



Principals Instructional Leadership and Teachers Job Performance in Public Secondary Schools in Rivers State, Nigeria

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ABSTRACT

This study examined the relationship between principals' instructional leadership (managing the instructional program) and teachers' job performance in public secondary schools in Rivers State, Nigeria. In order to fully conceptualize principals instructional relationship – managing the instructional program, supervising and evaluating instruction, coordinating curriculum, and monitoring students' progress was carefully considered while teachers job performance was seen as teachers task job performance, teachers contextual job performance, and teachers adaptive job performance. Pearson's Product Moment Correlation Coefficient statistics was used to provide answers to the research questions that were posed while Z-ratio test statistic was used to analyze and test the null hypotheses that was proposed. The study used responses that were obtained from 367 respondents which comprised teachers and principals from the public secondary schools in Rivers State. The respondents were selected through a simple random sampling technique. Findings from the study revealed a positive and significant relationship between managing the instructional program and the different measures of teachers' job performance (task, contextual and adaptive) although at varying degrees.

Introduction

With the ever-increasing needs of today's globalization, the transformation in the educational system needs to be put in place to ensure that nation's education seeks to provide the best 21st century education to future generations. In line with the rapid development of the world, most countries in the world, Nigeria inclusive, are considering or re-evaluating the educational system in their countries (AbuBakar cited in Norhayati, Mohd-Shaladdin, Noor-Rohana, & Mohd-Yusri, 2017) with the aim of making them relevant in the current realities of life and the technological advancements herein. However, planning of these various initiatives will not work if the school leaders in collaboration with teachers and other stakeholders, who are the change managers fail to handle them effectively.

Competent school teachers and/or administrators are expected to help government achieve this pressing agenda of the nation's educational sector transformation. Arguments abound from several researches and opinions that have articulated the importance of leadership as a major factor that contributes to schools' effectiveness and that principal's instructional leadership practice is far more impacting in this regard. Hence, in the light of this, emphasis on principals' instructional leadership and teacher's job performance is one of the key shifts to mobilizing educational transformation.

The secondary school teachers are by legal standing and/or provisions expected to ensure the effective implementation of policies and programmes for the achievement of the school's goals in secondary schools. And to enable the attainment of the objectives of secondary schools, the curriculum has been developed to suit such desires which are to be implemented by the teacher, and also to aid the management and administration of the secondary school by the teacher.

According to Ogbonnaya (2009), by the position occupied as well as the functions performed, the teacher implements the educational programmes of the school in addition to creating a conducive teaching and learning environment in schools. Furthermore, in the opinion of Omojuwa (2007), it is the teacher who ultimately interprets and implements the educational policies as presented in the school curriculum, which is designed to actualize educational goals. The obvious implication of this situation is the fact that the quality of a nation's education can only be as high as the quality of her teachers.

Considering the impact that the teachers have on the education of the students, Ibukun (2011) viewed teacher's job performance as the rate or frequency at which they carry out their daily functions towards the attainment of educational goals. Accordingly, researchers have found out that ineffective performance of teacher will dis-balance the whole educational society. Therefore for the development of a robust educational system,

it is obligatory that teachers' must possess dynamic job performance. Definition of performance is very flexible as everyone places the concept that suits best, and letting the context take care of the definition. Also, job performance commonly deals with the workplace (Bhat&Berl, 2016) even as it commonly refers to whether an employee (teacher) performs his/her job well. It is one of the vital elements that is considered as a primary indicator for the effectiveness of organizations (Yusoff, Ali, & Khan, 2014), and often deals with an individual's belief towards expected organizational value of work related behaviours carried out over a period of time.

Giving a further thought on the importance of the teachers, Musa (2004) asserts that, the teacher holds the key to nation-building, and that the aspiration of any nation to transform into a great nation (country) can only be possible if there are competent and dedicated teachers to impart the appropriate knowledge, attitude and skill. It is not just enough to have adequate supply of teachers to schools without putting their quality into consideration, as the teacher is the pivot of the educational process. This is because any educational process is always a product of the teacher, since what he (the teacher) knows and does can make a difference, and what he does not know and cannot do, can be a serious problem.

The situation in most secondary schools in Rivers State seems worsening despite several attempts by government, educational regulatory bodies, private sector players, and concerned citizens at correcting those lingering issues that have bedeviled the educational sector. Research has been conducted to find out what the causes are that have led to the current trend which results in poor students' academic performance (individual performance), and most have pointed it to the poor job performances of teachers, while others argued that the principals instructional leadership practices have been a major player in this. Previous research recognized the importance of quality leadership by consistently identifying strong instructional leadership as a key instrument in creating a positive organizational climate (Leech, Green, & Smith, 2005).

