

PRINCIPALS SUPERVISORY ROLES AND STUDENTS ACADEMIC PERFORMANCE IN SENIOR SCHOOLS IN NORTH CENTRAL GEO-POLITICAL ZONE, NIGERIA

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ABSTRACT

This study examined the principals' supervisory roles and their impact on students' academic performance in senior secondary schools in North Central Geo-Political Zone, Nigeria. Seven (7) research questions and four (4) hypotheses were formulated and tested for the study. Related literatures as well as empirical studies were also reviewed. The ex-post facto design was adopted for the study. The Population of the study was 27,221 and 5,496 Teachers, Students and Principals' representing 20.2% of the total Population were sampled from 216 Senior Secondary Schools using tetrachoric random sampling. A 8-item instrument was developed for data collection titled "Principals' Students' Performance Questionnaire (PSPQ). The instrument used for the study was a modified four point-Likert type questionnaire of Strongly Agreed (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Descriptive statistics of mean and standard deviations were used to answer the seven research questions, while chi-square (X^2) test of goodness of fit was used to test the three hypotheses at 0.05 level of significance was used to test hypothesis. The findings revealed that Principals' supervisory roles performance on students' academic performance was above average (2.58) in senior secondary Schools in North Central Geo-Political Zone, Nigeria. Based on the findings of the study, it was recommended that principals' should see supervisory roles performance as daily affairs on students' academic performance in senior secondary schools.

INTRODUCTION

Education in Nigeria is an instrument for effecting national development (NPE, 2013). Government's effort to provide qualitative and quantitative education to most of her citizenry is manifested in the expansion and population growth in schools. Both Federal and State Governments spend huge proportion of annual budgets on education. Education at Secondary School level is the bedrock and foundation towards higher knowledge in tertiary institutions. It is an investment as well as instrument that can be used to achieve rapid economic, social, political, technological, scientific and cultural development in the country. The National Policy on Education (2013) stipulates that secondary education is an instrument for national development that fosters the worth and development of the individual for further education and development. In the education industry as in any other organization, the need for principals' effective leadership is paramount if the nation is to achieve the lofty aims and objectives of her education. This is not surprising given the role of education as the hub from which every spoke of development rotates. As such supervision in today's educational system demands far greater attention. Learners are more interested now than in the past about the importance of education. consequently, Aghenta (2000) stated that this has generally generated great interest in the daily operation of school system. Principals' role performance and teachers' professional competence are vital in educational objectives for the improvement of teaching and learning which is the sole responsibility of head of the school. Providing qualitative education for students rests merely with the principal and teachers who professionally interact in planning and organizing instruction for the process of school goals performance. In the North Central Geo-political Zone of Nigeria, Senior Secondary Schools have inadequate teachers to teach .Others issues include infrastructural decay, insufficient instructional materials, poor climate, look worm attitudes of the teachers, and poor mastery of the subject matter. The act of teaching is fundamentally concerned with passing ideas, skills and attitudes from the teachers to the learners. In the north central geo-political zone Nigeria, experience has shown that spoken words alone in the communication of ideas are grossly ineffective and inefficient in producing desired learning outcomes in core

subjects. Every year when results of National Examination Council are released, there are always a mass failure. The reason for this could be ascribed to the fact that there are some topics in the core subjects that may pose problem of comprehension to the students. These subjects cannot be taught effectively without the use of relevant instructional materials to make the learning practical. The fact remains that teaching and learning depend on teachers as there cannot be any meaningful socio-economic and political development in any country without teachers. The dwindling performance in National Examination Council of students at senior secondary schools in North Central Geo-Political Zone, Nigeria which is made up of Nasarawa, Benue, Plateau, Niger, Kogi, Kwara and FCT has been a major concern to stake holders in education. Over the years, government has spent huge amount of money in funding senior secondary school education with the expectation of better academic performance and high quality education; still there persist poor performance of students in the National Examination Council (NECO Chief Examiner Report 2005 (20%), 2008 (21%) and 2014 (22%).

Principals' supervisory roles include professional interaction with teachers for planning and organizing instruction, monitoring continuous assessments, supervision of lesson notes and plans, ensuring teachers' professional growth, effectiveness, and sourcing instructional materials to improve teaching. According to Nwangwu, 2007; Ezeocha 2012; Adeyemi, 2006; Omoregie, 2006; Obioma, 2005; Ogbodo, 2002; Aghenta 2001; Nwandiani, 1998) poor academic performance especially in Mathematics, English Language, Economics Biology and Agricultural sciences among senior secondary school students has become a worrisome nightmare to education stakeholders. The thrust of this research is to establish the influence of Principals' supervisory roles on Teachers' professional competence and Students' academic performance. Because teachers' competence lies on principals' performance through monitoring methods of teaching , subject mastery, sourcing materials for teaching and learning , teacher expertise in subject matter , techniques of teaching , pedagogy, supporting and guiding students to acquire knowledge and skills as stated in the guideline for academic inspection.

