PRINCIPALS SUPERVISORY ROLES AND TEACHERS PROFESSIONAL COMPETENCE IN SENIOR SECONDARY SCHOOLS IN NORTH CENTRAL GEO-POLITICAL ZONE, NIGERIA.

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ABSTRACT

This study examined the principals' supervisory roles and teachers' professional competence 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, Principals and Students' representing 20.2% of the total Population were sampled from 216 Senior Secondary Schools using tetrachoric random sampling. A 16-item instrument was developed for data collection titled ''Principals'-Teacher Competence Questionnaire (PTCQ). 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 has impact on Teacher professional competence in senior secondary Schools in North Central Geo-Political Zone, Nigeria. Based on the findings of the study, it was recommended among others that principals/stakeholders in education should encourage teachers' through attending conference, workshops, seminars and in-training service or sandwich programmes to develop professionally in senior secondary schools.

INTRODUCTION

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. Teachers' professional competence encompasses professional knowledge and skills in the teaching subject, pedagogy and the ability of the teachers to perform professional roles such as methods of teaching, subject mastery, creating materials for teaching and learning, techniques of teaching, supporting and guiding students to acquire knowledge and skills. Teachers' professional competence lies in principals' role performance in these areas. Teachers' competence is a professional development of teachers toward attainment of attitudes, skills, values and knowledge desirable to make them efficient and effective in their work in accordance with the needs of a given society at any point in time. This includes training of teachers on the job. The effectiveness of any educational system depends greatly on the educational attainment of teachers. This is because no system of education can be qualitatively higher than the quality and commitment of its teachers.

 It is important to identify effective professional development programmes and models for teachers' training using rigorous standards of doing work to enhance the practitioners so that they can give out their best in classroom practices to improve students' performance in the core academic areas. This would reflect on the students as professional developments translate into games in students' performance poses tremendous challenges despite an intuitive and logical correction between them (Boroko, 2014; Loucks; Horseley and Matsumoto; Supovitz, 2012). To substantiate the empirical link between professional development and students' performance, studies established two points:
1. There are links among professional development teachers learning and practice, and students learning
2. The other is that the empirical evidence is of high quality that study proved what its claim to proved, students performance

are mediated by teachers knowledge and teaching in the classroom.

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 efficiency of teachers' training should be the main determining factor in the success of education to meet the country's needs.

Training is the policy and procedure designed to equip prospective teachers with the knowledge, attitudes, values and skills required to perform their tasks effectively in the classroom, school and wider community. If teachers are not well supervised, effectiveness in instruction will be adversely affected and the instructional purpose may not be realized. This may also lead to low quality of instruction and invariably students' poor performance. For teachers to be competent, the principals must always check their lesson notes to ascertain that the content was effectively covered. Principals' supervision of teachers' lesson notes regularly enhance teachers' competence to improve students' performance in the classroom. The development of lesson notes serves as gate way to teachers' competence. Teachers' development is the sole function of principals through the checking of

lesson notes, schemes of work, pupils' notes, teachers' punctuality to school and regularity to class, classroom observation, demonstration, conferencing, workshop, micro-teaching, moderation of examination question papers and marking schemes. The thrust of this research is to establish the influence of Principals' supervisory roles on Teachers' professional competence. 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

Ho_1 Principals' supervisory role has no significant relationship with teachers' professional competence 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 and teachers 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 two hundred and eighty (5,280) teachers, totaling up to five thousand four hundred and ninety six (5,496) were the respondents to the questionaire.

Instrumentation

The instrument for data collection was titled. ''Principal-Teacher Competence Questionnaire (PTCQ) constructed by the researcher. It is made up of 16 items. The questionnaire has only one section. This was designed to find out respondents' views on the impact of principals'

supervisory roles in relationship to teachers professional competence in senior secondary schools in North Central Geo-Political Zone, Nigeria. 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 while Cluster. 'B' elicited responses on teachers' professional competence 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 (x^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 this 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 Principals' Supervisory Roles	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

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

	Observed Frequency	Expected Frequency	Df	Level of Sign	$X^{2\text{-cal}}$	$X^{2\text{-tab}}$	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%)		1				
		5185(94.3%)					

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 teachers' professional competence 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 0f 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 teachers' professional competence in senior secondary schools in North Central Geo-Political Zone, Nigeria.

Table 3: Mean Scores and Standard Deviations of Respondents on Teachers Professional Competence.