Given that providing quality education is the most important task for an instructional leader, more emphasis should be given to the principals' instructional and professional skills. As instructional leaders, principals play important role in improving school's instructional process. According to Simin, Mohammed, Komathi, Kumar and Amuta (2015), the key role of an instructional leader (principal) is in providing direction, resources and support to teachers and students in order to enhance teaching and learning outcomes. And citing the opinion of Sim, Simin et al (2015) posited that instructional leadership in the school setting is directly related to the teaching process while involving the interaction between teachers, students and the curriculum.

Arguing further, Simin et al (2015) stated that instructional leadership is an important strategic aspect of education administration which leads to students' learning improvement and quality education. To them, the main role of instructional leader in an educational institution includes: setting clear goals and objectives; managing curriculum; monitoring lesson plan; allocating resources; and, evaluating teachers' (and students) performance regularly. They postulated further that to achieve the goal of quality education, instructional leaders should play their role and responsibility efficiently and effectively by defining the school's mission, managing the instructional program, and creating a positive school climate which is geared toward enhancing the teacher's task, contextual or extra-role (Abiante, 2018), and perceived job performances.

Regardless of the above thoughts and postulations, our educational system gets worsened off daily as there arises several complaints and challenges which are faced by their players. Principals most times do not carry out their duties of instructional leadership; defining the school's mission, managing the instructional program, and/or create a positive learning climate for her students or do teachers attain their job performance; task job performance, contextual job performance and/or adaptive job performance. This trend have over the years affected the performance of the students and as well the nation and her educational system.

In view of the foregoing, this study considered the effects that the principals role in managing the instructional program have on the teachers job performance in public secondary schools in Rivers State with the aim of finding or recommending a more proactive way of carrying out with the duties of both the principals and teachers as it most pertain to attaining educational goals of Rivers State in particular and Nigeria in general.

Purpose (Objectives) of the Study

The main purpose of this study was to investigate the relationship between principals' instructional leadership and teachers' job performance in public secondary schools in Rivers State. Specifically, the study sought to:

- i. Examine the relationship between managing the instructional program and teachers' task job performance in public secondary schools in Rivers State.
- ii. Determine the relationship between managing the instructional program and teachers' contextual job performance in public secondary schools in Rivers State.
- iii. Investigate the relationship between managing the instructional program and teachers' adaptive job performance in public secondary schools in Rivers State.
- iv. Ascertain the relationship between principals' instructional leadership and teachers' job performance in public secondary schools in Rivers State.

Research Questions

This study was guided by the following questions:

- i. What is the relationship between managing the instructional program and teachers' task job performance in public secondary

- schools in Rivers State?
- ii. What is the relationship between managing the instructional program and teachers' contextual job performance in public secondary schools in Rivers State?
 - iii. What is the relationship between managing the instructional program and teachers' adaptive job performance in public secondary schools in Rivers State?
 - iv. What is the relationship between principals' instructional leadership and teachers' job performance in public secondary schools in Rivers State?

Hypotheses

To provide tentative answers to the research questions are the following:

- H0₁:** There is no significant relationship between managing the instructional program and teachers' task job performance in public secondary schools in Rivers State.
- H0₂:** There is no significant relationship between managing the instructional program and teachers' contextual job performance in public secondary schools in Rivers State.
- H0₃:** There is no significant relationship between managing the instructional program and teachers' adaptive job performance in public secondary schools in Rivers State.
- H0₄:** There is no significant relationship between principals' instructional leadership and teachers' job performance in public secondary schools in Rivers State.

Research Question 1:

What is the relationship between managing the instructional program and teachers' task job performance in public secondary schools in Rivers State?

Table 1: Pearson's Correlation between managing the instructional program and teachers task performance

Correlations

		Managing Instr.Prg.	Teach. Job.Per.
Managing Instructional Program	Pearson Correlation	1.000	0.875**
	Sig. (2-tailed)		0.003
	N	367	367
Teachers Job Performance	Pearson Correlation	0.875**	1.000
	Sig. (2-tailed)	0.003	
	N	367	367

** . Correlation is significant at the 0.05 level (2-tailed).

SPSS output, Version 20 – Field Survey, 2022

Report in Table 1 presents Pearson's correlation run to find out the relationship between managing the instructional program and Teachers task performance as reported by three hundred and sixty seven (367) respondents. A strong positive correlation coefficient value was reported between the variables, this suggests that there is significant relationship between managing the instructional program and teachers task performance ($r = .875^{**}$, $p = .003 < 0.05$ (alpha value) of public secondary schools in Rivers State.

