

Principals' Technical Competence and Teachers' Effectiveness in Instructional Delivery in Public Secondary Schools in Ondo North Senatorial District, Nigeria

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Education stakeholders have raised concerns about the competence of principals in key areas and the effectiveness of teachers in certain aspects of their day-to-day activities. From observation, there seemed to be lack of effectiveness on the part of these two personnel who are pivotal to the attainment of educational goals and objectives at the secondary school level. The purpose of this study was to investigate the relationship between principals' technical competence and teachers' effectiveness in instructional delivery in public secondary schools in Ondo North Senatorial District, Nigeria. The descriptive research of the survey type was adopted for the study. The sample of the study consisted of 352 respondents which comprised 330 teachers and 22 principals which were selected using multi-stage sampling technique. Two research instruments titled "Principals' Technical Competence Questionnaire" (PTCQ) and "Teachers' Instructional Delivery Questionnaire" (TIDQ) were used to collect data teachers from principals respectively. Frequency count, percentages and mean were used to answer the research questions while Multiple Regression Analysis was used to test the hypotheses at 0.05 level of significance. Findings from the study showed that the level of principals' technical competence was moderate and that of teachers' effectiveness in instructional delivery was moderate. The findings further revealed that there was significant relationship between principals' technical competence and teachers' instructional delivery ($F = 2.358 > 0.001$); Findings further revealed that the best predictor of teachers' effectiveness in instructional delivery was principals' instructional supervision with 54.0% contribution; followed by motivation competence with 13.4% contribution. It was concluded that principals' technical competence enhanced teachers' effectiveness in instructional delivery hence, it was recommended that principals should focus more on supervision of instruction in public secondary schools and that teachers should be trained on technical competences as they advance to become principals on the job.

Keywords:

Principals' technical competence,
Teachers' effectiveness,
Instructional delivery,
Instructional supervision,
Motivation competence

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Background to the Study

In every organisation and society, there are leaders/managers that are saddled with critical responsibilities and obligations of planning, directing and decision making among others. These leaders therefore need to possess certain knowledge and skills to show that they are capable of being at the helm of affairs. This is so important because the way and manner the followers perceive the competence of their leader go a long way in determining the extent to which the organisational goals and objectives are achieved through followers.

The school system, being an integral part of the society and also a microcosm of the society where formal education is pursued depends largely on leader's competence. Every level of education has its own specific objectives. For the secondary school system in Nigeria, the two broad goals are to: prepare students for higher education; and prepare students for useful living within the society (Federal Republic of Nigeria, FRN, 2013). In order to achieve these stated goals among other objectives, the secondary school system requires a brisk and competent leadership. Leadership responsibilities in a secondary school rest on the shoulder of the principal. The principal is the academic and the administrative head of the secondary school. Although, the principal alone cannot handle the complexity of his duties in the school, bulk of it rests on him/her.

Against this background, a school principal should be competent to perform his/her leadership roles. Competency, according to University of Victoria (2005), refers to skills and attributes that contribute to successful job performance and, ultimately, to the goals and priorities of the school system. Competencies are typically expressed in terms of on-the-job behaviours exuded by an individual. From this definition, it implies that subordinates (teachers) cannot be oblivious of the principals' competencies as they perform their responsibilities. In the view of Hsiao, Wu, and Huang (2008), competency can be defined as a cluster of related knowledge, skills and attitudes that affects a major part of one's job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development. Principals' competence may include competence in curriculum planning and implementation, programme planning, instructional supervision, discipline, motivation and interpersonal relationship, financial management, assessment and appraisal, record keeping among others.

According to The Centre for Comprehensive School Reform and Improvement (2005), leadership is second only to classroom instruction among all other school-related factors that contribute to what students learn at school. Also, leadership effects are usually largest where and when they are needed most. Without a competent leader, troubled schools are unlikely to be turned around and good schools may not stand the test of time. Although, many other factors may contribute to such turnarounds, but competent leadership is pivotal.

Principals' competence therefore relates directly with the job of teaching and leadership in a secondary school system. The principal, who is the executive head of the school, is expected to be a teacher of teachers and also to be versed in management principles of planning, organizing, coordinating, leading, controlling, budgeting, directing, and evaluating among others. In order to carry out these functions, a school principal is expected to be competent.

Ijaiya (2014), expresses that the most important responsibility of a school head is pupil learning and as a result, the principal is expected to be an instructional leader in the school that is, ensuring teachers perform their responsibilities of teaching and motivating the students to learn through thorough instructional supervision (Sindhvad, 2009). Unfortunately, principals who are saddled with the responsibility of overseeing academic activities appear to be more involved in administrative duties. Many a times, principals are required to attend meetings as representatives of the school with the ministry of education or other agencies of education; a school principal serves as a link between the school and the community and also organises meetings with members of staff in the school. These myriads of responsibilities seem to have robbed the principal that competence expected of them in terms of serving as an instructional supervisor. Motivation, an important factor for positive attitude to work and effective student-teacher relationship is essential in the school system. Principals are meant to possess the skill necessary to motivate their subordinates. Various strategies are available to principals for intrinsic and extrinsic staff motivation, but most times, principals seem not to adopt these strategies in motivating the teachers.

