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Principals' Instructional Supervision Strategies as a Correlate of Teachers' Job Performance in Public Secondary Schools in Zamfara State, Nigeria.

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Abstracts
The study investigated principals' instructional supervision strategies as a correlate of teachers' job performance in public secondary schools in Zamfara State. Two research questions were formulated to guide the study and two hypotheses were tested at 0.05 level of significance. The study adopted a correlation research design. The population comprised of all the 4766 teachers in 216 public secondary school in Zamfara state. The proportionate sampling technique was used to draw the sample size of 477 teachers for the study. Two sets of structured questionnaire titled' Principals' Instructional Supervision Strategies Questionnaire' (PISSQ) with cluster one and two, and 'Teachers Job Performance Questionnaire'(TJPQ) with four point rating scale were used for data collection. The instruments were content validated by three experts. The reliability coefficient value of 0.72 and 0.74, for cluster one and two respectively while 0.80 was for TJPQ. The instruments were tested using Cronbach Alpha method. Pearson Product Moment Correlation Coefficient was used to answer the research questions while the hypotheses were tested using p-value of correlation at 0.05 alpha level. The findings of the study revealed among others that there is a very high positive relationship existing between direct assistance supervision strategy and teachers' job performance and a moderate positive relationship existing between group assistance instructional supervision strategy and teachers' job performance in public secondary schools in Zamfara State. Based on the findings, it was recommended among others that principals should pay more attention to direct assistance strategy than group assistance strategy so as to enhance teachers' job performance in public secondary schools in Zamfara State.

Keywords: Principal's Instructional Supervision Strategies, Teachers' job performance

Introduction

Education had always been a vital tool in preparing the mind of people within a nation irrespective of their age, gender, ethnic, family background or religion. Education is an instrument for strengthening one's intellectual capacity, moulding character, facilitating moral and cultural empowerment of individuals to bring about positive development in the society (Egboka and Ezebuilo, 2023). For individual and national development, education is one of the most valuable and useful device for the development and growth of a nation. It is through education that skills and knowledge will be impacted as well as inculcating desirable and acceptable attitude which will help the people to grow personally and professionally. Education should be given the utmost priority because without proper education, no nation can take care of the needs of its citizen.

Looking into the importance of education today, the government has taken education system in Nigeria very serious than ever before. There are 9-3-4 system of the education in Nigeria which comprises of 6years for primary school, 3years for junior secondary, 3years for senior secondary and 4 years for Tertiary school education. Ozioma and Ezeala (2022) stressed that Secondary school education acts as a bridge between primary and tertiary education and have the broad goals of preparing people for useful living in the society. When there is hardworking and dedicated principals in secondary school, the teachers and other non-teaching staff will also be dedicated in carrying out

their assigned functions. Principal is the administrative head who occupies the highest position in the hierarchy of authorities in secondary school education. The principal helps to improve the quality of knowledge delivery during teaching and learning through adequate instructional supervision of teachers and students.

Instructional Supervision creates a good channel of communication between the principal and teachers which help them to exchange ideas and knowledge to solve school problems.

Instructional supervision helps to bring out the talent and strength of teachers and help them to recognize and accept the aims and objective of the school. It is a means of giving help, direction, assistance and sharing of new ideas to all the people involve in the process of teaching and learning so as to help them to improve in a conducive learning environment. Instructional supervision has been defined by many scholars. Akinfolarin, Babalola and Aladetan (2017) described instructional supervision as the process of overseeing the work of teachers with the aim of assisting them to solve their instructional problems so that students can benefits maximally from classroom activities. Nnebedum and Akinfolarin (2017) describe instructional supervision as a bedrock which provides opportunities for the supervisee to update their skills and knowledge in order to adapt to innovative ways of instructional delivery.

Within the context of the current study, instructional supervision is the act of overseeing the lesson preparation and delivery of teachers with a view to fine-tunning to the benefit of the student. The quality of instruction teachers give to their students could be enhance through principals' instructional supervision strategies. Adamu, Kajo, and Odeh (2019) pointed out that instructional supervision strategies are methods or ways of improving teaching and learning in secondary schools. Glickman, Gordon, and Ross-Gordon (2017) listed some instructional supervision approaches as professional development, curriculum development, action research, direct assistant and group development. Similarily, Anuna (2014) highlights some supervision strategies as demonstration, conference, clinical supervision, micro teaching, classroom observation/visitation, group assistance and eclectic instructional supervision strategies.