HYPOTHESIS

Ho₁ Principals' supervisory role has no significant relationship with the students' academic performance in senior secondary schools in North Central Geo-Political Zone, Nigeria.

METHODOLOGY

Population

The population of this study consisted of six (6) states in the North Central Geo-Political Zone, Nigeria, namely: Nasarawa, Plateau, Benue, Kogi, Kwara and Niger. 1,325 senior secondary schools in the six states ministry of education has staff strength of 27,221 including the principals'. The target population comprised all principals, teachers and students from two hundred and sixteen (216) out of one thousand three hundred and twenty five (1,325) senior secondary schools randomly selected from North Central Geo-Political Zone, Nigeria. Two hundred and sixteen (216) principals and five thousand (5000) teachers and two hundred and eighty (280) students, totaling up to five thousand four hundred and ninety six (5,496) were the respondents to the questionnaire.

Instrumentation

The instrument for data collection was titled. "Principal Students' Performance Questionnaire (PSPQ) constructed by the researcher. It is made up of 16 items. The questionnaire has only one section. Modified Likert rating scale with response mode of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) were used to provide responses to 2 clusters of the study. Cluster 'A' elicited responses on principals' supervisory roles on students' academic performance.

Procedure for Data Analysis

Data collected for the study were coded and analyzed using the statistical package for social science (SPSS). Chi- Square (χ^2) test of goodness of fit and multiple correlations were used to test the hypotheses at 0.05 level of significance. Tetrachoric random sampling was considered suitable in the study (Anikweze, 2014). A mean cut-off point of 2.50 was accepted as positive response while any response with a mean score of below 2.50 was being rejected as negative.

RESULTS AND DISCUSSION

Table 1 Mean Scores and Standard Deviations of Respondents on Principals' Supervisory Roles Performance.

Item No	Item Description	State	SA	A	D	SD	\bar{X}	SD	Decision
1	Do principals encounter with teachers face-to-face to solve teaching problems.	Benue	3509	1510	301	176	2.54	1.03	Above
		Nasarawa	1510	3509	176	301	2.52	1.13	Above
		Kogi	3509	1517	300	170	2.55	1.04	Above
		Kwara	3519	1500	304	173	2.51	1.01	Above
		Niger	3500	1519	301	176	2.52	1.02	Above
		Plateau	3515	1511	300	170	2.54	1.03	Above
	Cluster mean					2.53	1.04	Above	
2	Do principals' diagnosis problems with their pupils.	Benue	3865	1208	324	99	2.53	0.99	Above
		Nasarawa	1208	3865	323	100	2.52	0.99	Above
		Kogi	3805	1268	99	324	2.55	0.97	Above
		Kwara	3862	1211	322	101	2.56	0.96	Above
		Niger	3861	1212	300	123	2.51	0.99	Above
		Plateau	3555	1228	325	98	2.53	0.98	Above
	Cluster mean					2.53	0.98	Above	
3	Does principals diagnosis academic problems with teachers to improve students' performance.	Benue	3755	1603	42	96	2.42	0.98	Above
		Nasarawa	3758	1600	41	97	2.43	0.99	Above
		Kogi	3750	1608	96	42	2.41	0.97	Above
		Kwara	3745	1613	42	96	2.42	0.98	Above
		Niger	3755	1603	40	98	2.43	0.96	Above
		Plateau	3705	1653	42	96	2.42	0.98	Above
	Cluster mean					2.42	0.97	Above	
4	Do principals have the capacity establish teacher's relationship.	Benue	1801	2555	631	509	2.50	0.92	Above
		Nasarawa	3555	1801	630	510	2.53	0.91	Above
		Kogi	2550	1806	640	500	2.57	0.99	Above
		Kwara	1800	2556	740	400	2.58	0.89	Above
		Niger	631	2555	1801	509	2.51	1.00	Above
		Plateau	509	1801	2555	631	2.52	0.95	Above
	Cluster mean					2.54	0.94	Above	
5	Do principals provide instructional	Benue	2558	1727	830	381	2.50	0.93	Above
		Nasarawa	1735	2550	821	382	2.51	0.98	Above
		Kogi	2556	1729	802	330	2.55	0.99	Above

