

Principals' Supervisory Leadership Styles as Correlates of Teachers' Job Effectiveness in Public Secondary Schools, in Ondo State, Nigeria

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Abstract

The apparent falling standard of teachers' job effectiveness in public secondary schools in Ondo State has been partly attributed to poor supervisory leadership by principals. This study, therefore, examined principals' supervisory leadership styles and teachers' job effectiveness in public secondary schools in Ondo State, Nigeria. The study adopted descriptive research design. The population of the study consisted of all principals and teachers in the 108 public secondary schools in Ondo South Senatorial District in Ondo State. Multi-stage sampling procedure was employed to select 49 secondary schools across three Local Government Areas sampled in Ondo State. The Sample for the study comprised of 49 principals and 735 teachers giving a total of 784 respondents. Two self-structured instruments: "Principals' Supervisory Leadership Styles Questionnaire (PSLQ) and "Teachers' Job Effectiveness Questionnaire (TJEQ)" were used to collect data. Two research questions were raised and answered using descriptive statistics while two hypotheses were formulated and tested using inferential statistics at 0.05 level of significance. Results showed a moderate level of principals' supervisory leadership styles in public secondary schools in Ondo State (48.97%). It also showed a moderate level of teachers' job effectiveness in public secondary schools in Ondo State (59.18%) among others. Based on the findings, it was concluded that principals' supervisory leadership styles and teachers' job effectiveness were moderate. Hence, it was recommended that principals should improve on transformational supervisory leadership styles for upward enhancement of teachers' job effectiveness towards achieving enough of the targeted educational goals.

Keywords: *Principal, Supervisory leadership styles, Distributed supervisory leadership style, Transformational supervisory leadership style, Teachers' job effectiveness*

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Background to the Study

Secondary schools are educational institutions that prepare students for higher education and the workforce through the provision of wide range of curriculum and extra-curricular activities. Teachers are responsible for providing quality education to students, prepare them for certification examinations and career acquisition. Effective teaching requires the ability of a teacher to impart knowledge and skills in the learners through appropriate teaching policies for bringing about desired positive learning outcomes.

Effective teachers prepare lesson in line with the curriculum, scheme of work and recommended textbooks to come up with standard lesson plan that would enable learners learn better, develop better attitudes towards their studies and to achieve good performance. Lesson preparation enables teachers reflect on the links between one activity and the next: the relationship between the current lesson and any past or future lessons, and the correlation between learning activities and assessment practices. Reed and Michaud (2010) asserted that lesson preparation process allows teachers to evaluate their own knowledge with regards to the content to be taught. This implies that lesson preparation could make instructions explicatory, and help students achieve success.

Lesson evaluation can be a valuable tool for improving teaching practices and promoting student learning outcomes. Teachers use lesson evaluation to improve their teaching methods and to make adjustments to future lessons. It aims at identifying strengths and weaknesses in a teacher's instructional methods and to provide feedback that will help them improve on their job effectiveness. Hence, teachers' job effectiveness could mean teachers' ability to prepare lesson that could facilitate clear explanation to learners, deliver instructions to achieve learners' behavioural change, evaluate lesson outcomes and achieve desirable students' outcome. However, it is perceived that many teachers do not prepare lesson plan on daily basis instead, many use past lesson plan; some teachers instruct students to copy note from their colleagues; and some teachers could not consider it important to spend valuable time for lesson evaluation. These inadequacies may adversely affect teachers' job effectiveness may also be responsible for declining students' academic performance in public secondary schools in Ondo State.

Research have shown that supervision of instructions were not regularly monitored and ineffective (Okoye, Onyali, & Ezeugbor, 2016; Alzaharami, Alshahri & Alduais, 2020). This could be as a result of poor leadership styles of principals. Principalship is an established position in the secondary schools where the principal serves as instructional leader. Principalship involves the supervision of teachers to ensure that they provide instructions that aligns with the school goals. The leadership style that principal use is important in determining the success of instructional supervision in secondary schools. This indicates that principals' supervisory leadership style is very vital in ensuring that, teachers appropriately carry out their instructional activities for quality instructional delivery in schools. Several researchers have measured supervision leadership style in so many ways, however, in the context of this study, principals' supervisory leadership styles are measured in terms of: distributed leadership style and transformational leadership style.