The principal instructional supervision strategies adopted in this study are direct assistance, and group assistance instructional supervision strategies. Direct assistance supervision strategy is the type of strategy in which the principal gives a direct supervision to teachers on a one-on-one in order to assess their competencies and assist them on how to evaluate the performance of students. Glickman, Gordon, and Ross-Gordon (2017) stressed that this strategy is best applied to newly employed, novice and inexperienced teachers who usually have difficult daily to solve problems presented directly to them. Those teachers who do not have any experience about teaching but found themselves in the classroom. Direct assistance strategy help the teachers to know how and where to start on their job because they are novice and have no experience about teaching and learning. The primary objective of direct assistance supervision strategy is that it offers the teachers benefit and immediate advise to handle difficulty or challenges that has to do with teaching and learning process (Tesema, 2014). From the above illustrations, direct assistance instructional supervision strategy is the strategy that guide the new, novice and inexperience teachers towards self discovering in matters of teaching and learning in which criteria for improvement among the teachers are spell out by their principal. Face-to face meeting with the teachers at this level are conducted by the principal in order to view their progress.

Group assistance strategy is interactive in nature. Although, it strengthen the professional growth and relationship between the principal and the groups of teachers. It is the type of instructional supervision strategy that encourages cohorts, team work, peer coaching, effective communication and coming together in unity to solve educational problems. Baffour-Awuah (2011) stated that instructional supervisor who are used to this strategy believe teaching is primarily problem solving in which two or more people post a problem, experiment and implement those teaching strategies that are dim relevant.

Anuna (2014) opined that group assistance strategy is very relevant in instructional supervision because it makes the group of teachers to come together as a team to discuss what is workable for the progress and growth of the school. Adul, Akinloye and Olabisi (2014) agreed with Zepeda (2014) as they explained group assistance as an essential aspect of instructional supervision strategy that has a significant impact on the classroom instruction. Group assistance is the type of supervision strategy that can been seen as peer coaching and mentoring whereby teachers are place in

groups during supervision so that they can work together in unity as a team to achieve the objectives of the school and entire goal of education. Different efforts of teachers from different intellectual capability are joined together to impact on classroom instruction. This may lead to improvement of students' outstanding learning performance.

Performance is the key that must function effectively so that the school organization as a whole can succeed. Teachers' need to perform their job well in order to have a positive outcome. Teachers' job performance is the ability of a teacher to combine relevant inputs for enhancement of teaching and learning processes. In this regard, Unazurike and Ezenwa-Adikwu (2021) defined teachers' job performance as conscious commitment and participation of teachers in the day-to-day administration of the school with the view of actualizing set goals and objectives of the school. Teachers' job performance in this context is seen as when a teacher make proper use of the teaching methods, teaching materials, assesses the learners' performance, and be involve in the activities in the school for the purpose of achieving school goals and objectives. Subsequently, it is the duty of the principal to assess the teachers' performance in managing the learning process. Job performance of teachers is one of the activities that cannot be avoided or neglected.

To embark on the current study, the researcher observed that the quality of education in Zamfara State is very poor in comparison with other states in Nigeria. Zamfara State lags behind in the standard of education. The reason is that the past state government have neglected and did not adequately vote enough fund in educational sectors. They have failed to employ adequate and qualify teaching staff. Even the employed teachers are not paid well which led to poor job performance of teachers in the state and also some principal adopted wrong supervision strategies. There are frequent kidnapping of students and teachers at all level of education in the state. All these mentioned above have contributed immensely to its backwardness in education and it affects the academic achievement of the students and organizational worth of the teacher. It is expected of the principals to adopt instructional supervision strategies that will influence teachers' job performance. This is the focus of the current study.

