

**PROFICIENCY IMPROVEMENT NEEDS OF PRINCIPALS OF PUBLIC
SECONDARY SCHOOLS
IN STAFF MANAGEMENT AND INSTRUCTIONAL SUPERVISION OF
TEACHERS, FOR IMPROVED ACADEMIC PERFORMANCE OF
PUBLIC SECONDARY SCHOOL STUDENTS IN EBONYI STATE,
NIGERIA.**

**ODOH, EMMANUEL O. AND IKORO, STANLEY I. Ph.D
DEPARTMENT OF EDUCATION FOUNDATION, EBONYI STATE
COLLEGE OF EDUCATION, IKWO.**

Abstract

This study was on finding out the proficiency needs of Principals of Public Secondary Schools in Staff Management and Instructional Supervision of teachers for improved academic performance of Public Secondary School students in Ebonyi State, Nigeria. Two research questions were developed for the study. Descriptive survey design was adopted for the study. The sample size of the study was 414 senior secondary schools teachers. A 30-item questionnaire was developed and used for data collection. The data collected was analyzed using frequency, percentage and mean percentage scores to answer the research questions. From the findings, it were discovered that the Public Secondary School Principals in Ebonyi State had low proficiency in staff management and instructional supervisions of their various schools as rated by the senior secondary school teachers. Impliedly the principals needed improvement. In view of these facts, it was therefore recommended that the findings of this study be properly utilized in organizing training and retraining programmes in form of workshops, seminars or induction courses for public secondary school principals, in other to improve the tone of the schools and the academic performance of the students in particular.

Keywords: Secondary School, Proficiency, Instructional Supervision, and Improvement

Introduction

The secondary schools managed and controlled, by the government is classified as public secondary school. According to Federal Republic of Nigeria (2004). Secondary education is the education children received after primary education and before the Tertiary stage. It is of six years duration, given in two stages: (a) Junior Secondary schools and (b) Senior secondary school. Each of them is of three years duration, with broad goals of preparing the individual for useful living within the society; and for higher education.

In specific term, secondary education shall, inter alia, offer diversified curriculum to cater for the differences in talents, opportunities and future roles; provide trained manpower in the applied science, technology and commerce at sub-professional grades; provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial, and economic development... (FRN, 2004:II). To achieve the above objectives therefore, those appointed or promoted to be principals of the public secondary schools, should be proficient enough to maintain quality teaching that will promote better academic performance of public secondary school students.

Proficiency is viewed as the quality of being skillful, expertness or advancement in knowledge of skill. It should equally be defined as state or quality of being proficient or high degree of competency through training and practice (Chambers, 1993).

Hornby (2005) defined proficient as the ability to do something well because of training and practice. In the context of this study proficient is high degree of ability/skill in staff management is the function of managing all the employees in the organization, including the development of staff skills through training and other form of staff development, as well as the identification, development and implementation of training needs and programs available for staff.

Instructional supervision on the other hand, is that phase of school administration which focuses primarily upon the achievement of the appropriate expectations of educational system. According to Peretomode (2004), instructional supervision are those activities which are designed to improve instruction at all levels of the school enterprise and a behaviour officially designed by the organization that directly affects teacher behaviour in such a way to facilitate students (Learners) learning and achieve the goals of the organization. Instructional supervision is basically concerned with supporting and assisting teachers to improve instructions through changing their behaviour. It is just carried out to help/assist the teachers do their job of lesson preparation and delivery and evaluation better.

Akinwumiju and Gabi (2008: 69-70) defined instructional supervision as a collaborative efforts involving a set of activities designed to improve the teaching and learning process. The purpose of supervision is not to find fault by rather to work cooperatively with the teacher. Supervision as the element of the administrative process is concerned with efforts to guide the day-day activities of the group work by stimulating, directing, and coordinating the good working personal relationships so that they all work towards more efficient achievement of the task goal. For the principal to carry out effective management and instructional supervision for improve academic performance of the students, his proficiency need to be ascertained with the aim to recommend for improvement if he is found deficient in any of the areas. Improvement as defined by **Hornby (2005)** is the act of making something better, the process of something becoming better, something that is better

than it was before. Therefore, it could be the act of changing for the better as a result of correcting errors or abuses. In the context of this study, improvement is the act of making the performance of principals in staff management and instructional supervision better for improve academic performance of public secondary school studies in Ebonyi State.

