

## Principal's Classroom Visitation and Inspection, and Teachers' Job Performance in Akwa-Ibom State, Nigeria

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### Abstract

This expo facto research investigated the influence of principal's classroom visitation and inspection strategy on teachers' job performance in Akwa-Ibom State, Nigeria. Subjects involved six hundred and sixty (660) teachers and three thousand, three hundred senior secondary school students which were randomly selected from two hundred and thirty two (232) secondary schools in Akwa-Ibom State. Data was collected with Principals' Instructional Supervisory Strategies Questionnaire (PISSQ) and Teachers' Job Performance Scale Questionnaire (TJPSQ). Two (2) hypotheses were tested in the study. The result of analysis utilizing one-way analysis of variance (ANOVA) indicated that principal's classroom visitation strategy, and inspection of lesson notes strategy each significantly influenced teachers' job performance. It is recommended that regular supervision which must include classroom visitation strategy, and inspection of lesson notes strategy be organized by government to enhance teachers' job performance.

### Introduction

Education remains the largest among the prioritized industries in Nigeria, hence government strives hard to increase the fund allocated to the sector to improve its development. The gigantic status accorded education is the consequence of the importance which Nigerians and the Nigerian government attach to it. Education is not only regarded as a very important instrument of socialization and reform, but as a means of laying the foundation for a strong and united nation. This idea had been accepted by all levels of government in Nigeria, as an instrument for achieving social, economic, political, scientific and technological development.

The success of the Universal Basic Education (UBE in Nigeria) and indeed every educational programme is measured by the ensuing teaching and learning (Akpa, 1999). In expressing faith in the efficacy of education for creating a modern and progressive society, it is no surprise that the government maintained in the National Policy on Education (2004: p.12) that: "Education in Nigeria is no more a private enterprise but a huge government venture that has witnessed a progressive and dynamic intervention and active participation.

The belief of the elites and particularly politicians, in the significance of education from the 1950s and the publication of Ashby Report 1969, influenced governments attitude towards liberalization and expansion of primary and secondary levels of education. The tremendous expansion in education in Nigeria was influenced by the social demand for education by individuals, families and ethnic groups and the intense aspiration of every community, the investigation of parents in the education of their children in the belief that education is passport for sharing in the national cake. Imhabekhai (2001) clearly summed up the situation when he maintained that while at governmental level, education is the instrument for national development, at the individual level, it is the instrument for social and economic mobility.

#### 1.1. Statement of the Problem

The poor academic performance of students in secondary schools has been a source of great concern to all stakeholders in the education sector. It is heart-rending when one considers the huge amount of money parents spend in the education of their wards who don't produce commensurate performance in their academics to match the huge investments made on them. Cross River State shares in this problem of the education sector despite its huge financial involvement in the sector. This research identifies some of the variables that may be responsible for this downward turn in the fortunes of education in Cross River (Nay Nigeria).

In the same manner, the palpable decline in the performance of teachers which tends to indicate that the schools are not regularly and properly supervised and that the quality of instruction in the school has progressively declined despite the seemingly improved conditions of service for teacher in the state.

#### 1.2. Purpose of the Study

The Specific objectives of this study are to find out:

1. Whether Principal's classroom visitation/observation strategies significantly influence teachers' job performance
2. Whether Principal's inspection of lesson notes significantly influence teachers job performance

#### 1.3. Research Questions

3. To what extent does Principal's classroom visitation/observation strategy influence teachers' job performance?
4. To what extent does Principal's inspection of lesson notes influence teacher's job performance?

#### 1.4. Statement of Hypothesis

5. There is no significant influence of principal's classroom visitation/observation strategy on Teachers' job performance
6. There is no significant influence of Principals' inspection of lesson note on teachers' job performance

#### 1.5. Significance of the Study

The study is significant in the sense that the findings may have implications for secondary school principals, teachers, students, the state and the country at large. The study is designed to provide useful information for principals in the supervision of teachers in secondary schools for improvement of instruction. It is hoped that the findings of this study would improve the instructional effectiveness of teachers so that they can contribute to the attainment of educational goals in Akwa-Ibom State.

This study may make the Akwa-Ibom State Post-primary School Board see the need to expose school principals to training programmes in educational administration and supervision such as In-service education, workshop or conferences to enhance their skills and knowledge in instructional supervision. The findings may also become an eye-opener to the State Ministry of Education officials to identify the place of effective instructional supervision as a factor that influences teachers' job performance, and which would in turn produce academic improvement or excellence in the students.

