the principals' supervisory roles performance and teachers' competency in junior secondary schools in Abuja. It was guided by two research questions with corresponding hypotheses. The research design used for this study was cross-sectional survey research design. The total population of the study consisted of 5358 principals and teachers. The sample size of the study was made up of 548 respondents. The instrument used for data collection was validated and it produced 0.75 as validity index. The instrument yielded 0.78 as the reliability index. Descriptive statistics of mean and standard deviation were used to answer the research questions while Pearson's product moment correlation was employed to test the hypotheses at 0.05 level of significance. The findings of the study indicated that there is a significant relationship between regular classroom observation and teachers' competency in junior secondary schools in Abuja and there is a significant relationship between principals' regular checking of lesson plans and teachers' competency in junior secondary schools in Abuja. One of the recommendations of the study was that to improve the competency of teachers, principals should be trained to frequently visit teachers during lesson delivery in their various classes to

identify the teaching weaknesses of teachers and develop techniques for helping them to become competent teachers.

Keywords: Supervisory Role Performance, Teachers' Competency, Classroom Observation and Regular Checking of Lesson Plans

Introduction

No secondary school could achieve meaningful results in a situation where a principal does not regularly oversee the activities of his or her teaching staff to ensure that they perform their job in professional manners. Supervision is the basis through which school goals and objectives are attained. It is a tool that helps to maintain the required standard for improving the quality of teaching and learning in the school system. It is the responsibility of every principal to interact with staff to improve job performance among teachers. Supervision is the means through which principals achieve high standards of performance and results in their various schools as it serves as a tool for quality control in the school setting (Egwu, 2017).

Supervision is the systematic analysis of information needed for curriculum implementation to ensure that teachers adhere to the laid down principles, policies and procedures in performing their teaching job effectively. Supervision is normally undertaken to improve the efficiency and effectiveness of the implementation of educational programmes in the school system. It helps to keep teaching jobs on the right track as it enables principals to identify the areas of academic activities that are done wrongly in their schools. If supervision is properly done, it is an indispensable tool for effective school management as it provides a useful background for staff evaluation with aim of subjecting weak teak teachers to training to help them acquire competent skills needed for effective job performance. It enables schools and ministry of education to determine whether the resources available are sufficient and are used prudently and whether the capacity of teachers is sufficient and appropriate for curriculum implementation in schools (Nyandiko, 2018).

Principals' supervisory role performance encompasses the task of improving classrooms' instructional delivery through regular monitoring

of the activities of teachers. Supervisory roles performance involves the idea where principals help teachers to acquire additional professional knowledge, skills and competencies required for effective teaching. The roles of principals as school supervisors are to guide and direct the instructional activities of teachers following the professional teaching guidelines and professional conduct to help teachers to be more skillful and competent. Supervision is targeted at helping teachers to understand and accept their abilities patterns of interest, emotional make-up and background preparation and helping them to set realistic goals for themselves. Supervision is aimed at improving instructional delivery in the school system (Osakwe, 2014). Supervisory role performances are meant to assist teachers in the application of basic teaching principles and techniques to ensure that they perform their job effectively as competent practitioners in the teaching profession.

Regular performance of supervisory roles by principals could help to change new teachers from novice to experienced and competent professionals through a delineated stage process with representative challenges facing them in their job. It is a constant process that aims at improving teaching by providing the necessary assistance to teachers to make them more competent in the teaching profession. Improving teaching is a complex process in which many elements should interact. Teachers are at the center of this improvement process. Their acceptance of instructional supervision and interaction with supervisors would provide the catalyst for the success of supervision. The way teachers view the supervision activities is very important in determining the benefits they will derive from the exercise especially in helping teachers to become competent in the teaching profession (Oyewole, 2013).

Competency consists of the knowledge, skills and values that need to be showcased by a professional and skillful teacher. Teachers' competency is measured based on the nature of their job performance. Competency is a combination of knowledge, skills and behaviour that are needed to improve job performance. It is the quality of being adequately qualified and capable of performing a given role. Teachers need a wide range of competencies to face the complex activities of the teaching profession. Teacher competency is the ability of a teacher to combine skillfully at a

given situation, the right behaviour towards the attainment of school targeted goals. Competent teachers keep themselves abreast of the current issues in the teaching profession and they could impart knowledge effectively to students to improve their academic performance. A competent teacher performs both the school curricular and extra-curricular activities diligently. Competent teachers are capable of preparing students through effective teaching to acquire useful knowledge and skills that will make them contribute meaningfully towards the development of the society (Iyala, Ogbo & Tanimu, 2020).

