

## **Relationship between Principals' Instructional Leadership Practices and Teachers' Job Effectiveness in Secondary Schools in Anambra State**

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### **Abstract**

The study investigated the relationship between principals' instructional leadership practices and teachers' job effectiveness in secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. Correlation research design was employed for the study. The population of the study comprised all the 5,286 teachers in public secondary schools in Anambra State. Proportionate sampling technique was used draw a sample size of 529 teachers for the study. Two sets of structured questionnaires titled "Principals Instructional Leadership Practices Questionnaire (PILPQ) and Teachers Job Effectiveness Questionnaire (TJEQ)" were used for data collection. Cronbach Alpha method was used to establish the internal consistency of the instruments which produced the following coefficient values: 0.81 for PILPQ and 0.84 for TJEQ. The research questions were answered using Pearson's Product Moment Correlation Coefficient and the hypotheses were tested using t-test. The findings of the study revealed among others that there is a high positive relationship between principals' instructional supervision practices and teachers' job effectiveness in secondary schools in Anambra State. Based on the findings, it was recommended among others that Ministry of Education should promote principals' professional development in instructional supervision practices through intensive and annually seminars, workshops and conferences.

**Keywords:** *Principal, Instructional Leadership, Teacher, Job Effectiveness, Instructional Supervision, Instructional Time Management*

### **1. Introduction**

Education has remained a veritable tool for developing intellectual capacity, building character, and empowerment of individuals for self-reliance and meaningful contributions to the development of the society. Chukwuji, Oshun, Chukwuemeka-Nworu, Okeke and Agu (2018) stressed that education enables individuals to acquire knowledge, skills, attitude, abilities, values, culture and norms through the assistance of other person, group of persons or an organization. Formal education takes place in school organizations which include secondary school. Secondary school is an institution of learning which offers education to individuals after primary education and before the tertiary level. A secondary school is managed by administrator called the principal.

Principal is the chief executive officer who manages the human, material, financial and other resources in secondary school. The principal plans, organizes, directs and coordinates daily activities of secondary school organization for attainment of set educational goals and objectives of making students become useful members of the society. Egboka and Nnebedum (2017) noted principal as the chief executive of a secondary school performs multi-faceted tasks. Furthermore, Egboka and Nnebedum stressed that these tasks range from curriculum planning, maintaining discipline, supervising staff, allocating resources, providing counseling services, budgeting, accounting, controlling both human, material and time resources among others. Owabie and Osuji (2019) stressed that principal as the administrative head of a secondary school is saddled with the task of coordinating all the activities of the school, managing the human resources of both academic and non-academic staff, overseeing the distribution and utilization of materials, liaising with community stakeholder such as Parent Teacher Association (PTA), report to government (school inspectors) and also interacting with the students as well as attending to their individual needs. Huong (2020) stressed that principal's roles for the school are endless and one of most important roles is instructional leadership.

The concept of instructional leadership has been described by several scholars in varying ways. Si-Rajab and Musa (2019) defined instructional leadership as the process of setting goals, providing resources for learning, managing curriculum, controlling lessons and evaluating teachers teaching performance. According to Ezeugbor and Emere (2017), instructional leadership is associated with measures that a principal takes or delegates to others to enhance students learning. These measures include; managing curriculum, delegating teaching tasks, supervising and evaluating teachers' classroom instructions, encouraging staff professional development. Instructional leadership is the act of influencing, inspiring, motivating, and directing teachers to effectively execute teaching tasks to help achieve educational objectives. There are several components of instructional leadership practices. Ahmed (2016); and Si-Rajab and Musa (2019) highlighted the components of instructional leadership practices to include: framing school goals, communicating school goals, supervision instruction, instructional time management, maintaining high visibility, professional development and providing incentives for students and teachers among others. The interest of this study is on instructional supervision and instructional time management.

Instructional supervision is the act of overseeing and improving the activities of teachers through rendering professional guidance, assistance and mentoring. According to Alumode and Awulor-Hephzibah (2020), instructional supervision is a way of advising, directing, refreshing, motivating, improving and overseeing teachers with the hope of pressurising them to desist from applying wrong process in carrying out certain functions on their jobs. Continuing, Alumode and Awulor-Hephzibah asserted that supervision of instruction is geared towards checks and balances of a teacher directly and continuously with the aim of improving his teaching abilities in secondary schools. Kwapong and Mensah (2018) pointed out that during supervision, principals assess the teachers' work, ask the teacher questions concerning the reason for using a

particular teaching method and technique at a certain point and period during teaching and also provide information on the best teaching pedagogics to enable teachers to improve their instructional delivery.

