

## **PRINCIPALS' APPLICATION OF INSTRUCTIONAL LEADERSHIP PRACTICES FOR SECONDARY SCHOOL EFFECTIVENESS IN OYO STATE**

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### **Introduction**

Education is an indispensable means of transmitting the skills and knowledge that are required by individuals to fully participate and contribute to the development of economic, social and political activities of any country. The principal is the head of a secondary school, as such, he is the manager and administrator of that school. It is the responsibility of the principals to provide instructional leadership which entail ensuring high quality teaching and learning by supervising instructional programme and ensuring effective use of instructional time to foster the attainment of educational goals and objectives. Similarly, Onuma (2016) asserted that the principal has the primary functions of exhibiting effective instructional leadership practices for the improvement of diversified curriculum and quality of instructional programme for effective attainment of set school goals.

Instructional leadership practices are leadership roles that are directly related to the teaching process, involving the interaction between teachers, students and the curriculum (Quah, 2011). Instructional leadership in the area of time management and supervising teachers will improve the quality of teaching and learning outcomes and enhance the attainment of the educational goals and objectives. Ahmed (2016) highlighted instructional leadership practices to include: framing school goals, communicating school goals, supervision and evaluation of instruction, coordination of the curriculum, monitoring of students progress, protection of instructional time, maintaining high visibility, providing incentives for teachers, promotion of professional development and providing incentives for students. Instructional leadership practices of principals are directly linked to creating the conditions for optimal teaching and learning. In the context of this study, instructional leadership practices could be referred to as administrative activities and roles that are geared towards providing support for teachers and students to ensure quality instructional delivery for school effectiveness. The instructional leadership practices of the above author adopted in this study are instructional supervision and time management.

Instructional supervision is the act of checking, watching and observing the activities of teachers, which is geared toward coaching and mentoring them as well as providing professional guidance, direction, leadership and assistance for professional development in order to improve the quality of instructional delivery. Clark (2015) sees supervision as a task of improving instruction through regular monitoring and in-service education of teachers. In the view of Nnebedum and Akinfolarin (2017), instructional supervision is the actions taken to mentor and monitor subordinates or teachers and provide supportive and conducive atmosphere for improvement on the instructional process. Principals' supervision of instruction practices include: checking of teachers' lesson notes, scheme of work, students' notes, teachers' punctuality, teachers' regularity in class, classroom observation, moderation of examination papers and marking schemes among others (Sule, Ameh & Egbai, 2015). Instructional supervision helps to ensure that instructional delivery is painstakingly planned, effectively executed and properly evaluated. The school principal as the instructional leader is entrusted with the responsibility of improving the quality of instructional delivery through adequate supervision of teachers (Nnebedum & Akinfolarin, 2017). Secondary school principals in Oyo State seem to give little attention to instructional supervision. Regular and timely supervision of teachers and provision of professional guidance and assistance will not only minimize instructional time wastage but also encourage timely discharge of their duties, thereby ensuring effective time management in the school.

Time management is the ability to produce and follow a schedule, meet deadlines, prioritize and minimize distractions and unimportant tasks (Ekundayo & Kolawole, 2013). It is the efforts to efficiently utilize available time for tasks accomplishment. Graig and Steven (2014) stated that time management practices include: short-term and long-term goals, determining priority and scheduling of activities and minimizing time wasters. Similar to this, Adebayo (2015) pointed out that it is a priority-based structuring of time allocation and distribution among competing demands since time cannot be stored, and its availability can neither be increased beyond nor decrease from 24 hours. The role of the principal in instructional time management is to ensure that instructional time is not interrupted by other school activities which are not related to the instructional process (Mohammad & Muhammad, 2011). Setting of deadline, prioritizing school activities and ensuring appropriate delegation of instructional tasks to teachers are instructional time management practices that enhance timely coverage of scheme of work and maintaining of focus on instructional tasks. Secondary school principals in Oyo State appear to spend more instructional time making speeches during

school morning assemble and staff briefing immediately after the assembly. Akomolafe (2005) found that school principals faces difficulties in managing their time in schools for good planning, categorizing tasks on priorities bases, frequent need to respond to crises, lack of enough time to carry out activities that is needed for building professional standards, and being stressed because of not completing assigned tasks within the specified period of time and leaving them incomplete. Principal's dynamic skill in ensuring effective use of time is very imperative for the attainment of school goals. Secondary school teachers in some States in Nigeria seems to spend more of their time in the staff room discussing with staff and visitors, and devote less time delivering classroom instructions which seems to result to inadequate coverage of scheme of work. Similarly, Akinfolarin (2017) asserted that school administrators spend more time on meetings and other school activities yet, finds it difficult to complete tasks at the appropriate time. School leaders must be competent in ensuring regular supervision and time management for school effectiveness.