Purpose of the Study

The purpose of this study, therefore was to identify the proficiency improvement needs of principals of public secondary schools in staff management and instructional supervision for improved academic performance of students in Ebonyi State, Nigeria. Specifically the study sought to determine:

1. The competencies in staff management for which the principals are not Proficient and require improvement.
2. The competencies in instructional supervision for which principals are not competencies and require improvement.

Research questions:

1. What are the competencies in staff management techniques for which the public secondary school principals are not proficient and require improvement.
2. What are the proficiencies in instructional supervision for which public secondary school principals are not proficient and require improvement.

Methodology

The study adopted survey research design **Nworgu (2006)** said that a survey research design is one in which a group of people or items are studies by collecting data through interview or questionnaire and analyzing them. Therefore, in other to get the information needed survey design was appropriate for the study since it tend to obtain data directly from the teachers of public senior secondary schools through the use of questionnaire on proficiency improvement needs of principals of public secondary schools in staff management and instructional supervision for improved academic performance of public secondary schools students. The study was carried out in Ebonyi State, made up of three education zones namely, Abakaliki, Onueke and Afikpo education zones.

The population for the study was all the senior secondary school teachers numbering 4, 135 in the state. The sample of the study was 414 teachers drawn through 10% purposive sampling techniques. A 30 item questionnaire was developed for data collection. The questionnaire had two sections, section one dealt on staff management while section two was on instructional supervision. Three experts validated the instrument, two were from Department of Education Administration and planning and one from department of Science education (Measurement and Evaluation) of Ebonyi State University Abakaliki. Their corrections and suggestions were used to develop the final questionnaire.

Cronbach Alpha reliability method was used to determine the internal consistency of the questionnaire items with a coefficient reliability index of 0.78, which was adjudged adequate. Three research assistants were selected and given orientation on how to administer the questionnaire to the respondents. Four hundred and fourteen (414) copies of the questionnaire were administered to the teachers of Public Senior Secondary schools in Ebonyi State. All the copies of the questionnaire were retrieved and analyzed. The ratings/responses of teachers on the questionnaire was analyzed using frequency, percentage and mean scores to determine their proficiency improvement needs. The questionnaire made use of improvement needed index (INI) converted into percentage scores to determine areas of staff management and instructional supervision where public secondary school principals needed improvement. The level of proficiency of the principals was determined thus: below 40%- very low proficiency, 40% to 42% - low proficiency, 50% to 50% average proficiency, 60% to 69% high proficiency and 70% or above very high proficiency.

Results

The results of this study were obtained from the research questions answered through data collected and analyzed.

Research Question I: What are the proficiencies in staff management techniques for which the public secondary school principals are not proficient?

The data for answering research question one, are presented in table I.

Table I: Percentage mean scores of the proficiency of Public Secondary School Principals in Staff Management.

N=414 respondents

S/N	Principals ability to:	Frequency	Percentage	Remarks
1	Hold Staff Meeting Weekly	82	20%	Very low proficiency
2	Hold Staff Meeting once a month	215	52%	Average Proficiency
3	Delegate some functions to Staff	202	49%	Low Proficiency
4	Work, cordially with vice principal	218	53%	Average Proficiency
5	Motivate Staff with praise/gifts	96	23.1%	Very Low Proficiency
6	Encourage staff to attend conference	124	30%	Very Low Proficiency
7	Organize/encourage staff welfare scheme	263	64%	High Proficiency
8	Encourage/support in service training of staff	204	49.3%	Low Proficiency
9	Maintain cordial relationship with the staff	256	62%	High Proficiency
10	Render financial/assistance to staff in need	76	18.3	Very Low Proficiency
11	Be regular and punctual to school	102	25%	Very Low Proficiency
12	Check staff attendance register daily	201	49%	Low Proficiency
13	Settle disputes among staff amicably	302	73%	Very High Proficiency
14	Ensure duties of sick staff are covered	315	76%	Very High Proficiency
15	Encourage staff cooperation with external supervisors	255	62%	High Proficiency
16	Relate well with non Academic staff	208	50.2%	Average Proficiency
17	Conduct staff internal performance evaluation termly	15	4%	Very Low Proficiency
	Average	180	45%	Low Proficiency

The data in table I, revealed that the Public Secondary School Principals have very low proficiency in items 1, 5, 6, 10, 11 and 17; low proficiency in items 3, 8, and 12; Average Proficiency in items 2, 4, and 16; High Proficiency in items 7, 9, and 15; and very high proficiency in items 13 and 14. Generally the Public Secondary School Principals have low proficiency in staff management with average percentage score of 45%. They require improvement.