Several studies which include Oyewole and Odeyemi (2018), Adeyemi and Oyekanmi (2021); Onuche, Alhaassan and Ohiwerei (2019); and Abdullahi, Ahamad, & Ahmad (2019) found that principals' supervisory leadership was inadequate and has affected teachers' job performance. It is therefore assumed that the perceived inadequacies of teachers' lesson preparation, ineffective lesson evaluation and declining teachers' job effectiveness could be curtailed if principal could properly use leadership styles for instructional supervision practices in school. Abubakar, Luka, Musa Yahaya and Bukar (2020), found that a correlation exists between principals' supervisory leadership and teachers' effectiveness in senior secondary schools in Yobe State, Nigeria. Tijani (2020) found that the level of teachers' job performance was high in secondary schools in Kwara State. In their study, Alimi and Olojede (2017) found that the level of instructional supervision by principals in public secondary schools in Lagos State, Nigeria, was low.

Statement of the Problem

The principals as the instructional supervision leaders are expected to provide support services and manage instructional activities in order to promote quality teaching and enhance teachers' job effectiveness. From observation, it seems that teachers' job effectiveness is declining. It is perceived that many teachers are unable to prepare appropriate lesson plan on daily basis. Also, some teachers could not spend valuable time on lesson evaluation.

These inadequacies could be as a result of perceived poor leadership style of the principals which could lead to poor curriculum implementation and poor content selection which may contribute to teachers' inability to prepare adequately for their lessons. Similarly, inability to collaborate with teachers in the curriculum development, instructional practices and staff development may hinder teachers' improvement on instructional methods and effective lesson evaluation. In view of all these observations and inadequacies, this study investigated the level of principals' supervisory leadership styles and teachers' job effectiveness in public secondary schools in Ondo State, Nigeria.

Purpose of the Study

The purpose of the study is to examine principals' instructional supervision leadership style and teachers' job effectiveness in public secondary schools in Ondo State, Nigeria. Specifically, the study sought to:

- (i) Investigate the level of teachers' job effectiveness in public secondary schools in Ondo State;
- (ii) Examine the level of principals' supervisory leadership styles in public secondary schools in Ondo State.

Research Questions

The following research questions were raised to guide the study:

1. What is the level of principals' supervisory leadership styles in public secondary schools in Ondo State?
2. What is the level of teachers' job effectiveness in public secondary schools in Ondo State?

Research Hypotheses

The following research hypotheses were formulated for the study.

- Ho₁: There is no significant relationship between distributed supervisory leadership style and lesson evaluation.
- Ho₂: There is no significant relationship between transformational supervisory leadership style and lesson preparation.

Review of Related Literature

Distributed Supervisory Leadership Style and Lesson Evaluation

Distributed supervisory leadership style emphasizes that leadership is not limited to an individual, but it is distributed across multiple stakeholders, including teachers, administrators, and other personnel in the school community. In the distributed leadership, lesson evaluation is not just the responsibility of the principal, but it is a shared responsibility among all stakeholders. Teachers are involved in the evaluation process from the planning stages through follow-up stages and the implementation stages. This involvement helps to ensure that evaluation feedback is relevant to teachers' instructional practices.

The distributed leadership of principal instructional supervision strategies emphasizes the importance of shared leadership and decision-making in improving instructional practices and student learning outcomes. O'Donnell and Leffler (2017) observed that teacher involvement in evaluation can increase their sense of ownership and investment in the evaluation process, leading to greater implementation of evaluation and feedback. Harris and Muijs (2017) posited that distributed leadership focus solely on formal evaluations, encourages informal feedback and dialogue among teachers and administrators on a regular basis. This implies that ongoing feedback helps teachers to make continuous improvements in their instructional practices and promotes a culture of continuous learning and improvement in the school. Harris and Jones (2013) observed that distributed leadership style improved teacher collaboration and increased teacher efficacy. Louis, Leithwood, Wahlstrom and Anderson (2010) found that the level of relationship between distributed leadership style and students' achievements was high. Omobuguhim, Husaina and Kazi (2021) found that distributed leadership are significant to school effectiveness. It also has high impact to the level of school effectiveness.

Transformational Supervisory Leadership Style and Lesson Preparation

Transformational Supervisory leadership style creates positive school environment that support teaching and learning activities by inspiring teachers to achieve their full potential and as well as achieve predetermined educational outcomes. A transformational leader would inspire and motivate teachers to improve on their instructional practices and for upward improvement of student learning outcomes. Principals inspire teachers to strive for excellence in their instructional practices (Kamarudin & Lee, 2021). Transformational leadership can be used to support and guide teachers in lesson preparation. Gurr (2018) stated that teachers can be guided to articulate clear lesson objectives, identify key concepts and skills to prepare lessons that are both effective and engaging. This implies that by celebrating teachers' achievements and providing opportunities for professional growth and development teachers can prepare lessons that are effective.