Statement of the Problem

In the past few years and currently, the researcher observed that the quality of education in Zamfara State has been very poor in comparison with other states in Nigeria. This could be that some principals do not always visit the classroom frequently to enrich and improve teachers' professionalism or those who visit use fault-finding attitude to oppress and put fear in the teachers which affects their job performance in the school. Poor teachers' job performance and inadequate instructional supervision appeared to have negatively impacted on the quality of secondary school education in Zamfara State which led to professional misconduct, outdated instructional delivery, poor classroom management/ organization and poor students' performance.. Some teachers always fail in discharging their duties like, effective lesson delivery, regular assessment of students, use of instructional materials and some form of professional misconduct which affect their job performance and the entire school objectives. Therefore, it is against these situation that the study set to find out how principals' instructional supervision strategies correlate teachers' job performance in public secondary schools in Zamfara State.

Purpose of the study

The main purpose of the study is to investigate principals' instructional supervision strategies as a correlate of teachers' job performance in public secondary schools in Zamfara State. Specifically, the study sought to find out the ;

1. relationship between direct assistance instructional supervision strategy on teachers' job performance.
2. Relationship between group assistance instructional supervision strategy on teachers' job performance.

Research Questions

1. What is the relationship between direct assistance instructional supervision strategy on teachers' job performance?

2. What is the relationship between group assistance instructional supervision strategy on teachers' job performance?

Hypotheses

1. There is no significant relationship between direct assistance instructional supervision strategy on teachers' job performance.

There is no significant relationship between group assistance instructional supervision strategy on teachers' job performance.

Methods

A correlation research design was used in carrying out this study. The study was conducted in Zamfara State. Zamfara State shares common boundaries with Sokoto state, Kaduna State, Katsina State, Kebbi State, and Niger State. The population of the study was 4766 teachers in 216 public secondary schools in Zamfara State. Proportionate sampling techniques was used to draw the sample size of 477 teachers for the study. Two sets of structured questionnaire titled ''Principals' Instructional Supervision Strategies Questionnaires''(PISSQ). The second questionnaire is titled ''Teachers' Job Performance Questionnaires''(TJPQ). The respondents were to respond to the items in the questionnaires in the mode of four-point rating scale of : Strongly agree (SA=4), Agree(A=3), Disagree(D=2), and Strongly Disagree(SD=1). The instruments were content validated by three experts. In order to test the reliability of the instruments, the instruments were trial- tested with 20 teachers in State government secondary schools in Zamfara State who were not part of the sample. The internal consistency of the items in the questionnaires was done using Cronbach Alpha method. The reliability co-efficient value for PISSQ were 0.72 and 0.74, for cluster one and two respectively while the co-efficient value of TJPQ was 0.80. The distribution and collection of the instrument lasted for two weeks. Out of 477 copies of the instrument, 437 copies which represent 91.6% were retrieved successfully. Research questions were answered using Pearson Product Moment Correlation Coefficient while the testing of hypotheses was done with p-value of correlation at 0.05 alpha level. In taking decisions regarding the hypotheses, a null hypothesis was rejected if the probability value (p-value) is less than or equal to significant value of 0.05; if otherwise (p>0.05), the null hypothesis was not rejected.

RESULTS

Research Question 1: What is the relationship between direct assistance instructional supervision strategy and teachers' job performance in public secondary schools in Zamfara State?

Hypothesis 1: There is no significant relationship between direct assistance instructional supervision strategy and teachers' job performance in public secondary schools in Zamfara State.

Table 1

Pearson r on Relationship between Direct Assistance Instructional Supervision Strategy and Teachers' Job Performance in Public Secondary Schools in Zamfara State.

Source of Variation	N	r	p-value	Remark
Direct Assistance Strategy Teachers' Job Performance	437	0.801	0.00	Very High Positive Relationship

Data in Table 1 show that there is a very high positive relationship existing between direct assistance instructional supervision strategy and teachers' job performance in public secondary schools in Zamfara State. This is evident by the size of Pearson's Correlation Coefficient r, which is 0.801. Furthermore, the analysis shows that there is a significant relationship between direct assistance instructional supervision strategy and teachers' job performance in public secondary schools. The calculated r (0.801) has *p*-value <0.05. The null hypothesis one was therefore rejected.