Research Question 2

What are the proficiencies in instructional supervision techniques for which the public secondary school principals are not proficient. The data for answering question two are presented in table 2.

Table 2: Percentage mean scores of the proficiency of public secondary school principals in instructional supervision.

N=414 respondents

S/N	Principals ability to:	Frequency	Percentage	Remarks
1	Check and correct teachers lesson notes weekly	207	50%	Average Proficiency
2	Always monitor teaching and learning in classes	201	48%	Low Proficiency
3	Check and ensure the use of recommended textbooks	261	63%	High Proficiency
4	Monitor compliance to lesson time table	323	78%	Very High Proficiency
5	Check the students class exercises, assignment and continuous assessment	198	48%	Low Proficiency
6	Check students note books	23	6%	Very Low Proficiency
7	Ensure that all the subjects for each day are properly taught	218	53%	Average Proficiency
8	Initiate extra lesson classes for students	260	63%	High Proficiency
9	Maintain school library for students use	78	19%	Very Low Proficiency
10	Ensure that time table and lessons are structured to suit the locality	93	27%	Very Low Proficiency
11	Ensure students acquire study skills and use resources well	214	52%	Average Proficiency
12	Make teachers use student centered approach in teaching	106	26%	Very Low Proficiency
13	Ensure the availability and utilization of instructional aids	211	51%	Average Proficiency
	Average	178	44.53%	Low Proficiency

Data in table 2, showed that the public secondary school principals obtained the following percentage (score) under instructional supervision proficiency. They have very low Proficiency in items 6, 9, 10, and 12; low Proficiency in items, 2 and 5; average Proficiency in items 1, 7, 11 and 13; high Proficiency in items 3 and 8; very high Proficiency in items 4. Generally, the Public Secondary School Principals, on the average obtained low Proficiency in the instructional supervision of teachers in their schools with a grand mean score of 44.53%.

Discussion of Results

Result of the study in table 1, showed that the Public Secondary School Principals have low proficiency in Staff management as express by the senior secondary school teachers in their percentage scores. Equally, result in table 2, revealed that the level of proficiency of the Public Secondary School Principals in the instructional supervision that will improve academic performance of students is generally low and therefore needed improvement.

For instance, key factors that promote effective staff management where the principals showed very low and low proficiencies are; holding staff meeting weekly, delegating functions to staff, staff motivation, encouraging staff to attend conferences, support staff in service training, rendering financial assistant to the staff, being regular and punctual to school, checking staff attendance register daily, and conducting staff internal performance evaluation termly. It is generally lack of good human relationship according to Celal (2014). This definitely affect the attitude and moral of teachers badly, hence the principals needed improvement.

Equally, some areas of instructional supervision where the proficiency of principals are low and very low include; monitoring teaching and learning in the classes, checking students class exercises, assessments, notes books, etc, maintaining school library for students, structuring the time table to suit the locality and the use of students-centered teaching approach. All these areas rated low and very low proficiencies. Therefore the principals needed improvement for improved academic performance of Public Secondary School Students in Ebonyi State.

Conclusion and Recommendation

With reference to this particular Study, the researchers observed that Principals of Public Secondary Schools were implicated by Senior Secondary School teachers for lacking in their responsibility of good staff management and instructional supervision; this in turn have adverse affect/consequences on the academic performance of the students. Therefore, it was recommended that the findings of this study be noted and utilized in organizing training and retraining programmes in form of workshops, seminars or induction courses for Public Secondary School Principals, for improved academic performance of Secondary School Students through effective staff management and instructional supervision in Ebonyi State, Nigeria.

References

- Akinwumiju, J. A and Agabi, C. O. (2008). *Foundation of school management*. Port Harcourt: University of Port Harcourt Press.
- Celal, T. U. (2014). Current Problems in terms of supervision Process of schools principals. *Hacetepe University Journal of Education*. 29(3), 184-196
- Federal Republic of Nigeria (2004). *National Policy on Education*. Yaba, Lagos: NERDC
- Hacetten Chambers (1993). *The Chambers Dictionary*. Harrap Publishers Ltd.
- Hornby, A. S. (2005). *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press.
- Nworgu, A.S. (2006). *Designing appropriate methodology in Vocational and Technical Education for Nigeria*. Nsukka: University Trust Publisher
- Peretomede, V. F. (2004). *Introduction to Education, Planning and Supervision*. Lagos: Joja Educational Research and Publishers Ltd.