Research Question 2:

What is the relationship between managing the instructional program and teachers' contextual job performance in public secondary schools in Rivers State?

Table 2: Pearson's Correlation between managing the instructional program and teachers contextual performance

Correlations

		Managing Instr.Prg.	TJP.C
Managing Instructional Program	Pearson Correlation	1.000	0.994**
	Sig. (2-tailed)		0.000
	N	367	367
Teachers Job Performance - Contextual	Pearson Correlation	0.994**	1.000
	Sig. (2-tailed)	0.000	
	N	367	367

** . Correlation is significant at the 0.05 level (2-tailed).

SPSS output, Version 20 – Field Survey, 2022

The report in Table 2 presents Pearson's correlation run to find out the relationship between managing the instructional program and Teachers contextual performance as reported by three hundred and sixty seven (367) respondents. A strong positive correlation coefficient value was reported between the variables, this suggests that there is significant relationship between managing the instructional program and teachers contextual performance ($r = .994^{**}$, $p = .000 < 0.05$ (alpha value) of public secondary schools in Rivers State.

Research Question 3:

What is the relationship between managing the instructional program and teachers' adaptive job performance in public secondary schools in Rivers State?

Table 3: Pearson's Correlation between managing the instructional program and teachers adaptive performance

Correlations

		Managing Instr.Prg	TJP.A
Managing Instructional Program	Pearson Correlation	1.000	0.969**
	Sig. (2-tailed)		0.008
	N	367	367
Teachers Job Performance - Adaptive	Pearson Correlation	0.969**	1.000
	Sig. (2-tailed)	0.008	
	N	367	367

** . Correlation is significant at the 0.05 level (2-tailed).

SPSS output, Version 20 – Field Survey, 2022

The report in Table 3 presents Pearson's correlation run to find out the relationship between managing the instructional program and Teachers adaptive performance as reported by three hundred and sixty seven (367) respondents. A strong positive correlation coefficient value was reported between the variables, this suggests that there is significant relationship between managing the instructional program and teachers adaptive performance ($r = .969^{**}$, $p = .008 < 0.05$ (alpha value) of public secondary schools in Rivers State.

Research Question 4

What is the relationship between principals' instructional leadership and teachers' job performance in public secondary schools in Rivers State?

Table 4: Pearson's Correlation between principals' instructional leadership and teachers' job performance

Correlations

		Principals Instr.Lrship.	Teachers Job Perf.
Principals Instructional Leadership	Pearson Correlation	1.000	0.779**
	Sig. (2-tailed)		0.005
	N	367	367
Teachers Job Performance	Pearson Correlation	0.779**	1.000
	Sig. (2-tailed)	0.005	
	N	367	367

** . Correlation is significant at the 0.05 level (2-tailed).

SPSS output, Version 20 – Field Survey, 2022

The report in Table 4 above presents Pearson's correlation coefficient that was ran to find out the relationship between principals instructional leadership and teachers job performance as reported by three hundred and sixty seven (367) respondents. A strong positive correlation coefficient value was reported between the variables, this suggests that there is significant relationship between managing the instructional program and teachers adaptive performance ($r = .779^{**}$, $p = .008 < 0.05$ (alpha value) of public secondary schools in Rivers State.

Test of Hypotheses

H0₁: There is no significant relationship between managing the instructional program and teachers' task job performance in public secondary schools in Rivers State.

Table 5: The test of hypothesis 1: managing the instructional program and teachers' task job performance

z_statistic	p_value	cohens_d
1.796514	.0168	0.7412
Number of cases read: 1		Number of cases listed: 1

SPSS output, Version 20 – Field Survey, 2022

The report in table 5 reveals the statistical z-test ran to test hypothesis 1; therefore, given the result obtained by the statistical test and the criteria for the decision defined, we reject the null hypotheses and accept the alternate (HA₁) that there is significant relationship between managing the instructional program and teachers' task job performance in public secondary schools in Rivers State ($z_{\text{statistic}} = 1.797$; $p = 0.017$; $d = 0.74$); the derived Cohens_d delineates the effect size; thus, 74% change in teachers' task job performance is determined by managing the instructional program.

H0₂: There is no significant relationship between managing the instructional program and teachers' contextual job performance in public secondary schools in Rivers State.