Time is an important resource during instructional delivery. Instructional time is the period allocated for teaching and learning processes. Allocation and management instructional time allows learning content to be delivered within a specified period (Ibrahim & Mohammed, 2019). Management of instructional time ensures that teaching and learning processes is executed as planned. Onyali and Akinfolarin (2017) averred that setting of deadline, prioritizing school activities and ensuring appropriate delegation of instructional tasks to teachers are instructional time management practices that enhance timely coverage of scheme of work and maintaining of focus on instructional tasks. Zafarullah, Mumtaz Uzma and Abida (2016) stressed that instructional time management practices include the construction and implementation of time table, distribution of subjects, total number of periods taken by teachers, lesson planning, regularity and punctuality of teachers in school and class, advance planning of class activities, counseling and guidance of teachers, time allocation to students individually, organization and preparation of co-curricular activities for students. Kalu (2012) stressed that how a school administrator manages instructional time determines largely the coverage of the school's curricular prescriptions for a given period of time, the discipline tone and general performance of the school.

A variety of definitions and descriptions of teachers' effectiveness exist in literature. Teachers' effectiveness is the ability of the teachers to help students develop basic skills, exhibit proper habits, desirable attitude, value judgment and adequately adjust in the society (Pachayappan & Ushalayaraj, 2014). In the same vein, Awoniyi cited in Ige (2014) defined teachers effectiveness as the ability of the teachers to be skillful at a given situation and also exhibit the right behaviour towards the achievement of school objectives. The right behaviour include: punctuality to school, dedication to teaching roles and regularly delivery of lesson to students among others. Teachers' effectiveness is the ability of teachers to exhibit competencies in performing their duties in given time to attain predetermined learning objectives.

Several authors have similar indicators of what constitute teachers effectiveness. The indicators of teachers effectiveness outlined by George (2014) include teacher's ability to make deliberate effort to enhance students knowledge, display of in-depth knowledge of his or her subject matters, presenting of lesson in a well-organised manner, being responsive to students, providing clear explanations of important issues in his or her subjects and participation in co-curricular activities among others. Ige (2014) pointed out that teachers effectiveness are measured in terms of devotion to his or her profession, very competent in his/her subject, willing to add to his or her knowledge, flexible and open minded, facilitate learning in students, control students in constructive activities, take initiative and has generally well organized plan and well presented, active in the community, contact and cooperate with parents, face reality in an

objective way and inspire confidence. The fusion of the indicators of teachers' effectiveness outlined by different authors revealed that teachers' effectiveness is measured through in-depth knowledge of the subjects they teach, punctuality, classroom management, discipline of learners, marking of class register, committed and dedicated to assisting the students to learn and thereby resulting to the attainment of the school goals and objectives.

Teachers job effectiveness demands improvement in secondary schools in Anambra State, Iroegbu and Etudor-Eyo (2016) stressed that in spite of the societal demand for teacher effectiveness in education and the need for thorough supervision in schools, there is a growing concern about the realization of secondary education objectives due to doubt that many principals give little attention to supervision of instructional activities in secondary schools. Furthermore, Iroegbu and Etudor-Eyo observed that the recent poor instructional competence and effectiveness of teachers which results in students' poor academic performance has been a subject of concern to stakeholders of education in Nigeria. Some secondary school teachers in Anambra State go to school and classes late and leave before the school hour. Some teach without lesson notes, plans and instructional materials. To buttress this, Ezeugbor and Emere (2017) observed that there are cases of teachers' truancy, absenteeism from classes, poor commitment to duty and failure in carrying out instructions from the principals in secondary schools in Anambra State. Kayode and Ayodele (2015) observed that most secondary school teachers in Nigeria fail to make proper planning of their time, tasks are often not performed according to levels of priority, lessons and events are ill scheduled, and at times teachers procrastinate on events. The unpleasant situations could be attributed to little attention pay to instructional leadership practices. Some secondary schools principals are more concerned with administrative tasks than instructional leadership. Thus, it becomes necessary to determine the relationship between principals' instructional leadership practices and teachers' job effectiveness in secondary schools in Anambra State.

### **1.1 Purpose of the Study**

The main purpose of the study is to determine the relationship between principals' instructional leadership practices and teachers' job effectiveness in secondary schools in Anambra State. Specifically, this study sought to find out:

1. The relationship between principals' instructional supervision practices and teachers' job effectiveness in secondary schools in Anambra State.
2. The relationship between principals' instructional time management practices and teachers' job effectiveness in secondary schools in Anambra State.