#### 1.6. Theoretical Framework

##### Theory X and Theory Y

Douglas McGregor (1960) Theory X and Theory Y developed his ideas of leadership theory and motivation where he compares the two ideal-type of management philosophies along with assumptions which emerge from these views of human nature.

##### Theory "X"

McGregor based his Theory X on assumption prepositions generally associated with the conventional or efficiency views of management, that is, classical organization school of thought as suggested by adherents of Taylorism. The assumptions of the theory are:

7. The average human being has an inherent dislike for work and will avoid it if possible.
8. Because of this human characteristic of dislike for work, most employees must be coerced, controlled, directed and threatened with punishment to get them to put forth adequate effort toward achieving organizational objectives.
9. The average human being prefers to be directed, wished to avoid responsibilities, has relatively little ambition and wants security.

##### Theory "Y"

Theory Y assumption represents a much more positive assessment of human behavior. It was based on optimistic philosophy about human nature. McGregor's dissatisfaction with Theory X management and its assumptions' failure to consider certain human needs that relate to self-fulfillment, self-actualization, ego satisfaction and the social needs of man led him to formulate Theory Y whose assumptions are:

10. The expenditure of physical and mental efforts in work is as natural as play or rest.
11. External control and the threat of punishment are not only means of bringing about effort toward organizational objectives to which are committed.
12. Commitment to objectives is a function of the rewards associated with their achievement
13. The average human being learns, under proper conditions, not only to accept, but to seek responsibility.
14. The capacity to exercise a relatively high degree a relatively high degree of imagination, ingenuity and creativity in the solution of organizational problems is widely distributed in the population.

15. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially realized or utilized.

As administrators strive to achieve the educational goals of the instructions, they tend to exhibit behavior consistent with assumptions of the theories above. Peretomode (2001) posited that school administrators who adopt the leadership style in line with Theory X are characterized by dictatorial procedures, eagerness for punitive measures against the subordinates and lack of participative management. He asserted that the essence of the theory was a philosophy of direction closer supervision, external control and authoritarian and directive style of leadership. The implication of the assertion is that, a school administrator who believed Theory X would always feel that average worker has inherent dislike for work and will eschew it if he can, and so must be coerced or forced to work.

However, school administrators who adopt the leadership style embedded in Theory Y are characterized by openness of communication with their subordinates, understanding and show concern for helping them develop and realize their potentials towards the achievement of common objectives.

Peretomode (2001) pointed out that school administrators who operate with Theory Y will encourage the following: delegating authority for many decisions to lower level workers; making an effort to make workers' jobs routine and boring; improving the free flow of information and communication within the organization; and recognizing that people are motivated by a complex set of psychological needs, not just money. The implication of this is that school administrator in this category believed that if work is satisfying, it is as natural as play and will cause workers to exercise self-control and self-direction if well rewarded.

## **2.0. Literature Review**

According to peretomode (2001), classroom visitation is a procedure by which the educational leader could be of great assistance in aiding the teachers to improve both their instructional strategies/techniques and the learning processes of the student. The main objective of the principal's visitation according to the definition is for the improvement of the teaching-learning process. He posited that to successfully carry out visitation, the visit must be planned. Akpa (1987) posited that the school administrator faces a lot of challenges as a moulder and developer of human potential. How well he/she responds to these challenges as a necessary ground work for success requires his/her exposure to a number of supervisory models. It is therefore advantageous in the opinion of Landers and Myers (1977), to develop a broad repertoire of supervisory strategies and skills. Just as classroom teachers seek to individualize instruction, the application of supervisory model should be that which best suits a particular teacher's teaching problem.

Ogunsaju (1983) in an independent study identified four strategies in their separate studies, which will help teachers to achieve the set goals of instructional supervision and the improvement of the total teaching/learning process. These strategies included classroom visitation, conferencing, demonstration and provision of staff professional growth and development. Emphasizing the need to utilize the strategies above appropriately, Nwaogu (1980) pointed out that they dispelled the fear and anxiety on the part of the teachers. This exercise according to Ntia (1988) no doubt demanded more truth from the principals.