Table 6: The test of hypothesis 2: managing the instructional program and teachers' contextual job performance

z_statistic	p_value	cohens_d
1.896514	.0162	0.6412
Number of cases read: 1		Number of cases listed: 1

SPSS output, Version 20 – Field Survey, 2022

The report in table 6 above reveals the statistical z-test ran to test hypothesis 2; therefore, given the result obtained by the statistical test and the

criteria for the decision defined, we reject the null hypotheses and accept the alternate (HA_2) that there is significant relationship between managing the instructional program and teachers' contextual job performance in public secondary schools in Rivers State ($z_{\text{statistic}}= 1.897$; $p=0.016$; $d=0.64$); the derived Cohens_d delineates the effect size; thus, 64% change in teachers' contextual job performance is determined by managing the instructional program.

H0: There is no significant relationship between managing the instructional program and teachers' adaptive job performance in public secondary schools in Rivers State.

Table 7: The test of hypothesis 3: managing the instructional program and teachers' adaptive job performance

z_statistic	p_value	cohens_d
1.696514	.0154	0.5912
Number of cases read: 1		Number of cases listed: 1

SPSS output, Version 20 – Field Survey, 2022

The report in table 7 above reveals the statistical z-test ran to test hypothesis 3; therefore, given the result obtained by the statistical test and the criteria for the decision defined, we reject the null hypotheses and accept the alternate (HA_3) that there is significant relationship between managing the instructional program and teachers' adaptive job performance in public secondary schools in Rivers State ($z_{\text{statistic}}= 1.697$; $p=0.015$; $d=0.59$); the derived Cohens_d delineates the effect size; thus, 59% change in teachers' adaptive job performance is determined by managing the instructional program.

H0: There is no significant relationship between principals' instructional leadership and teachers' job performance in public secondary schools in Rivers State.

Table 8: Test of hypothesis 4: Principals' instructional leadership and teachers' job performance

z_statistic	p_value	cohens_d
1.896514	.0162	0.6412
Number of cases read: 3		Number of cases listed: 3

SPSS output, Version 20 – Field Survey, 2022

The report in table 8 reveals the statistical z-test ran to test the hypotheses 4-6; therefore, given the result obtained by the statistical test and the criteria for the decision defined, we reject the null hypotheses and accept the alternate (HA_4) that there is significant relationship between principals instructional leadership (managing the instructional program) and teachers' job performance in public secondary schools in Rivers State ($z_{\text{statistic}} = 1.897$; $p=0.016$; $d=0.64$); the derived Cohens_d delineates the effect size; thus, 64% change in teachers' job performance is determined by managing the instructional program.

Summary

Implementing an effective and efficient management of the instructional programs of the educational system by the principals in public secondary schools is imminent in the quest of the government to curb the current trend of downward slope of the educational standard since this has been discovered to have effects on the task, contextual and adaptive performance of teachers in Rivers State. This implies that supervising and evaluating instruction, coordinating curriculum, and monitoring student progress is a precursor to task job performance - transform the raw materials (curriculum, educational objectives/goals, transfer of knowledge) into goods and services (excellent academic successes and performance, overall national development, etc.); contextual job performance – encourage extra-role performance, enable employees involunteering to carry out tasks that are not formally part of their job description, make employees help by cooperating with others in the organization to get tasks accomplished, make employees help others complete a task, collaborate with their superiors, or make suggestions to improve organizational processes; and adaptive job performance- adjust to and understand changes in the workplace, help employees adjust their behaviours to the requirements of the work situations and new events, and assist employees to efficiently deal with uncertain and unpredictable

work situations that may, for example, arise from organizational restructuring, a change in priorities, or the lowered availability of resources.

Conclusion

The study reveals that there is a positive and significant relationship between managing instructional leadership (supervising and evaluating instruction, coordinating curriculum, and monitoring students' progress) and teachers job performance (task, contextual and adaptive) although in varying degrees in public secondary schools in Rivers State, Nigeria. The effect of managing the instructional program on teachers' job performance was highest in teachers' task job performance and lowest in teachers' adaptive job performance.

Recommendations

It is recommended that a study be conducted in details on principals' supervisory and evaluative role as instructional leaders on teachers' contextual and adaptive job performances in public secondary schools in Rivers State, Nigeria. Also, a study on managing the instructional program by principals and teachers job performance is recommended using different data analysis method and population. Policies and programmes that will make it legal for principals to effectively and efficiently manage the instructional programs of public secondary schools in Rivers State, Nigeria should be put in place and enforced.

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