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PRINCIPALS' PERCEPTION OF THE EFFECT OF LESSON PLANNING AND INSTRUCTIONAL SUPERVISION ON TEACHERS JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN DELTA STATE

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ABSTRACT

The study examined principals' perception of the effect of lesson planning and instructional supervision on teachers' job performance in public secondary schools in Delta State. The study adopted descriptive survey research design. Two research questions were answered, and two hypotheses were tested in the study at 0.05 alpha level. The entire population of 485 principals of public secondary schools in Delta State responded to the questionnaire. The researcher's developed questionnaire, 'Perception of the Effect of Lesson Planning and Instructional Supervision on Teachers Job Performance Scale (PELPISTJPS)', which was validated by three experts, was employed in collection of data. Cronbach alpha method was adopted, which gave rise to satisfactory reliability coefficients of 0.88 and 0.80, for clusters B1 and B2. The researcher and 3 research assistants collected the data. Mean was used for answering the research questions, while z-test statistic was used to test the null hypotheses. Findings revealed that lesson planning can help a teacher plan in line with instructional objectives, suitable instructional materials, strategies to motivate learners for instructional encounters, and improve his classroom management skills. Instructional supervision can help teachers detect and correct lesson plan error(s), curb his truancy and lateness to class tendencies; improve in classroom control and management, improve in the application of teaching methods, as well as make teacher active and innovative. The study concluded that lesson planning and instructional supervision have influence on teachers' job performance. It was recommended that the Delta State Ministry of Basic and Secondary Education should steadily organize instructional supervision related works, conferences and seminars for principals in the state.

Keywords: Lesson Planning, Instructional Supervision, Teachers Job Performance, Public Secondary School, Principal.

Introduction

The school as part of the education industry is critical to development. It is a serious and appreciable aspect of human endeavour, which every government unavoidably lays emphasis on, as the light to developmental strides. Schools are expertly thought out, planned for, established, operated and managed in a manner that demonstrates its indispensability in the quest

for development of the society. The school provides the platform for training, mentoring, empowering, equipping, and preparing the workforce needed to work in different sectors of the economy. Secondary schools form part of other categories of schools tasked with nurturing and enriching people with planned knowledge, skills, aptitude, character, and other societal values that contribute to the general development of the society.

It is in recognition of the importance of secondary schools that National Policy on Education, cited in Akarakiri (2018) highlighted the goals of secondary education to include, but are not limited to:

1. Provide all primary school leavers with the opportunity for education of a higher level irrespective of gender, social status, religion or ethnic background.
2. Offer diversified curriculum to cater for differences in talent, opportunities for future roles.
3. Provide trained manpower in the applied science, technology and commerce at sub professional grades.
4. Develop and promote Nigerian languages as a culture in the context of the world's cultural heritage.
5. Inspire students with desire for self-improvement and achievement of excellence.
6. Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens.
7. Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

The forgoing formed the basis upon which governments at all level in Nigeria are advised to devote more resources to making schools under its jurisdiction functional.

Government owned schools, including the secondary schools are mostly referred to as public schools in research parlance. Nwankwo and Godwin (2021), considered public secondary school as any post primary learning institution established, funded and overseen by the government. This is pointer to the fact that government is absolutely responsible for funding the public secondary schools, as its owner. Similarly, Anachuna and Obi (2021), buttressed that public secondary schools are schools that are owned and controlled directly by the government, regulated by its agencies, and managed by its representatives, who are referred to as principals.

Principals are appointed as civil servants to managed public secondary schools on behalf of the government. They are considered as the supervisory and coordinating leaders, managers, administrators and Chief Executive Officers of secondary schools. Supporting this view, Ikediugwu and Obiora (2021), posited that principals are the Chief Executive Officers of a secondary schools, who are saddled with the responsibility of managing the available human and material resources of a secondary school in pursuit of educational objectives and goals. This hands them with the herculean task of monitoring compliance as

well as supervising instructions in the schools of their primary assignment.