## **3.0. Research Methodology**

### **3.1. Study Area**

This study focuses on Akwa-Ibom State of Nigeria. Akwa-Ibom State is located in the Niger Delta region of Nigeria. It has a population of 3,920,208 and a land area of 6,900 sq Km. It is located between latitudes 4°N 32' and 5°N 33' north and longitudes 7°E 25' and 8°E 25' east (AKSG Online, 2012). It comprises 31 local government areas. Uyo is state capital. The three educational zones namely Akwa-Ibom North East, Akwa-Ibom North West and Akwa-Ibom South were used for the purpose of this study.

### **3.2. Population of Study**

The population of the study is made up of all principals of public secondary schools in Akwa-Ibom State, Nigeria. Information available at the State Ministry of Education showed that there were a total of two hundred and thirty two (232) school principals in public schools in 2008/2009 academic session. The data also showed that there were five thousand, three hundred and eighty two (5382) teachers with nine thousand, five hundred and thirty three (9,533) students in the senior secondary school sector in the entire state. These formed the population of this study.

### **3.3. Sampling Technique**

The technique adopted to draw the sample for this study was stratified random sampling. The basis for stratification was education zones of the state. The secondary schools in the state were grouped according to the three educational zones. Based on this, simple random sampling ('hat and draw') was used to select the principals. Since there is one principal leading each school, the names of the schools according to their educational zones were written on pieces of paper, folded and dropped into 'an empty can'. Thereafter, the schools were drawn from the empty can without

replacement. The same process was utilized to randomly select the teachers to assess the principals and senior secondary students to assess the job performance of their teachers.

#### 3.4. Sample Size

The sample for the study comprised two hundred and twenty school (220) principals, six hundred and sixty (660) teachers and three thousand three hundred (3,300) senior secondary school students from two hundred and twenty (220) public secondary schools. Out of these, 78 principals consisting 35.5% of the sample were from Akwa-Ibom North East educational zone, 76 principals consisting 35.5% of sample were from Akwa-Ibom South educational zone, while 66 principals consisting 30% of the sample were from Akwa-Ibom North West educational zone.

#### 3.5. Instrumentation

Two (2) questionnaires were used in collecting data for the study. Principals' instructional supervisory strategies questionnaire (P.I.S.S.Q.) and Teachers' Job Performance Scale (T.J.P.S.). The P.I.S.S.Q. was designed to elicit information from the teachers based on the variables, while T.J.P.S. was designed to elicit information from the students based on the teachers' job performance variables such as maintenance of discipline, classroom organization and management, instructional ability and students assessment and evaluation.

The questionnaire took the form of four-point likert scale with the following responses: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

#### 3.6. Process of Testing Hypothesis

This study has two (2) hypotheses. The generated null hypotheses were tested in order to solve the study problem. The variables for each hypothesis and the appropriate test statistical tool are indicated thus:

##### Hypothesis One

There is no significant influence of the principals' classroom visitation/observation strategy on the teachers' job performance.

Independent variable: classroom visitation/observation

Dependent variable: Teachers' job performance

Statistical tool: Analysis of variance (ANOVA)

##### Hypothesis Two

There is no significant influence of the principal's inspection of lesson notes on the teachers' job performance

Independent variable: Principal's inspection of lesson notes

Dependent variable: Teachers' job performance

Statistical tool: Analysis of variance (ANOVA)

### 4.0. Result and Discussion

NOTE: For the purpose of this study (i.e. testing of the two hypotheses, the dependent variable (Teachers' job performance) was split into four sub-variables (Maintenance of discipline, Classroom management, Instructional ability and Student evaluation). The results of the four sub-variables were aggregated to form the single variable, Teachers' job performance).

Results of analysis in Table 1 shows that the F-ratio for One-way ANOVA of Principal's classroom visitation/observation and Teachers job performance is 13.465, which is greater than the critical f (3.04) at  $\alpha = 0.05$ . This means that there is a significant influence of principal's classroom visitation/observation on teachers' job performance in terms of classroom management, instructional ability and student evaluation. The null hypothesis is therefore rejected since there is significance in terms of Total Job performance.

##### Hypothesis One:

There is no significant influence of principal's classroom visitation/observation strategy on Teachers' job performance.

##### Hypothesis Two:

There is no significant influence of principal's inspection of lesson notes on Teachers' job performance.

The independent variable in this hypothesis is the principal's inspection of lesson notes while the dependent is the Teacher's job performance. The result of the One-way ANOVA conducted is presented in Table 2

Results of analysis in Table 2 shows that the F-ratio for One-way ANOVA of Principal's classroom visitation/observation and Teachers job performance is 3.256, which is greater than the critical f (3.04) at  $\alpha = 0.05$ . This means that there is a significant influence of principal's Inspection of lesson notes on teachers' job performance in terms of classroom management, instructional ability and student evaluation. The null hypothesis is therefore rejected since there is significance in terms of Total Job performance.