School effectiveness emphasis is on the enhancing conditions of schooling and output measures; mostly academic achievement of students (Farhat, Zarghuna, Khalid, Ashiq & Muhammad, 2012). The ability of the principal to effectively supervise instruction and manage school time to facilitate quality instructional delivery that offers rich learning opportunities for students to academically perform well is an evident of school effectiveness. School effectiveness means the ability of the school to accomplish its objectives (Botha, 2010). Indices of school effectiveness according to Mohan (2011) are; school with shared visions and goals, effective teaching and learning, greater cooperation between principal and teacher and among teachers, positive learning environment and effective evaluation and monitoring. In the context of this study, school effectiveness is the ability of the principal to improve learning environment to foster the attainment of educational goals and objectives. To measure school effectiveness, there must be adequate inputs in terms of good instructional leadership practices, effective management practices and enabling teaching and learning environment leading to students' academic achievement. Secondary school students in Oyo State seem to perform below the expectations of stakeholders which is an indicator of school ineffectiveness. The performance of students in Oyo State which is below the expectation of stakeholders may be attributed to inability of the principals to provide effective instructional leadership practices to facilitate the teaching and learning process.

It is the duty of principal as the instructional leader to ensure quality and timely instructional delivery to facilitate school effectiveness through

supervision and time management to foster coverage of scheme of work. Personal observation of the researchers revealed the cases of inadequate coverage of scheme of work, teachers' persistent lateness, missing of their class lessons, absenteeism and truancy among students in secondary schools in Oyo State.

Fehintola (2015) pointed out that students' outcomes in West African Senior School Certificate Examination and National Examination Council in Oyo State do not match the government and parental investment and expectations. This problem may result from principal's poor instructional leadership practices of supervision and time management for school effectiveness. In the light of the above, the problem of this study is to analyze principals' application of instructional leadership practices for secondary schools effectiveness in Oyo State.

The main purpose of this study is to determine principals' application of instructional leadership practices for secondary schools improvement in Oyo State.

Specifically, this study sought to determine:

1. Principals' application of instructional supervision practices for secondary schools effectiveness in Oyo State.
2. Principals' application of time management practices for secondary schools effectiveness in Oyo State.

The following research questions guided the study.

1. What are principals' instructional supervision practices for secondary schools effectiveness in Oyo State?
2. What are principals' time management practices for secondary schools effectiveness in Oyo State?

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of principals and teachers on principals' application of instructional supervision practices for secondary schools effectiveness in Oyo State.
2. There is no significant difference in the mean ratings of principals and teachers on principals' application of time management practices for secondary schools effectiveness in Oyo State.

## **Method**

The study adopted a descriptive survey design. The area of the study is Oyo State. The population of the study comprised 8701 respondents which are

made up of 969 principals and 7,732 teachers in public secondary schools in Oyo State. The sample of this study was 871 respondents which comprised 97 principals and 774 teachers. The sample was composed using proportionate stratified sampling techniques. Two version of the researchers developed instruments titled “Principals’ Application of Instructional Leadership Practices Questionnaire I and “PAILPQII” respectively were used for data collection. The 18-items instrument was structured on a four rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The face validation of the instrument was established by three experts, two in the Department of Educational Management and Policy and one in the Department of Educational Foundations (Measurement and Evaluation Unit), Faculty of Education, Nnamdi Azikiwe University. The Cronbach alpha was used to determine the reliability of the instrument. Coefficient value of 0.81 and 0.82 were obtained for part I and II respectively of PAILPQI and coefficient values of 0.74 and 0.80 were obtained for part I and II respectively of PAILPQII. The overall coefficient value of 0.82 and 0.76 for PAILPQI and PAILPQII were obtained respectively. The researchers with the help of seven research assistants who are secondary school teachers in Oyo State collected data for this study. The research assistants were briefed on how to approach the respondents. The researchers and the research assistants visited respondents in their respective schools to collect the data. Mean and standard deviation were used in answering the research questions. The mean response were adjudged on the following basis of any mean score of 2.50 or above is taken to indicate agreement while any mean score that falls below 2.50 is taken as disagreement. z-test was used in testing the four null hypotheses. In testing the null hypotheses, if z-calculated is equal to or greater than z-critical at 0.05 level of significance and the degree of freedom, the null hypothesis is rejected, but if otherwise, is not rejected.