To supervise instruction, to inspect teachers' activities, monitor teachers' compliance to standard, detect any deviation from set standard, mentor and correct teachers through giving directives for amendments, and approving corrections made. Inasmuch as principals have a lot of administrative/office duties to perform, instructional supervision (the field duties) are fundament and primary, as it is the major way to ensuring the teachers translate the curriculum into reality by implementing it in the teaching and learning encounters. Stressing the importance of instructional supervision by principals, the Federal Ministry of Education, cited in in Akarakiri (2018), put forward the supervisory requirement as follows: Ensuring curriculum implementation; providing direct technical support to teachers; providing on-the -job training to teachers; conducting teacher performance evaluation; conducting formative education program evaluation, and monitoring and coordination. When principals take instructional supervision seriously, teachers might want to ensure they adhere to the provisions of the first step in teaching, which lesson is planning.

Lesson planning is the act of envisioning a model teaching and learning scenario and drafting all possibilities on paper to serve as the road map for the actual teaching and learning experience. It is first step to organizing possible teaching experience formally. Lesson plans are to teachers what ammunition are to the army. Lesson plan guides the teacher from start to finish in instructional delivery. It is an aid to curriculum implementation which the teacher is primarily tasked to do. For a teacher to carry out the duties of teaching, he has to plan how he will do the teaching, and without him planning, he might not effectively facilitate learning in students. This is in line with the common adage 'he who fails to plan, invariably plans to fail'. In essence, for a teacher to perform his primary duties effectively, he has to plan the instruction well.

Teachers' job performance is simply about a teacher carrying out his teaching duties and assessments very well, as guided by the lesson plan being drafted a priori. Explaining further, Nwankwoala (2020), asserted that in the real sense, teacher's job performance is determined by three main factors, namely: effort, ability, and direction. Nwankwoala stressed that effort entails how hard a teacher works; ability implies an effort that matches one's ability, and direction has to do with how well the teacher understands and does the job expected from him/her. Based on this, a teacher is considered to have done a job well, when the process of achievement is supported by the three factors that function together. Therefore, teacher's job performance entails the ability of teachers to accomplish set educational objectives within specified time limit using appropriate tools and teaching methods. Teacher's job performance might hugely depend on the extend planning done before executive the act of teaching, as well as the principals carrying out proper supervision of instructions.

Sadly, despite the fact that teachers understand how important lesson planning is towards improving his lesson delivery and general performance, and principals understanding the need for continuous supervision of teachers' instructional delivery, there seems to lapses on the part of some of the principals. This is evident in nonchalant attitude of some principals in discharging their supervisory responsibilities in Rivers State (Nwankwoala, 2020), and this might as well be the attitude portrayed by schools in Delta State. This is understandable, yet unacceptable, as most principals spend more time in their offices attending files and documents which mostly need urgent attention too, thereby putting instructional supervision to jeopardy. This paves the way for teachers who go about their personal businesses and appointment thereby relegating their primary permanent teaching responsibility to secondary. This surely has brought observable drop in teachers' job performance, because most teachers in the State no longer demonstrate any iota commitment, diligence, discipline, forthrightness and timely delivery of lessons. It is based on the afore-identified issues that this study was given birth to, to enable the researcher investigate the perceived effect of lesson planning and instructional supervision on teachers job performance in public secondary schools in Delta State.

Purpose of the Study

Generally, the purpose of the study was to investigate the principals' perceived effect of lesson planning and instructional supervision on teachers' job performance in public secondary schools. Specifically, the study sought to find out the principals' perceived effect of:

1. Lesson planning on teachers' job performance in public secondary schools in Delta State.
2. Instructional supervision on teachers' job performance in public secondary schools in Delta State.

Research Questions

The following research question guided the study:

1. What effect does lesson planning have on teachers' job performance in public secondary schools in Delta State?
2. What effects does instructional supervision on teachers' job performance in public secondary schools in Delta State?

Hypotheses

The following null hypotheses which further guided the study were tested at 0.05 levels of significance:

1. Mean rating of responses of principals of urban and rural schools on the perceived effect of lesson planning on teachers job performance in public secondary schools in Delta State do not differ.
2. Mean rating of responses of principals of urban and rural schools on the perceived effect of instructional supervision on teachers job performance in public secondary schools in Delta State do not differ.