#### 4.1. Discussion of Findings

##### 4.1.1. Principal's classroom visitation/observation and Teachers' job performance

The result of this study revealed a significant influence of the principal's classroom visitation/observation on teachers' job performance. The null hypothesis is rejected. The result of these findings are in line with the findings of Peretomode (2001), Effiong (2006) and Nwaogu (1980). These researchers see classroom visitation/observation as a strategy through which teachers job performance can be enhanced.

The findings of Ogunsaju and Osika (2002) in line with the result of these findings, suggested that school principal should focus on planning and preparation, lesson presentation, relationship and teacher's personality with reference to planning and preparation during classroom observation. He reiterated that the principal should be particular about the effectiveness of the teachers communication—in his voice, choice of words and speech habits, the teachers' knowledge of the subject and his skills in effecting students' participation in the lesson.

#### 4.1.2. Principal's Inspection of lesson notes and Teachers' job performance

The result of the analysis of this hypothesis indicated a significant influence of the principal's inspection of lesson notes on teachers' job performance in terms of maintenance of discipline, classroom management, instructional ability an students' assessment and evaluation. The null hypothesis was rejected. The result of the study revealed that teachers whose principals inspect their lesson notes at a high degree performed significantly better than teachers whose principals averagely inspect their lesson notes. In line with these findings, Peretomode (2001) posited that for teachers to perform their teaching duties effectively, the principals must always check their lesson notes to ascertain whether the content was effectively covered in the lesson notes. He maintained that if principals inspect teachers' lesson notes regularly, this would enhance the teacher's job performance.

### 5.0. Conclusion and Recommendation

Based on this research findings, it could be concluded that: Since humans naturally have an inherent dislike for work according to Douglas McGregor Theory X, this research encourage the use of coerced, controlled, directed and threatened with punishment to support regular supervision in our school for enhanced productivity. It could be observed principal's classroom visitation/observation and inspection of lesson notes are supervisory strategies that can enhance teachers' productivity significantly. Therefore, this researcher advocates for intense utilization of these two strategies for enhanced job performance of teachers in our secondary schools.

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

1. Regular and continuous supervision should be organized by the Ministry of Education, State Education Board and School Principals as this would enhance teachers' job performance.
2. The inputs into our education sector are inadequate especially in terms of materials and instructional support. Therefore, enough instructional materials, textbooks for learners, teaching aids as well as teachers guide should be provided. This would go a long way in improving the quality of education.

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**Table 1: Descriptive Results for All Variables in the Study**

S/N	Variables	N	X	SD
1	Classroom visitation/observation	220	34.98	3.65
2	Inspection of lesson notes	220	36.56	2.98
3	Total job performance	220	326.35	20.27

**Table 2: Descriptive statistics of the influence of principal's classroom visitation/observation on teacher's job performance**

Variable	Categories of demonstration strategy	N	X	SD
Total job performance	High	49	324.14	24.23
	Average	100	333.31	11.31
	Low	71	318.08	23.66
	Total	220	326.35	20.27

**Table 3: Descriptive statistics of the influence of principal's inspection of lesson notes on teacher's job performance**

Variable	Categories of demonstration strategy	N	X	SD
Total job performance	High	96	326.45	22.55
	Average	53	320.96	20.56
	Low	71	330.25	15.62
	Total	220	326.35	20.27

**Table 4: One-way ANOVA of influence of Principals Classroom Visitation/observation on Teachers' job performance**

Variables	Source of Variation	SS	df	MS	F
Principals classroom Visitation/observation Teachers' job performance	Between groups	9933.462	2	4966.73	13.465*
	Within groups	80042.883	217	368.86	
	Total	89976.345	219		

\* Significant at  $\alpha = 0.05$ , critical  $f = 3.04$

**Table 5: One-way ANOVA of influence of Principals Inspection of lesson notes on Teachers' job performance**

Variables	Source of Variation	SS	df	MS	F
Principals classroom Visitation/observation Teachers' job performance	Between groups	2621.245	2	1310.622	3.256*
	Within groups	87355.101	217	402.558	
	Total	89976.345	219		

Significant at  $\alpha = 0.05$ , critical  $f = 3.04$

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