The adoption of appropriate techniques of supervisory roles by principals in schools to enhance the professional competency of teachers. Among the supervisory roles of the principals are clinical supervisory techniques, classroom observation, regular checking of teachers' lesson plans among others. This study however assessed how the principals could adopt regular classroom observation and regular checking of lesson plans to facilitate teachers' competency. Principals' classroom visitation is the process through which principals as supervisors visit the classroom to observe the teacher and students in action. Classroom observation points out problems that are capable of hindering effective teaching. Iyala and Jemiseye (2020) conducted a study and found that there was a significant relationship between the principals' role of classroom observation and teacher job performance in public secondary schools in Ekiti State. Nnebedum, Chidi and Akinfolarin (2017) in their study equally ascertained that there is a high positive correlation between classroom observation techniques and teachers' job performance in secondary schools in Ebonyi State. Teachers are motivated to develop problem-solving skills when being observed by principals in classrooms because if their weaknesses are easily identified and resolve to help them grow to the stage of being competent. Principals are required to observe their teachers in the classrooms on regularly to identify the weaknesses of every teacher and discuss the observations with the affected teachers promptly and politely to prepare them to become professionally competent. Supervision of teachers through classroom observation include walk-through, informal class observations and formal class observation. During classroom visitation, teachers' activities are observed and documented by the

supervisor (principal). To successfully undertake classroom visitation, the visit has to be planned. Since supervision is inevitable, it is the role of every principal to plan his or her visitation together with teachers to avoid teachers' fear and anxiety (Ogakwu, 2015). In FCT, principals sometimes delegate the role of classroom observation to the various subject heads which reduces the effectiveness of supervision and thereby limit the competency of teachers.

Furthermore, it is the responsibility of all principals to regularly check and mark teachers' lesson plans. A lesson plan is a guide that directs the activities of teaching and learning in the classroom by indicating the activities to be performed by teachers and students during instructional delivery in classrooms. It shows the teacher's level of preparedness and his or her effort in gathering information relevant to deliver lessons. In the process of marking lesson plans, principals could identify the areas that teachers need to improve to help them become competent in performing their teaching responsibilities. Yunas and Iqbal (20013) noted that supervision of lesson plan should be based on the clarity and appropriateness of the learners' behavioural objectives; appropriate selection of teaching-learning resources; appropriate selection of evaluation techniques to determine the achievement of objectives and the relevance of the lesson notes. The essence of marking lesson plans by principals is to ensure the above benefits are derived from teaching and learning as the reverse could not make teachers competent. Anibasa (2015) conducted a study and found that principals used attendance register and marked teachers' lesson plans regularly to ensure that every teacher performs his or her job effectively.

The relationship between principals' supervisory roles performance and teachers' competency in junior secondary schools in FCT, Abuja.

Statement of the Problem

Principals in FCT junior secondary schools seem not to attach much value to classroom observation of teachers which is one of the performance of their supervisory roles. As a result of their irregularity to check the classrooms' activities of teachers during teaching and learning, some teachers do not use instructional materials to explain their lessons to ease

the understanding of lessons by students. Some classes are poorly organized as a result of improper classroom management techniques adopted by teachers because the principals do not visit them to observe how they manage their classrooms and such teachers cannot be said to be competent.

Principals in junior secondary schools in FCT seem to neglect the performance of their vital roles of supervision which influences incompetency among teachers through poor job performance. The high rate of absenteeism by teachers, lateness to school, inadequate planning of lesson notes, irregularity in class and other aspects of indiscipline that are occurring in junior secondary schools in FCT seem to suggest that principals are deficient in the performance of their supervisory roles as the above misconducts cannot help teachers to become competent in the teaching profession. The above problems of improper performance of supervisory roles by principals prompted the researchers to investigate the relationship between principals' supervisory roles performance and teachers' competency in junior secondary schools in FCT, Abuja.

Purpose of the Study

The purpose of this study was to investigate the relationship between principals' supervisory roles performance and teachers' competency in junior secondary schools in FCT, Abuja. The specific objectives of the study were to:

1. Determine the relationship between principals' regular classroom observation and teachers' competency in junior secondary schools in FCT, Abuja.
2. Examine the relationship between principals' regular checking of lesson plans and teachers' competency in junior secondary schools in FCT, Abuja.

Research Questions

The study was guided by the following research questions:

1. What is the relationship between principals' regular classroom observation and teachers' competency in junior secondary schools in FCT, Abuja.

2. What is the principals' level of principals' regular checking of lesson plans and teachers' competency in junior secondary schools in FCT, Abuja?

Statements of Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

HO₁: There is no significant relationship between regular classroom observation and teachers' competency in junior secondary schools in FCT, Abuja.

HO₂: There is no significant relationship between principals' regular checking of lesson plans and teachers' competency in junior secondary schools in FCT, Abuja.