**Results**

**Table 1: Mean scores and standard deviation ratings of principals and teachers on principals’ application of instructional supervision practices for school effectiveness**

S/N	ITEMS	PRINCIPALS (N = 93)			Teachers (N =736)		
		Mean	SD	Remark	Mean	SD	Remark
1	Monitoring of teachers instructional delivery to render suggestions for enhancement	2.40	1.07	Disagree	2.31	1.11	Disagree

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2	Checking of teachers lesson notes to provide assistance for improvement	2.70	1.12	Agree	2.67	1.12	Agree
3	Checking of staff school attendance to ensure regular instructional delivery	2.72	1.11	Agree	2.51	1.13	Agree
4	Checking of teachers' record of work done to monitor their progress	2.68	1.12	Agree	2.39	1.11	Disagree
5	Monitoring staff truancy level to foster their dedication to their duties	3.02	.92	Agree	2.52	1.13	Agree
6	Monitoring of staff participation in school meeting	2.59	1.16	Agree	2.66	1.13	Agree
7	Monitoring teachers' compliance to school schedules	2.18	1.11	Disagree	2.32	1.06	Disagree
8	Monitoring of staff participation in school extra-curricular activities	2.72	1.08	Agree	2.36	1.12	Disagree
<b>Mean of Means'</b>		<b>2.63</b>	<b>1.09</b>	<b>Agree</b>	<b>2.47</b>	<b>1.11</b>	<b>Disagree</b>

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Table 1 revealed that both principals and teachers disagreed and agreed on some items on principals' application of instructional supervision practices. Generally, the mean of means' value of 2.63 for principals fall above 2.50 indicating agreement on principals' application of most of the instructional supervision practices for school effectiveness in Oyo State, while the mean of means' value of 2.47 for teachers fall below 2.50 indicating disagreement on

principals' application of most of the instructional supervision practices for school effectiveness in Oyo State. This implies that principals agreed that checking of teachers' record of work done to monitor their progress and monitoring of staff participation in school extra-curricular activities checking of teachers lesson notes to provide assistance for improvement and checking of staff school attendance to ensure regular instructional delivery among others are their instructional supervision practices for school effectiveness, while teachers disagreed with the principals on their application of some supervision practices.

**Table 2: Mean scores and standard deviation ratings of principals and teachers on principals' application of time management practices for school effectiveness**

S/N	ITEMS	PRINCIPALS (N = 93)			Teachers (N =736)		
		Mean	SD	Remark	Mean	SD	Remark
9	Setting deadline to ensure teachers coverage of their scheme of work	2.70	1.13	Agree	2.63	1.15	Agree
10	Evaluating teachers' use of instructional time for possible adjustment	2.27	1.15	Disagree	2.34	1.12	Disagree
11	Providing timely information for teachers to enhance their teaching roles	3.09	1.01	Agree	2.27	1.11	Disagree
12	Ensuring appropriate delegation of instructional tasks to teachers for timely delivery	2.98	1.05	Agree	2.54	1.14	Agree
13	Linking school priorities with educational objectives for school effectiveness	2.54	1.14	Agree	2.48	1.11	Disagree

14	Avoidance of procrastination in preparing the school time-table	2.70	1.10	Agree	2.41	1.11	Disagree
15	Ensuring accurate allocation of time for each subject for adequate coverage of all subjects	2.30	1.12	Disagree	2.45	1.12	Disagree
16	Limiting the intrusion of extra-curricular activities on instructional time	2.34	1.14	Disagree	2.05	1.07	Disagree
17	Discouraging unnecessary and unscheduled visitors during school hours for steady instructional delivery	2.38	1.04	Disagree	2.11	1.07	Disagree
18	Controlling various school activities to maintain focus on instructional tasks	2.63	1.12	Agree	2.57	1.10	Agree
<b>Mean of Means'</b>		<b>2.59</b>	<b>1.10</b>	<b>Agree</b>	<b>2.39</b>	<b>1.11</b>	<b>Disagree</b>

The result shown in table 2 revealed that both principals and teachers agreed and disagreed on some items on principals' application of instructional time management practices. Generally, the mean of means' value of 2.59 for principals fall above 2.50 indicating agreement on principals' application of most of the instructional time management practices for school effectiveness in Oyo State, while the mean of means' value of 2.39 for teachers fall below 2.50 indicating disagreement on principals' application of most of the instructional time management practices for school effectiveness in Oyo State. This implies that principals agreed that setting deadline to ensure teachers coverage of their scheme of work, controlling various school activities to maintain focus on instructional tasks, linking school priorities with educational objectives for school effectiveness and avoidance of procrastination in preparing the school time-table among others are their instructional time



management practices, while the teachers disagreed with the principals on some instructional time management practices.