An effective teacher according to Darling-Hammond (2010) is one who is intellectually challenging, motivating students, setting high standards and encourages self-initiating learning. Teachers' effectiveness as observed by Aina, Olanipekun and Garuba (2015), is difficult to define since there has not been a consensus agreement on what measured quality teacher. It is however possible to measure some teachers' attribute like instructional delivery, discipline, attitude to work, interaction with students and other teachers, teaching strategy, motivation, pedagogical content, knowledge of subject matter, classroom management among others through qualitative and quantitative research approaches. These teachers' attributes could act in a long way to determine teachers' effectiveness. The teaching method that teachers employ in their task of teaching and their knowledge of subject matter, mean a lot. However, some teachers seem not to be concerned about student learning, all they do is go to class to read textbook or a prepared note for the student without recourse to whether learning has taken place or not. Observation equally revealed that some teachers also find it difficult to assess students appropriately. All these pose a serious threat to the secondary school system which is meant to prepare students for a useful living and for higher education. Stakeholders have alleged that principals' incompetence in instructional supervision and other curriculum matters contributed immensely to this menace.

The observable persistent decline in the performance of public secondary school students in Ondo State in external examinations has been alarming. Education stakeholders have alleged that this decline may be a result of principals' incompetence and teachers' ineffectiveness.

Despite Ondo State government's huge investment in public education, parents, including principals of public secondary schools tend to prefer sending their wards to private secondary schools. This could partly be as a result of public secondary school principals' incompetence in instructional supervision and motivation which thus translate into ineffectiveness of teachers in public secondary schools. Principals' competence has become a matter of concern to all stakeholders in education because it seems most principals are not competent as shown in their perceived lack of motivation and lackadaisical attitude towards instructional supervision as they are engrossed with administrative duties. Teachers' effectiveness also appears to be in doubt in the present Nigerian educational system as evident in their observed deficient instructional delivery. In this wise, this study is set out to investigate principals' competence in instructional supervision, motivation and teachers' instructional delivery in public secondary schools in Ondo North Senatorial District, Nigeria.

Objectives of the Study

The main objective of this study is to examine the relationship between principals' competence and teachers' instructional delivery in public secondary schools in Ondo North Senatorial District, Nigeria. Specifically, the objectives of this study are to:

1. Investigate the level of principals' technical competence in public secondary schools in Ondo North Senatorial District, Nigeria;
2. Find out the level of teachers' effectiveness in public secondary schools in Ondo North Senatorial District, Nigeria;

Research Questions

The following research questions were raised to guide the study.

1. What is the level of principals' technical competence in public secondary schools in Ondo State?
2. What is the level of teachers' effectiveness in public secondary schools in Ondo State?

Research Hypothesis

This research hypothesis was formulated to guide the study, that:

1. There is no significant relationship between principals' competence and teachers' effectiveness in instructional delivery.

Methodology

The research design employed for this study is a descriptive research design of the survey type. The sample consisted of 352 respondents comprising of 330 teachers and 22 principals. The multi-stage sampling technique was used in selecting the samples of this

study. Two instruments were used for data collection. These instruments were researcher-made questionnaires titled “Principals' Technical Competence Questionnaire (PTCQ)” and “Teachers' Instructional Delivery Questionnaire (TIDQ)”. The test-retest method was used to ascertain the reliability of the instruments and 0.76 and 0.88 were coefficients for TIDQ and PTCQ respectively. This showed that the instruments were reliable. The research questions were answered using descriptive statistics of frequency counts, percentages and mean while the hypothesis was tested with multiple regression analysis.

Results

Research Question One: What is the level of principals' technical competence in public secondary schools in Ondo North Senatorial District, Nigeria?

In providing answer to this research question, data collected on principals' competence in instructional supervision and motivation as rated by teachers were collated as depicted on Tables 1 and 2.