Research Methodology

The study adopted the cross-sectional survey research design. The population of the study consisted of 165 principals and 5193 teachers obtained from all the public junior secondary schools in Federal Capital Territory (FCT), Abuja. The sample size of the study consisted of 548 respondents drawn from 31 junior secondary schools in the Area Councils in FCT. The instrument used for data collection was the 'Questionnaire on Supervisory Roles Performance and Teachers' Competency (PTQSRPTC). The questionnaire consisted of 20 items. The instrument was duly validated and it produced 0.75 as the validity index while the 0.78 was obtained as the reliability index. All the responses from the completed copies of the questionnaire were coded and analyzed using both descriptive and inferential statistics. Descriptive statistics of means and standard deviations were used to answer the research questions. Pearson Product Moment Correlation (PPMC) was employed to test all the hypotheses at 0.05 level of significance.

1. What is the relationship between principals 'regular classroom observation and teachers' competency in junior secondary schools in FCT, Abuja.
2. What is the principals' level of principals' regular checking of lesson plans and teachers' competency in junior secondary schools in FCT, Abuja?

Presentation of Results

Research Question 1: What is the relationship between principals 'regular classroom observation and teachers' competency in junior secondary schools in FCT, Abuja?

Table 1: Mean and Standard Deviation Responses on Principals 'Regular Classroom Observation and Teachers' Competency

S/N	Area Councils	Means	SD	Decision
1.	Abaji	2.50	0.65	Average
2.	Bwari	2.15	0.62	Below
3	Gwagwalada	2.10	0.70	Average
4	Kuje	2.18	0.55	Below
5	Kwali	2.20	0.50	Below
6	Municipal	2.35	0.60	Below
Cluster Mean=		2.24	0.60	Below

Scale Mean = 2.50

Table 1 revealed that Abaji had the mean value of 2.50 and standard deviation of 0.65, Bwari had the mean value of 2.15 and standard deviation of 0.62, Gwagwalada had the mean value of 2.10 and standard deviation of 0.70, Kuje had the mean value of 2.18 and standard deviation of 0.55, Kwali had the mean value of 2.20 and standard deviation of 0.50 and Municipal Council had the mean value of 2.35 and standard deviation of 0.60. The analysis of research question one indicated that the cluster mean of 2.35 is below the scale mean of 2.50, this means that there is irregular classroom observation which induces poor teachers' competency in junior secondary schools in FCT.

Research Question 2: What is the relationship between principals' regular checking of lesson plans and teachers' competency in junior secondary schools in FCT?

Table 2: Mean and Standard Deviation Responses on Principals 'Regular Checking of Lesson and Teachers' Competency

S/N	Area Councils	Means	SD	Decision
1.	Abaji	2.30	0.45	Average
2.	Bwari	2.05	0.60	Below

3	Gwagwalada	2.00	0.72	Below
4	Kuje	2.58	0.75	Above
5	Kwali	2.08	0.55	Below
6	Municipal	2.50	0.64	Average
Cluster Mean=		2.25	0.61	Below

Scale Mean = 2.50

Table 2 showed the relationship between principals 'regular checking of lesson plans and teachers' competency in junior secondary schools in FCT. The Table revealed that Abaji had the mean value of 2.30 and standard deviation of 0.45, Bwari had the mean value of 2.05 and standard deviation of 0.60, Gwagwalada had the mean value of 2.00 and standard deviation of 0.72, Kuje had the mean value of 2.58 and standard deviation of 0.75, Kwali had the mean value of 2.08 and standard deviation of 0.55 and Municipal Council had the mean value of 2.50 and standard deviation of 0.64. The analysis of research question one indicated that the cluster mean of 2.25 is below the scale mean of 2.50, this means that there is low level of principals 'regular checking of lesson plans and teachers' competency in junior secondary schools in FCT.

Testing of Hypotheses

Hypothesis 1: There is no significant relationship between regular classroom observation and teachers' competency in junior secondary schools in FCT, Abuja.

Table 3: Correlation Coefficient Analysis Showing the Relationship between Regular Classroom Observation and Teachers' Competency in Junior Secondary Schools in FCT, Abuja

S/N	Variable	\bar{X}	r-cal	r-tab	Level of Sig.	Decision
1.	Regular Classroom Observation	2.00				
2.	Teachers' Competency	2.05	0.48	0.194	0.05	Rejected

Df = 546, No. of Respondents=548

Table 3 indicates the correlation coefficient of a significant relationship between regular classroom observation and teachers' competency in

junior secondary schools in FCT, Abuja. The analysis of hypothesis two revealed that the r-calculated value is 0.48 while the r-table value is 0.194 at a significant level of 0.05 and 515 as a degree of freedom. Since the calculated value of 0.48 is above the table value of 0.194, the null hypothesis was rejected which means that there is a significant relationship between regular classroom observation and teachers' competency in junior secondary schools in FCT, Abuja.