Research Question 2: What is the relationship between group assistance instructional supervision strategy and teachers' job performance in public secondary schools in Zamfara State?

Hypothesis 2: There is no significant relationship between group assistance instructional supervision strategy and teachers' job performance in public secondary schools in Zamfara State.

Table 2
Pearson r on Relationship between Group Assistance instructional Supervision Strategy and Teachers' Job Performance in Public Secondary Schools in Zamfara State.

Source of Variation	N	r	p-value	Remark
Group Assistance Strategy Teachers' Job Performance	437	0.515	0.02	Moderate Positive Relationship

Data in Table 2 show that there is a moderate positive relationship existing between group assistance instructional supervision strategy and teachers' job performance in public secondary schools in Zamfara State. This is evident by the size of Pearson's Correlation Coefficient r, which is 0.515. Furthermore, the analysis shows that there is a significant relationship between group assistance instructional supervision strategy and teachers' job performance in public secondary schools in Zamfara State. The calculated r (0.515) has *p*-value <0.05. The null hypothesis two was therefore rejected.

DISCUSSION

Relationship between direct assistance instructional supervision strategy and teachers' performance in public secondary schools in Zamfara State.

The findings of the study revealed that a very high positive and significant relationship existed between direct assistance instructional supervision strategy and teachers' job performance in public secondary schools in Zamfara State. This may not be unconnected to the fact that direct assistance predisposes teachers to effective job performance. This is to the extent that it identifies teachers' areas of weakness with a view of making improvement on a one-to-one basis. In other words, the principal as the head teacher, in the case of direct assistance has the leeway overseeing the instructional delivery of teachers so as to make professional input. Consistent with this, Furthermore, Tesema (2014), reported that direct supervision strategy help the principal to comprehend what the teachers does and spell out the criteria for improvement. In other words, the principal uses the behavior of listening, clarifying, and encouraging to guide the teacher towards self-discovering in matters of teaching and learning is source of motivation to the teachers. Similarly, Arlesting and Tornsen, (2014) stressed that direct assistance strategy help to guide teachers on where and how to start, confidence in their teaching and also help them to settle down in their job. The findings of the current study are in tandem with Uwe and Godwin (2019) that found there was a significant of school supervision on teachers' job performance. In other words, school supervision has a way of enhancing teachers' performance.

Relationship between group assistance instructional supervision strategy and teachers' performance in public secondary schools in Zamfara State.

The finding of the study indicated that a moderate positive and significant relationship existed between group assistance supervision strategy and teachers' job performance in public secondary schools. This could be attributed to the fact that the principal employs the tools of managing, controlling, and overseeing the activities of teachers to ensure that teachers perform their duties as expected in a given time. Consistent with the finding of the current study, Abbasian and Esmailee (2018) observed that as team work together, group assistance supervision strategy places emphasis on asking questions that leads to clarify their own perception about instructional supervision and learning. Similarly, Tesema (2014) observed that group assistance instructional supervision strategy improve instructional supervision and uses group activities that evoke different effort of teachers at different levels. These go to show that both group assistance plays a pivotal role in influencing teachers' job performance.

Summary of the Findings

In view of the analysis of the data, the following findings were made:

1. There is a very high positive relationship existing between direct assistance instructional supervision strategy and teachers' job performance in public secondary schools in Zamfara State.
2. There is a moderate positive relationship existing between group assistance instructional supervision strategy and teachers' job performance in public secondary schools in Zamfara State.

Conclusion

Given the findings of the study, the study concluded that principals' instructional supervision strategies positively and significantly correlated with secondary school teachers' job performance in public secondary schools Zamfara State.

Recommendations

In line with the findings of the study, the following recommendations were made. These include:

1. Principals should pay more attention to direct assistance instructional supervision strategy than group assistance instructional supervision strategies so as to enhance teachers' job performance in public secondary schools in Zamfara State.
2. Principals should prioritize direct assistance instructional supervision strategy over group assistance instructional supervision strategies so to improve teachers' job performance in secondary schools in Zamfara State.

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