### **1.2 Research Questions**

The following research questions will guide the study

1. What is the relationship between principals' instructional supervision practices and teachers' job effectiveness in secondary schools in Anambra State?

2. What is the relationship between principals' instructional time management practices and teachers' job effectiveness in secondary schools in Anambra State?

### 1.3 Hypotheses

The following hypotheses will be tested at 0.05 level of significance

1. There is no significant relationship between principals' instructional supervision practices and teachers' job effectiveness in secondary schools in Anambra State.
2. There is no significant relationship between principals' instructional time management practices and teachers' job effectiveness in secondary schools in Anambra State.

### 2. Method

Correlation research design was utilized for the study. According to Nworgu (2015), this type of study seeks to establish what relationship exists between two or more variables. Correlation design is appropriate for this study because the researcher seeks to determine the relationship between principals' instructional leadership practices and teachers' job effectiveness in secondary schools in Anambra State. The population of the study comprised all the 5,286 teachers in public secondary schools in Anambra State. Proportionate sampling technique was used draw a sample size of 529 teachers which represent 10% of the entire population.

The instruments used for data collection were questionnaires titled 'Principals Instructional Leadership Practices Questionnaire (PILPQ) and Teachers Job Effectiveness Questionnaire (TJEQ). PILPQ contains 28 items divided into two parts namely A and B which consisted of 15 and 13 items on instructional supervision and instructional time management respectively, while TJEQ contains 18 items. All the items in the two instruments are structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The instruments were subjected to face and content validation using three lecturers; two from Educational Management and Policy and one from Educational Foundation all from Faculty of Education, Nnamdi Azikiwe University, Awka. The comments and suggestions of the experts led to modification of some items of the instruments. Cronbach Alpha method was used to establish the internal consistency of the instruments which produced the following coefficient values: 0.81 for PILPQ and 0.84 for TJEQ.

The researcher together with five research assistants collected data for the study. All the research assistants were briefed and guided by the researcher throughout the period of the study. A total of 529 copies of the questionnaire were administered by the researchers and the assistant. Out of these, only 508 copies representing 96% return rate were properly completed, retrieved and used for data analysis. The research questions were answered using Pearson's Product Moment Correlation Coefficient and the hypotheses were tested using t-test. For decisions on the research questions, the coefficient (r) and the size of the relationship was interpreted using the interpretation of correlation coefficient by Downie and Heath cited in Nworgu (2015) as shown: 0.80 and above for high, above 0.30-below 0.80 for moderate and 0.30 and below for low

respectively. For decisions on the hypotheses, if t-calculated is equal to or greater than t-critical at 0.05 level of significance, the null hypothesis is rejected, but if otherwise, it is not rejected.

### 3. Results

Research Question 1: What is the relationship between principals' instructional supervision practices and teachers' job effectiveness in secondary schools in Anambra State?

*Table 1: The Summary of Pearson's Product Moment Correlation between principals' Instructional Supervision Practices and Teachers' Job Effectiveness*

	N	Instructional Supervision Practices	Teachers' job Effectiveness	Decision
Instructional Supervision Practices	508	1	.801	High
Teachers' Job Effectiveness	508	.801	1	

As shown on Table 1 the Pearson's Correlation Coefficient,  $r(508) = 0.801$ . This is an indication that there is a high positive relationship between principals' instructional supervision practices and teachers' job effectiveness in secondary schools in Anambra State.

Research Question 2: What is the relationship between principals' instructional time management practices and teachers' job effectiveness in secondary schools in Anambra State?

*Table 2: The Summary of Pearson's Product Moment Correlation between principals' Instructional Time Management Practices and Teachers' Job Effectiveness*

	N	Instructional Time Management Practices	Teachers' job Effectiveness	Decision
Instructional Time Management Practices	508	1	.822	High
Teachers' Job Effectiveness	508	.822	1	

Data Analysis Presented on Table 2 shows that the Pearson's Correlation Coefficient,  $r(508) = 0.822$ . This is an indication that there is a high positive relationship between principals' instructional time management practices and teachers' job effectiveness in secondary schools in Anambra State.

Ho<sub>1</sub>: There is no significant relationship between principals’ instructional supervision practices and teachers’ job effectiveness in secondary schools in Anambra State.

**Table 3:** *The Summary of t-test analysis of no Significant Relationship between Principals’ Instructional Supervision Practices and Teachers’ Job Effectiveness*

	N	Instructional Supervision Practices	Teachers’ Job Effectiveness	t-cal.	t-crit.	Remark
Instructional Supervision Practices	508	1	.801			
				1.99	1.96	Rejected
Teachers’ Job Effectiveness	508	.801	1			

As shown by data presented on Table 3, the t-calculated value of 1.99 is greater than t-critical value of 1.96 at 0.05 level of significance and 506 degree of freedom. Thus, the null hypothesis is rejected. Thus, there is no significant relationship between principals’ instructional supervision practices and teachers’ job effectiveness in secondary schools in Anambra State.