Hypothesis 2: There is no significant relationship between principals' regular checking of lesson plans and teachers' competency in junior secondary schools in FCT, Abuja.

Table 4: Correlation Coefficient Analysis Showing the Relationship between Regular Checking of Lesson Plans and Teachers' Competency in Junior Secondary Schools in FCT, Abuja

S/N	Variable	\bar{X}	r-cal	r-tab	Level of Sig.	Decision
1.	Regular Checking of Lesson Plans	2.05				
2.	Teachers' Competency		2.08	0.50	0.194	0.05
	Rejected					

Df = 546, No. of Respondents=548

Table 4 indicates the correlation coefficient of a significant relationship between principals' regular checking of lesson plans and teachers' competency in junior secondary schools in FCT, Abuja. The analysis of hypothesis three revealed that the r-calculated value is 0.50 while the r-table value is 0.194 at significant level of 0.05 and 515 as a degree of freedom. Since the calculated value of 0.50 is above the table value of 0.194, the null hypothesis was rejected which means that there is a significant relationship between principals' regular checking of lesson plans and teachers' competency in junior secondary schools in FCT, Abuja.

Findings of the Study

The following are the findings of the study:

1. There is a significant relationship between regular classroom observation and teachers' competency in junior secondary schools in FCT, Abuja.

2. There is a significant relationship between principals' regular checking of lesson plans and teachers' competency in junior secondary schools in FCT, Abuja

Discussion of Findings

The findings of the study showed that there is a significant relationship between regular classroom observation and teachers' competency in junior secondary schools in FCT, Abuja. The details of the analysis of the hypothesis revealed that the r-calculated value is 0.48 while the r-table value is 0.194 at a significant level of 0.05 and 515 as a degree of freedom. The findings of the study aligned with the findings of Nnebedum, Chidi and Akinfolarin (2017) who ascertained that there is a high positive correlation between classroom observation techniques and teachers' job performance in secondary schools in Ebonyi State. The findings of the study also agreed with Iyala and Jemiseye (2020) who submitted that there was a significant relationship between the principals' role of classroom observation and teacher job performance in public secondary schools in Ekiti State. Classroom observation aims to point out problems that are capable of hindering effective teaching. Teachers are motivated to develop problem-solving skills when being observed by principals in classrooms because if the weaknesses are not identified and resolved, teachers may not grow to the stage of being competent. Principals are required to observe their teachers in the classrooms on regular basis to identify the weaknesses of every teacher and discuss the observations with the affected teachers promptly and politely to prepare them to become professionally competent.

The findings of the study further indicated that there is a significant relationship between principals' regular checking of lesson plans and teachers' competency in junior secondary schools in FCT, Abuja. The details of the analysis of hypothesis three revealed that the r-calculated value is 0.50 while the r-table value is 0.194 at significant level of 0.05 and 515 as degree of freedom. The findings of the study agreed with the submission of Anibasa (2015) who maintained that principals used attendance register and marked teachers' lesson plans regularly to ensure that every teacher performs his or her job effectively. A lesson plan is a

guide that directs the activities of teaching and learning in the classroom by indicating the activities to be performed by teachers and students during instructional delivery in classrooms. It shows the teacher's level of preparedness and his or her effort in gathering information relevant to deliver lessons. In the process of marking lesson plans, principals normally identify the areas that teachers need to improve to help them become competent in performing their teaching responsibilities. Supervision through lesson plan helps teachers to properly channel their lessons towards learners' behavioural objectives; appropriate selection of teaching-learning resources; appropriate selection of evaluation techniques to determine the achievement of objectives and the relevance of the lesson notes. The essence of marking lesson plans by principals is to ensure the above benefits are derived from teaching and learning as the reverse could not make teachers to be competent.

Conclusion

The following conclusions were drawn based on the findings:

The study concluded that principals do not regularly visit teachers in classrooms to observe their teaching techniques and develop strategies to help teachers with weak teaching skills to become competent in performing their teaching responsibilities. Teachers do not acquire new teaching skills to enhance the mastery of their subjects through the principal's supervision as it was revealed that lesson plans of teachers are not regularly checked by principals in junior secondary schools in FCT.

Recommendations

The following recommendations were made based on the findings of this study:

1. The study recommended that to improve the competency of teachers, principals should frequently visit teachers during lesson delivery in their various classes to identify teachers with teaching weaknesses and develop techniques of helping them to become competent teachers.
2. Every principal in a junior secondary school in FCT needs to be mandated by the government to check teachers' lesson plans every

week plans and use the outcome of the exercise to guide teachers to become competent in the teaching profession.

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