Research Method

Research Design

The study adopted descriptive survey research design in carrying out the investigation. Descriptive survey refers to the design that is aimed at collecting data and describing it in a systematic manner in line with the characteristics, features or facts about a given population (Nworgu, 2015). The design was deemed appropriate for the study, because the researcher collected data from principals which was used to describe the effect of lesson planning and instructional supervision on teachers' job performance in public secondary schools in Delta State.

Population of the Study

The population of the study comprised 485 principals of public secondary schools in Delta State, out of which 96 were of the male gender and 389 were of the female gender. The report revealed that 302 schools are basically in rural settings, while 183 schools are considered to be in urban areas. Composition of the population also showed that 190 principals are from Delta Central; 174 are from the Delta North, and 121 are from Delta South. Source: Delta State Ministry of Basic and Secondary Schools (2023). Principals were chosen as respondents to the study because they are the chief supervisors on instructions secondary schools of their primary assignment, and are in pole position of supplying neutral assessment of what lesson planning and instructional supervision might do for teachers' job performance. Meanwhile, the entire population of principals in the State was adopted for the study, because the researcher considered the population moderate and manageable. Hence, sampling was not carried out.

Instrument for Data Collection

The researcher developed a questionnaire titled: Perception of the Effect of Lesson Planning and Instructional Supervision on Teachers Job Performance Scale (PELPISTJPS), which was employed in collection of data from principals of public secondary schools. The researcher developed the instrument through the knowledge from literature reviewed, as well as consultations and insights from experts in faculty of education. The PELPISTJPS was structured in two sections, namely: A and B.

Section A had two items, school name and gender of the principal, as the basic demographic data needed of the schools. Section B on the other hand of PELPISTJPS had two clusters, namely: B1-B2. The clusters were based on the two areas independent variables of the study, lesson planning and instructional supervision. Cluster B1, which dealt with effect of lesson planning on teachers' job performance had 5 items. Cluster B2, which dealt with effect of instructional supervision on teachers' job performance had 5 items. This means the section B of the instrument contains a total of 10 items all of which are structured on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D); Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively.

Validation of the Instrument

The instrument was subjected to face validation by three experts, two in the Department of Educational Management and Policy, and one in Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. The researcher presented the title, purpose of the study, research questions and hypotheses with a copy of the questionnaire to the three experts and requested them to examine and scrutinize the items in terms of relevance, suitability, clarity of instruction and content

coverage. The experts suggested among others that editorial issues in the instrument be corrected and some items restructured. The suggestions of the experts were immediately effected before the final draft of the instrument for field work or survey.

Reliability of the Instrument

Cronbach alpha method which involved single administration of 20 copies of the instrument to public secondary school principals in Edo State was carried out for pilot testing of the instrument. The choice of public secondary school principals from Edo State was because secondary schools in the two States share similar characteristics in terms of lesson planning strategies and instructional supervision practices adopted for improving teachers' job performance. The data obtained were subjected to test for internal consistency using Cronbach alpha. It was considered appropriate in order to determine the level of homogeneity of the items in the clusters. The co-efficient for clusters B1 and B2 of the section B were 0.88 and 0.80, respectively and overall coefficient was 0.84. Thus, the researcher considered the instrument to be reliable for the study. This was supported by Jain and Angural (2017), who had advanced that co-efficient values ranging from 0.70 to 1.0 should be considered adequate for any research work.

Method of Data Collection

In collecting relevant data for the study, the researcher employed the service of 3 research assistants with himself. The research assistants were briefed by the researcher on the mode of distributing and retrieving the instrument. The copies of the questionnaire were distributed to principals at the schools and retrieve on-the-spot, except in some circumstance whereby the principal preferred an appointment in his/her desired location. The data collection phase elapsed within two weeks which was set out for it. The direct and on the spot retrieval of the instrument ensured that 100% return rate was recorded.

Method of Data Analysis

Mean was used for answering the research questions, while z-test statistic was used to test the null hypotheses. An item with 2.50 and above mean rating was considered to be in agreement with the researcher's proposition, and vice versa. In testing the null hypotheses, if z- calculated is equal to or greater than z-critical at 0.05 level of significance at the degree of freedom, the null hypothesis was rejected and the difference taken to be statistically significant, but if otherwise, the null hypotheses was not rejected and the difference taken to be statistically not significant.