Ho<sub>2</sub>: There is no significant relationship between principals’ instructional time management practices and teachers’ job effectiveness in secondary schools in Anambra State.

**Table 4:** *The Summary of t-test analysis of no Significant Relationship between Principals’ Instructional Time Management Practices and Teachers’ Job Effectiveness*

	N	Instructional Time Management Practices	Teachers’ Job Effectiveness	t-cal.	t-crit.	Remark
Instructional Time Management Practices	508	1	.822			
				2.03	1.96	Rejected
Teachers’ Job Effectiveness	508	.822	1			

As shown by data presented on Table 4, the t-calculated value of 2.03 is greater than t-critical value of 1.96 at 0.05 level of significance and 506 degree of freedom. Thus, the null hypothesis is rejected. Thus, there is no significant relationship between principals' instructional time management practices and teachers' job effectiveness in secondary schools in Anambra State.

#### 4. Discussion of Findings

The findings of this study showed that there is a high positive relationship between principals' instructional supervision practices and teachers' job effectiveness in secondary schools in Anambra State. This is in agreement with the finding of Iroegbu and Etudor-Eyo (2016) who reported that there is positive relationship between principals' instructional supervision and teachers' effectiveness in secondary schools. The agreement between the findings could be attributed to the fact that the two studies were conducted in the same country where there is similarity in school practices across the nation. One possible explanation for this result could be due to fact that instructional supervision provide opportunity for teachers to acquire knowledge and keep abreast with innovative strategies of teaching and management of classroom activities. Instructional supervision provides opportunity for principals to render professional advice and guidance for teachers so as to improve their instructional delivery and effectiveness. Principals' instructional supervision practices allow the teachers to receive constructive feedback on their classroom instructional delivery in a bid to improve on their strengths and overcome their weaknesses. It was also found out that there is no significant relationship between principals' instructional supervision practices and teachers' job effectiveness in secondary schools in Anambra State. This is also in line with the finding of Ikegbusi and Eziamaka (2016) who reported that supervision of instruction have significant relationship with teachers' job effectiveness in secondary schools. The agreement in the two findings could be as a result of the fact that the two studies were conducted in Nigeria in which there is similar practices in secondary schools across the country.

The result of this study indicated that there is a high positive relationship between principals' instructional time management practices and teachers' job effectiveness in secondary schools in Anambra State. This finding is in agreement with the report of Chukwuji, Oshun, Chukwuemeka-Nworu, Okeke and Agu (2018) which revealed that there is positive relationship between the time management and teachers effectiveness (productivity) in secondary schools. The two studies were conducted in the same country which could account for the similarity in findings. The possible reason for this finding is that principals' appropriate management of instructional time in secondary schools enhances teachers' coverage of scheme of work, which invariably improves students' academic performance and teachers' job effectiveness. Teachers' job effectiveness improves with a more and effective use of instructional time. The finding of this study also revealed that there is no significant relationship between principals' instructional time management practices and teachers' job effectiveness in secondary schools in Anambra State. This is in consonance with the finding of Mgbere and Andrew (2019) which indicated that there is a significant relationship between school administrator's time management and teacher job effectiveness in secondary schools. This is also inline with the finding of Etor and Anam (2019) who reported that there is a significant relationship between time management and teachers' job effectiveness in secondary schools. The similarity in the findings is not surprising

as a result of time span, within a year instructional time management practices and teacher' job effectiveness might still remain the same.

## 5. Conclusion

Based on the findings of this study, it was concluded that there is positive relationship between principals' instructional leadership practices and teachers' job effectiveness in secondary schools in Anambra State. The principals' instructional time management and supervision enhance teachers' job effectiveness. Teachers' job effectiveness in education is of global concern which could be guaranteed, if principals effectively apply instructional time management and supervision of instruction which aim at ensuring coverage of scheme of work as well as observing, guiding and mentoring teachers to improve instruction delivery. The education system could excel and produce dedicated teachers and well-trained students, when the principals apply the necessary instructional leadership practices.

## 6. Recommendations

Based the findings of this study, the following recommendations were made:

1. Ministry of Education should promote principals' professional development in instructional supervision practices through intensive and annually seminars, workshops and conferences.
2. School principals should constitute instructional time management committee to monitor teachers' activities in order to ensure school plans are strictly followed.

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