Similarly, principals can use this approach to challenge teachers to think critically about their lesson preparation, and to explore new and innovative approaches to teaching and learning activities. Jahanzeb and Fatima, (2021) posited that new strategies can help teachers to continually improve and refine their lesson plans. This implies that transformational leaders enable subordinate to think critically. Garcia (2014) found no significant relationship between transformational leadership and student achievement in a sample of secondary schools in the Philippines. Townsend and Bates (2018) found that transformational principal leadership was associated with increased teachers' collaboration and improved teacher self-efficacy. Kaya and Kocak (2019) observed that transformational leadership was positively connected to teacher empowerment, teacher job satisfaction, and students' achievement. The current study investigated the level of principals' instructional supervision leadership style and teachers' job effectiveness in public secondary schools in Ondo State, Nigeria.

Methodology

The study adopted descriptive survey research designs. The population of the study comprised of all principals and teachers in all the 108 public secondary schools in the existing six Local Government Areas of Ondo South Senatorial District of Ondo State. The sample of the study was 784 respondents comprising 735 teachers and 49 principals. They were selected using multistage sampling procedure. Three Local government Areas were randomly selected out of the existing six LGAs in Ondo South senatorial District. 49 secondary schools which represent 45% of the existing 108 secondary schools were randomly sampled. 15 teachers were randomly selected from each of the 49 sampled secondary schools. All the 49 principals of the sampled schools were included in the study. Data were collected using two self-structured questionnaire titled “Principals' Supervisory Leadership Style Questionnaire (PSLQ)” and “Teachers' Job Effectiveness Questionnaire (TJEQ)”. The research instruments were subjected to face and content validity procedures. The research instruments (PSLQ) and (TJEQ) had reliability coefficient of 0.86 and 0.88 respectively which showed that it was suitable for data collection. 729 copies of PSLQ representing 99.1% and 49 copies of TJEQ representing 100% were properly filled and retrieved successfully. The research questions were answered using descriptive statistics such as standard deviation and mean scores while the hypotheses were tested using Pearson Product Moment Correlation (PPMC) at 0.05 level of significance.

Results

The results and discussion of findings are presented in order of the research questions and hypotheses as indicated in Tables 1-4.

Research Question One: What is the level of principals' supervisory leadership style in public secondary schools in Ondo State?

Level	Range	N	%	Min	Max	Mean	SD
High	32 - 40	214	29.36				
Moderate	25 -31	357	48.97	15	40.	27.63	4.17
Low	15 -24	158	21.67				
Total		729	100				

Source: Fieldwork, 2023

Result presented in Table 1 shows that out of 729 respondents, 214 representing 29.36% fell under high level of Principals' supervisory leadership style; 357 respondents representing 48.97% fell under moderate level while 158 representing 21.67% fell under low level. From the result, therefore, it could be concluded that level of principals' supervisory leadership styles in public secondary schools in Ondo State was moderate.

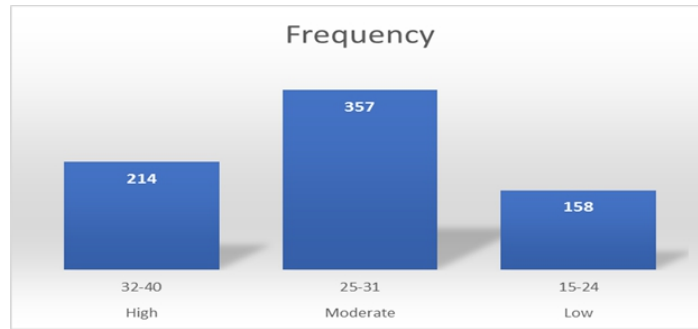


Fig. 1: Level of Principals' Supervisory Leadership Style in Public Secondary Schools in Ondo State

Research Question Two: What is the level of teachers' job effectiveness in public secondary schools in Ondo State?

Table 2: Level of Teachers' Job Effectiveness

Level	Range	N	%	Min	Max	Mean	SD
High	32-36	12	24.49				
Moderate	25-31	29	59.18	16	36	27.80	4.01
Low	16-24	8	16.33				
Total		49	100				

Source: Field Work, 2023

Result presented in Table 2 showed that out of 49 respondents, 12 respondents representing 24.49% fell under high level of TJE; 29 respondents representing 59.18% were categorized as moderate level while 8 representing 16.33% were categorized as low level of TJE in public secondary schools in Ondo State. This implied that the level of teachers' job effectiveness in public secondary schools in Ondo State was moderate.