Table 1: Level of Principals' Competence in Instructional Supervision

S/N	Items	Excellent		Good		Fair		Poor		\bar{X}
		F	%	F	%	F	%	F	%	
1.	Visitation to classroom while the teachers teach	71	21.5	205	62.1	41	12.4	13	3.9	3.0
2.	Intimating teachers with report of assessment during classroom supervision	54	16.4	193	58.5	67	20.3	16	4.8	2.9
3.	Regularity in checking and correcting teachers' lesson note	82	24.8	207	62.7	36	10.9	5	1.5	3.1
4.	Providing adequate learning aids for improvement of teaching and learning	56	17.0	193	58.5	67	20.3	14	4.2	2.9
5.	Demonstrating to teachers how their teaching can be more effective	76	23.0	195	59.1	47	14.2	12	3.6	3.0
6.	Encouraging more experienced teachers to mentor less experienced ones	65	19.7	209	63.3	48	14.5	8	2.4	3.0
Grand Mean										2.98

Table 1 shows the level of principals' competence in instructional supervision. Out of 330 respondents, 71 (21.5%), 205 (62.1%), 41 (12.4%) and 13 (3.9%) rated principals as excellent, good, fair and poor respectively in principals' visitation to classroom while the teachers teach. In addition, 56 (17.0%), 193 (58.5%), 67 (20.3%) and 14 (4.2%) of the respondents rated principals as excellent, good, fair and poor respectively when it comes

to providing adequate instructional materials for improvement of teaching and learning. The grand mean of 2.98 is an indication that principals' competence in instructional supervision is moderate.

Table 2: Level of Principals' Motivation Competence

S/N	Items	SA		A		D		SD		X
		F	%	F	%	F	%	F	%	
1.	Principal praises teachers' achievement	123	37.3	194	58.8	12	3.6	1	0.3	3.3
2.	Principal involves teachers in decision making	94	28.5	196	59.4	33	10.0	7	2.1	3.1
3.	Principal provides non-monetary incentives to teachers	44	13.3	219	66.4	58	17.6	9	2.7	2.9
4.	Principal ensures the school environment is conducive for teaching and learning	104	31.5	202	61.2	18	5.5	6	1.8	3.2
5.	Principal encourages teachers during classroom supervision	78	23.6	218	66.1	28	8.5	6	1.8	3.1
6.	Principal shows concern about staff well being	101	30.6	198	60.0	23	7.0	8	2.4	3.2
7.	Principal support teachers in matters of student discipline	131	39.7	177	53.6	16	4.8	6	1.8	3.3
Grand Mean									3.16	

Table 2 shows the level of principals' competence in motivation of staff. 290 Of the respondents (87.9%) agreed that principals involve teachers in decision making while 40 (12.1%) disagreed. In addition, 263 (79.7%) respondents agreed that principals provide monetary incentives to teachers while 67 (20.3%) disagreed. The grand mean of 3.16 shows that principals' competence in motivation of staff is moderate.

Research Question Two: What is the level of teachers' effectiveness in instructional delivery in public secondary schools in Ondo North Senatorial District, Nigeria?

In answering this research question, data collected on teachers' effectiveness in instructional delivery as rated by the principals would be utilized using percentage and mean.

Table 3: Level of Teachers' Effectiveness in their Instructional Delivery

S/N	Items	SA		A		D		SD		X
		F	%	F	%	F	%	F	%	
1.	Teachers have good mastery of their subject contents	07	31.8	15	68.2	-	-	-	-	3.3
2.	Teachers involve students during classroom interactions	11	50.0	11	50.0	-	-	-	-	3.5
3.	Teachers use instructional materials to help simplify their points in the classroom	03	13.6	17	77.3	02	9.1	-	-	3.0
4.	Teachers employ the use of instructional materials in teaching the students	04	18.2	16	72.7	02	9.1	-	-	3.1
5.	Teachers set measurable objectives and work towards achieving them	09	40.9	13	59.1	-	-	-	-	3.4
6.	Teachers prepare good lesson notes before every class	10	45.5	12	54.5	-	-	-	-	3.5
7.	Teachers sometimes improvise instructional materials	06	27.3	16	72.7	-	-	-	-	3.3
Grand Mean										3.30

As shown in Table 3, 22 (100%) of the respondents agreed that teachers have good mastery of their subject contents; teachers involve students during classroom interactions; teachers set measurable objectives and work towards achieving them and teachers prepare good lesson notes before every class. However, 20 respondents (90.9%) agreed that teachers use instructional materials to help simplify their points in the classroom while two (9.1%) disagreed. The grand mean obtained which is 3.30 indicates that the level of teachers' instructional delivery is moderate as rated by the principals.

Testing of Research Hypotheses

Research Hypothesis One: There is no significant relationship between principals' competence and teachers' effectiveness in instructional delivery.

To test this hypothesis, data collected on variables of principals' competence and that of instructional delivery were pooled to arrive at table 4.