	materials to	Kwara	821	1735	2550	382	2.53	0.97	Above
	enhance	Niger	1735	2550	382	821	2.56	0.95	Above
	teaching-	Plateau	1730	2555	882	330	2.52	0.96	Above
	learning	Cluster					2.53	0.96	
	strategies.	mean							
7	Do principals'	Benue	1878	1689	1258	671	2.40	1.12	Above
	plan	Nasarawa	1978	1589	1250	679	2.46	1.01	Above
	conference	Kogi	1689	1878	1258	671	2.43	0.98	Above
	with teachers	Kwara	1589	1978	1250	679	2.45	0.99	Above
	to improve	Niger	671	1258	1878	1689	2.56	0.95	Above
	their academic	Plateau	1689	1878	1258	671	2.41	0.97	Above
	standing.	Cluster					2.45	1.00	Above
		mean							
8	Do	Benue	1655	2900	723	218	3.00	0.00	Above
	principals'help	Nasarawa	3000	732	655	218	3.02	0.01	Above
	and direct	Kogi	2900	1650	728	218	3.05	0.00	Above
	teachers to	Kwara	3500	223	755	118	3.01	0.96	Above
	improve	Niger	1650	2905	623	318	3.00	0.02	Above
	classroom	Plateau	728	218	2900	1650	3.06	0.03	Above
	teaching for	Cluster							Above
	effective	mean					3.02	0.17	
	learning.								
	Grand Mean		2.58	0.88	Above				Average

Scale mean 2.50

Source: Field work 2015

Table 1 shows mean performance scores of principals' supervisory role of 2.53, 2.53, 2.42, 2.54, 2.53, 2.59, 2.45 and 3.02 with the corresponding standard deviation of 1.01, 0.98, 0.97, 0.94, 0.96, 0.97, 1.00 and 0.17 respectively from the six states of the study with cluster mean of 2.58 which is above the scale mean of 2.50. This means that the mean performance score of principals' supervisory roles was above average in senior secondary schools in North Central Geo-Political Zone, Nigeria. Based on the data, the respondents agreed that the principals' encounter with teachers face-to-face to solve teaching problems improve academic performance, principals plan conference with teachers to improve their academic standing. The respondents also agreed that the principals' help and direct teachers to improve classroom teaching for effective learning.

Table 2 Chi-Square Test of Principals' Supervisory Roles Performance and Students' Performance in Senior Secondary Schools in North Central Geo-Political Zone, Nigeria.

	Observed Frequency	Expected Frequency	Df	Level of Sign	X ² -cal	X ² -tab	Decision
	130 (19.8%)	528 (80.2%)	2	0.05	2.800E ^a	.226	Ho
	180(3.7%)	4657(96.3%)	2				Rejected Null.
Total	310(17.7%)	5185(94.3%)	1				

N =5,496, df=5

Source: SPSS 4, May 2015.

Table 2 shows descriptive statistics of percentages and inferential statistics of chi-square used to test the relationship of principals' supervisory roles performance and students' academic performance in senior secondary schools in North Central Geo-Political Zone, Nigeria.

Chi-square calculated value of 2.800E^a was greater than the chi-square table value of .226 checked at 0.05 level of significance and at 1 degree of freedom. The null hypothesis was therefore rejected. This connotes that there is significant relationship between principals' supervisory roles performance and students' academic performance in senior secondary schools in North Central Geo-Political Zone, Nigeria.

CONCLUSION

Principals' supervisory roles performance is above average in senior secondary schools in North Central Geo-Political Zone, Nigeria, as shown on table 1 with a cluster mean of 2.58 which is above the scale mean of 2.50.

RECOMMENDATION

Based on the findings of the research, the following recommendations were made:

1. Since supervision is the backbone of effective teaching and learning, principals and managers of schools should see supervisory roles performance as daily affairs.

2. It was also found that level of students' performance was below average. There is need to improve on students' level of academic performance .Hence, stakeholders, government and principals should ensure that teachers are supervised and monitored to teach what they are supposed to teach very well to enhance students' academic performance.

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Reference to this paper should be made as follows: Stephen Usman, et al (2017) Principals Supervisory Roles and Students Academic Performance in Senior Schools in North Central Geo-Political Zone, Nigeria. *J. of Education and Leadership Development* Vol. 9, No.2, Pp. 26-34