**Table 3: z-test of the mean rating of principals and teachers on principals' application of instructional supervision practices for secondary schools effectiveness in Oyo State**

Variables	N	$\bar{X}$	SD	z-cal.	z-crit.	df	$\alpha$	Decision
Principals	93	2.63	1.09	1.31	1.96	827	0.05	Not Significant
Teachers	736	2.47	1.11					

From table 3, the z-calculated value of 1.31 is less than z-critical value of 1.96 at 0.05 level of significance and 827 degree of freedom. Thus, the null hypothesis is not significant. Therefore, there is no significant difference in the mean rating of principals and teachers on principals' application of instructional supervision practices for secondary school effectiveness in secondary schools in Oyo State.

**Table 4: z-test of the mean rating of principals and teachers on principals' application of time management practices for secondary schools effectiveness in Oyo State**

Variables	N	$\bar{X}$	SD	z-cal.	z-crit.	df	$\alpha$	Decision
Principals	93	2.59	1.10	1.64	1.96	827	0.05	Not Significant
Teachers	736	2.39	1.11					

From table 4, the z-calculated value of 1.64 is less than z-critical value of 1.96 at 0.05 level of significance and 827 degree of freedom. Thus, the null hypothesis is not significant. Therefore, there is no significant difference in the mean rating of principals and teachers on principals' application of time management practices for secondary school effectiveness in secondary schools in Oyo State.

### Discussion

Principals agreed that checking of teachers' record of work done to monitor their progress and monitoring of staff participation in school extra-curricular activities checking of teachers lesson notes to provide assistance for improvement and checking of staff school attendance to ensure regular instructional delivery among others are their instructional supervision practices for school effectiveness, while teachers disagreed with the principals on their application of some supervision practices. Teacher disagreed that

principals regularly check their school attendance and monitor their participation in extra-curricular activities among others. However, this finding is agreement with Hayat (2015) who reported that that the instructional leadership practices of supervising and evaluating instruction was highly performed by the principals.

There is no significant difference in the mean rating of principals and teachers on principals' application of instructional supervision practices for secondary school effectiveness in secondary schools in Oyo state. This finding is contrary to that of Unachukwu and Odumodu (2015) who reported that the mean rating of principals and teachers on the extent management support practices for teachers' supportive supervision differ significantly. This contradiction could be attributed to difference in geographical locations of both studies.

Principals agreed that setting deadline to ensure teachers coverage of their scheme of work, controlling various school activities to maintain focus on instructional tasks, linking school priorities with educational objectives for school effectiveness and avoidance of procrastination in preparing the school time-table among others are their time management practices, while the teachers disagreed with the principals on some instructional time management practices. Teachers disagreed that some principals' time management practices such as providing timely information; linking school priorities with educational objectives and avoidance of procrastination in preparing the school time-table among others. Nevertheless, this finding is supported by Quah (2011) who revealed that principals have successfully implemented instructional time management practices.

There is no significant difference in the mean rating of principals and teachers on principals' application of time management practices for secondary school effectiveness in secondary schools in Oyo state. This is supported by Akert and Martins (2012) who reported that there was a significant difference between the overall mean score of the teachers on the perceived impact of leadership roles on school environment.

### **Conclusion**

Based on the findings of this study, it was concluded that there was disagreement between principals' and teachers on principals' application of instructional supervision and time management practices. Also, there was no significant difference in mean ratings of principals and teachers on principals' instructional leadership practices.

### Recommendations

Based on the findings of this study, the following recommendations were made:

1. The school principals should regularly monitor teachers' instructional delivery and their level of compliance to school schedules in order to enhance teachers' commitment to teaching.
2. Government should organize induction courses for those promoted to the rank of principals, to acquaint them with relevant knowledge in the management of instructional time.

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