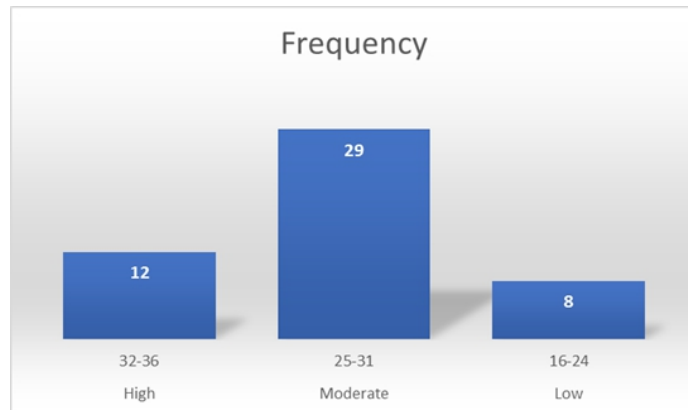


Fig. 2: Level of Teachers' Job Effectiveness in Public Secondary Schools in Ondo State

Source: Field Work, 2023

Hypothesis One: There is no significant relationship between distributed supervisory leadership style and lesson evaluation in public secondary schools in Ondo State.

Table 3: Relationship between Distributed Supervisory Leadership Style and Lesson Evaluation

Variables	N	df	r- cal	p-value	Decision
Distributed Supervisory Leadership Style	729				
Lesson Evaluation	49	776	.042	.778	Not rejected

P>0.05

Analysis in Table 3 showed that r-cal is .042 and the p-value is .778. Since the critical value exceed the alpha level of 0.05, it is inferred that there was no significant relationship between distributed Supervisory leadership style and lesson evaluation. Thus, the null hypothesis is not rejected.

Hypothesis Two: There is no significant relationship between transformational Supervisory leadership style and lesson preparation in public secondary schools in Ondo State.

Table 4: Relationship between Transformational Supervisory Leadership Style and Lesson Preparation

Variables	N	df	r- cal	p-value	Decision
Transformational supervisory Leadership Style	729				
Lesson Preparation	49	776	.489	.000	rejected

P< 0.05

Analysis in Table 4 showed that r -cal is .489 and the p -value is .000. Since the critical value do not exceed the alpha level of 0.05, it is inferred that there was significant relationship between transformational supervisory leadership style and lesson preparation. Thus, the null hypothesis is rejected.

Discussion

Analysis of data on research question one showed that there was moderate level of principals' supervisory leadership style in public secondary schools in Ondo State. The finding of this study did not agree with Hayat (2015) who found that the instructional leadership principals of supervising and evaluation instruction was high. Also, the finding of this study did not agree with Alimi and Olojede (2017) who found that the level of instructional supervision by principals was low. There could be need for principals to improve on their distributed and transformational leadership style by collaborating with other stakeholders in the school community for improving instructions and students' academic performance.

Analysis of data on research question two on the level of teachers' job effectiveness showed the that the level of teachers' job effectiveness in public secondary schools in Ondo State was moderate. The finding of this study did not agree with Abubakar *et al* (2020) who found that teachers' effectiveness was high. Also, this finding did not agree with Tijani (2020) who found high level of teachers' job performance in secondary schools in Kwara State. The moderate level of teachers' job effectiveness could be linked to the moderate level of principals' management strategies. In order to enhance high level of teachers' job effectiveness, there could be need for principals to improve on their instructional leadership style so as to improve teachers' teaching activities for upward improvement on their lesson preparation, lesson evaluation and finally, students' academic performance.

The result in hypothesis one on Table 3 revealed that there was no significant relationship between principals' distributed supervisory leadership style and lesson evaluation in public secondary schools in Ondo State. The result of this study did not agree with Ombughim *et al* (2021) who found that distributed leadership are significant to school effectiveness.

Finding on hypothesis two showed that significant relationship exists between transformational supervisory leadership style and lesson preparation. The finding of this study agrees with Townsend and Bates (2018) who found that transformational principal leadership was associated with improved teacher self-efficacy. The finding also agrees with Kaya and Kocak (2019) who found that transformational leadership was positively connected to teacher job satisfaction, and students' achievement. However, the finding of the study did not agree with Garcia (2014) who found no significant relationship between transformational leadership and student achievement in a sample of secondary schools in the Philippines.

Conclusion

Based on the findings of the study, it could be concluded that principals' supervisory leadership style was moderate and teachers' job effectiveness was moderate and students' academic performance was low. It could be deduced that the moderate level of principals'

supervisory leadership style accounted for the moderate level of teachers' job effectiveness. It could further be concluded that transformational supervisory leadership style has significant influence on teachers' job effectiveness.

Recommendations

Based on the findings and conclusion drawn from the study, it was recommended that:

1. Principals should adopt transformational supervisory leadership style to promote teachers' instructional practices and achievement of teachers' job effectiveness.
2. Principals should encourage teachers to be effective on their instructional practices, lesson preparation and lesson evaluation for upward and better improvement on educational outcomes.
3. Principals should create positive school environment by inspiring teachers to effectively and adequately evaluate and delivery instructions for the achievement of educational goals.

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