Item No	Item Description Teachers Professional Competence	State	SA	A	D	SD	$\bar{X}$	SD	Decision
12	Teachers' are given orientation when employed newly.	Benue	2789	1968	530	209	2.42	0.97	Belo w
		Nasarawa	1968	2789	530	209	2.38	0.96	Belo w
		Kogi	2789	19 68	530	209	2.29	0.92	Belo w
		Kwara	2799	1978	510	209	2.43	0.93	Belo w
		Niger	2786	1970	530	210	2.30	0.93	Belo w
		Plateau	2789	1960	538	209	2.45	0.94	Belo w
		Cluster mean					**2.38**	**0.94**	**Belo w**
13	Teachers go for induction course to know their status.	Benue	2897	2331	239	29	2.42	0.96	Belo w
		Nasarawa	2897	2331	239	29	2.45	0.98	Belo w
		Kogi	2897	2331	239	29	2.30	0.95	Belo w
		Kwara	2897	2331	239	29	2.36	0.93	Belo w
		Niger	2897	2331	239	29	2.31	0.92	Belo w
		Plateau	2897	2331	239	29	2.41	0.93	Belo w
		Cluster mean					**2.38**	**0.95**	**Belo w**
14	Teachers' conferencing improve their instructional objectives.	Benue	2897	2331	239	29	2.48	0.93	Belo w
		Nasarawa	2887	2341	239	29	2.39	0.91	Belo w
		Kogi	2890	2331	246	29	2.41	0.63	Belo w
		Kwara	2892	2336	239	29	2.45	0.64	Belo w
		Niger	2897	2331	239	29	2.29	0.96	Belo w
		Plateau	2877	2351	239	29	2.46	0.99	Belo w
		Cluster mean					**2.41**	**0.74**	**Belo w**
15	Teachers' involvement in the design and implementation of important decisions enhances their professional competence.	Benue	1986	1799	1283	428	2.50	1.06	Belo w
		Nasarawa	1986	1799	1283	428	2.22	1.01	Belo w
		Kogi	1986	1799	1283	428	2.32	1.02	Belo w
		Kwara	1986	1799	1283	428	2.40	0.92	Belo w
		Niger	1986	1799	1283	428	2.40	0.99	Belo w
		Plateau	1986	1799	1283	428	2.30	1.00	Belo w
		Cluster mean					**2.34**	**1.00**	**Belo w**

16	Teachers' keep proper records on their students for academic growth.	Benue	2998	1687	613	198	2.40	0.97	Belo w
		Nasarawa	2990	1687	620	198	2.39	0.93	Belo w
		Kogi	3000	1680	618	198	2.15	0.91	Belo w
		Kwara	2995	1690	613	198	2.30	0.96	Belo w
		Niger	1687	2998	613	198	2.46	0.76	Belo w
		Plateau	2990	1695	613	198	2.26	0.95	Belo w
		Cluster mean					**2.33**	**0.91**	**Belo w**
18	They handle disciplinary problems of students.	Benue	2632	1898	689	178	2.46	1.03	Belo w
		Nasarawa	2532	1998	680	187	2.44	1.03	Belo w
		Kogi	2400	1910	889	178	2.45	0.98	Belo w
		Kwara	2602	1928	686	181	2.46	1.01	Belo w
		Niger	1898	2632	689	178	2.46	0.92	Belo w
		Plateau	2630	1810	689	178	2.44	0.91	Belo w
		Cluster mean					**2.45**	**0.98**	**Belo w**
19	They relate parents to school work through students.	Benue	2461	1498	911	626	2.43	0.97	Belo w
		Nasarawa	2461	1498	911	626	2.42	0.99	Belo w
		Kogi	2461	1498	911	626	2.41	094	Belo w
		Kwara	2461	1498	911	626	2.43	0.96	Belo w
		Niger	2461	1498	911	626	2.43	0.97	Belo w
		Plateau	2461	1498	911	626	2.43	0.98	Belo w
		Cluster mean					**2.43**	**0.97**	**Belo w**

Scale mean 2.50   **Source: Field work 2015**

Table 3 shows the mean performance score of teachers' professional competence. The mean performance scores are 2.38, 2.38, 2.41, 2.34, 2.33, 2.41, 2.45 and 2.43 with a standard deviation of 0.94, 0.95, 1.00, 0.91, 0.98, 0.98 and 0.97 respectively from the six states under study with the cluster mean of 2.43 which is below the scale mean of 2.50. This means that the mean performance scores of teachers professional competence is below average in Senior Secondary Schools in North Central Geo-Political Zone, Nigeria. The respondents rated items 14-21 indicate that there is reluctance in teachers orientation when employed newly', teachers go for induction course to know their status, teachers' conferencing improve their instructional objectives, teachers involvement in the design and implementation of important decisions enhance their professional competence, teachers' keep proper records on their students for academic growth. The respondents also disagreed that there is no reports accurately to parents, they handle disciplinary problems of

students and they do not relate parents to school work through students.

Table 4: Chi-square test of the teachers' professional competence and students' academic 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
	58 (8.9%)	594 (91.1%)	2	0.05	14.854[a]	.052	Ho
	252(5.2%)	4591(94.8%)	2				**Rejected Null.**
Total	310 (5.6%)	5185 (94.3%)	1				

N=5,496, df=5   **Source: SPSS 4, May 2015**.

Table 5 showed that the descriptive statistics of percentages and the inferential statistics of chi-square were used to test the relationship of principals' supervisory roles and teachers' professional competence in Senior Secondary Schools in North Central Geo-Political Zone, Nigeria.

The chi-square calculated value of 14.854[a] was greater than the chi-square table value of .052 checked at 0.05 level of significance and at 1 degree of freedom. The null hypothesis was therefore rejected. It means there is a significant relationship between principals' supervisory roles and teachers' professional competence in Senior Secondary Schools in North Central Geo-Political Zone, Nigeria.

CONCLUSION

Principals' supervisory roles performance on teachers' professional competence 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.

RECOMMENDATIONS

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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