Table 4: Multiple Regression Analysis showing the Relationship between Principals' Competence and Teachers' Effectiveness in Instructional Delivery

Variables	Unstandardized coefficients		Standardized coefficients		Sig.	R	R ²	F
	B	Std. Error	Beta	t				
(Constant)	25.487	6.005		4.245	0.001			
Instructional Supervision	.401	.356	.540	1.126	.027	0.787	0.619	2.358
Motivation Competence	.097	.251	.134	.386	.075			

Dependent Variable: Teachers' Effectiveness in Instructional Delivery

The results of the regression model shown in Table 4 shows that the coefficient of joint correlation R between principals' technical competence and teachers' effectiveness in instructional delivery is 0.787, while the coefficient of determination R² is 0.619. This infers that 61.9% of the occurrence of teachers' effectiveness in instructional delivery is attributed to principals' competence in instructional supervision and motivation. The individual contribution of each of the components of principals' competence to the prediction of teachers' instructional delivery is also shown in the table. Instructional supervision was the best predictor of teachers' effectiveness in instructional delivery with 54.0% contribution followed by motivation competence 13.4%. Also, with F-ratio of 2.358 and p-value of 0.001, the observed relationship is statistically significant. As a result of this findings depicted on table 4, the tested null hypothesis which states that there is no significant relationship between principals' competence and teachers' effectiveness in instructional delivery is rejected. This shows that there is a significant relationship between principals' competence and teachers' effectiveness in instructional delivery in public secondary schools in Ondo North Senatorial District, Nigeria.

Discussion

The first research question sought to find out the level of principals' competence in instructional supervision and motivation. The competence level of principals in these technical areas varies; principals' competence level in motivation is the highest with a mean of 3.16, while principals' level of competence in instructional supervision is lower with a mean of 2.98. However, with an overall mean of 3.07, principals' level of competence was moderate. Motivation is an important aspect of leadership. This finding is in agreement with the explanation of Saeed and Muneer (2012) who explained that secondary school principals have more often than not adopted various motivational strategies in order to boost the morale of teachers and students in the teaching and learning process, thereby promoting high quality and output.

Furthermore, Babayemi (2006), said that principals owe it a duty to modify the attitude of the staff and motivate them to put in their best at achieving educational goals because the quality of managerial ability of principals in terms of motivation to a large extent determines their successes or failures in the school system. The finding that principals'

competence is moderate in public secondary schools is a corroboration of the study of Akomolafe (2012), which revealed a moderate level of administrative effectiveness in public secondary schools. It is not oblivious from this submission that, public school teachers desire more effective administration of secondary schools through enhanced principals' competence in the identified areas.

Research Question Two showed that teachers' effectiveness in instructional delivery with mean of 3.30 was moderate. This finding is in tandem with Slater (2005) and Kambeya's (2008), research findings which showed that principals' positive relationship with teachers is very effective in the enhancement of teachers' performance. Also, Brooke (2017) found that teacher effectiveness begins with each teacher's ability to apply the instructional strategies and cover the appropriate material as outlined in the scope and sequence of the selected curriculum.

The multiple regression analysis on the relationship between principals' competence and teachers' effectiveness in instructional delivery in Table 3 revealed that principals' instructional supervision was the best predictor of teachers' effectiveness in instructional delivery with 50.4%. Holistically, this hypothesis shows a statistically significant and a positive relationship between principals' competence and teachers' effectiveness in instructional delivery. This is in consonance with the findings of David-West and Kaegon (2017), who found a statistically significant relationship between instructional supervision and teachers' service delivery. It also agreed with the finding of Harahap (2017) who established that principals' managerial competency has positive and significant effect on the teachers' productivity. This finding agrees with the finding of Muraina (2014) that positive and significant relationship exist between principals' supervisory skill and administrative effectiveness in secondary schools. It was deduced from the table that there was a significant relationship with principals' motivation competence and teachers' effectiveness. Thus, principals' ability to motivate teachers aright is a determinant of teachers' effectiveness because when teachers are happy with their job, they may create quality time to address students' issues. Abraham (2013) and Ololube (2006), also endorsed this finding by asserting that a well-motivated teacher moves enthusiastically towards relating well with his/her students, thus achieving effective teaching and learning geared towards change in the learners' behavioural pattern.

Conclusion and Recommendations

The study was embarked upon to investigate the relationship between principals' competence and teachers' effectiveness in instructional delivery in public secondary schools in Ondo North Senatorial District, Nigeria. It was concluded that principals' competence is a fundamental determinant of teachers' effectiveness and that instructional supervision was the best predictor of teachers' effectiveness in instructional delivery in public secondary schools.

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

1. Principals should be made to attend conferences and to be trained on instructional and motivational competence in order ensure high competence on their part.
2. The current atmosphere in the secondary school that makes teachers' effectiveness moderate should be improved upon.
3. Principals should focus more on supervision of instruction as against administrative supervision in public secondary schools as this would bring about improvement in the way teachers deliver in the classrooms.
4. Appropriate motivational strategies such as giving non-monetary incentives may be employed by the principals to enhance teachers' performance for improved service delivery.

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