Presentation of Results

Research Question 1: What effect does lesson planning have on teachers' job performance in public secondary schools in Delta State?

Table 1: Mean ratings of responses of principals on the effect of lesson planning on teachers' job performance in public secondary schools in Delta State.

S/N	Items	Urban N = 183	Remark	Rural N = 302	Remark
		Mean		Mean	
1.	It ensures teachers plan in line with instructional objectives	2.88	Agree	2.79	Agree
2.	Lesson planning guide teachers on suitable instructional materials to adopt for a topic	2.68	Agree	2.71	Agree
3.	Lesson planning guides the teacher on what and when to administer students activities	2.65	Agree	2.70	Agree
4.	It guides the teacher on strategy to motivate learners for instructional encounter	2.97	Agree	2.87	Agree
5.	It equips the teacher with classroom management skills through anticipation students' attitude to the planned lesson	2.92	Agree	2.89	Agree
	Cluster Mean	**2.82**	**Agree**	**2.79**	**Agree**

Result on Table 1 showed that all the 5-items have mean ratings above 2.50, for both urban and rural principals. This implies all the items are accepted. This indicates that lesson planning helps to that teachers plan in line with instructional objectives; guides teachers on suitable instructional materials to adopt for a topic; guides the teacher on what and when to administer students activities; guides the teacher on strategy to motivate learners for instructional encounter, and equips the teacher with classroom management skills through anticipation students' attitude to the planned lesson.

Research Question 2: What effects does instructional supervision on teachers' job performance in public secondary schools in Delta State?

Table 2: Mean ratings of responses of principals on the effect of instructional supervision on teachers' job performance in public secondary schools in Delta State.

S/N	Items	Urban N = 183	Remark	Rural N = 308	Remark
		Mean		Mean	
1.	It helps teachers improve in lesson planning as supervisor might detect and correct lesson plan error(s)	2.59	Agree	2.64	Agree
2.	It helps to curb teacher's truancy and lateness to class	3.70	Agree	3.56	Agree
3.	It help teacher to improve in class control and management	2.66	Agree	2.80	Agree
4.	It help teachers improve in application of teaching methods	2.52	Agree	2.60	Agree
5.	It makes teacher active and innovative	2.69	Agree	2.53	Agree
	Cluster Mean	**2.83**	**Agree**	**2.83**	**Agree**

Table 2 revealed that all the 5-items put forward by the researcher are accepted, because each of the mean rating of principals was above 2.50, irrespective of the location. This shows that instructional supervision influences teachers' job performance as follows: helps teachers improve in lesson planning as supervisor might detect and correct lesson plan error(s); helps to curb teacher's truancy and lateness to class; helps teacher to improve in class control and management; helps teachers improve in application of teaching methods, and makes teacher active and innovative.

Hypothesis 1: Mean rating of responses of principals of urban and rural schools on the perceived effect of lesson planning on teachers' job performance in public secondary schools in Delta State do not differ.

Table 3: z-test for mean ratings of responses of principals of urban and rural schools on the effect of lesson planning on teachers' job performance.

Variables	N	Mean	SD	z-cal	z-crit	Df	LOS	Decision
Urban	183	2.82	1.11	1.32	1.96	483	0.05	Not significant
Rural	302	2.79	1.09					

Table 3 result revealed that the z-calculated is 1.32, which is less than z-critical (1.96) at 0.05 level of significance and 483 degree of freedom. This favours the null hypothesis, hence, it is not rejected. This implies that the mean rating of responses of principals of urban and rural schools on the perceived effect of lesson planning on teachers' job performance in public secondary schools in Delta State do not differ.

Hypothesis 2: Mean rating of responses of principals of urban and rural schools on the perceived effect of instructional supervision on teachers' job performance in public secondary schools in Delta State do not differ.

Table 4: z-test for mean ratings of responses of principals of urban and rural schools on the effect of instructional supervision on teachers' job performance.

Variables	N	Mean	SD	z-cal	z-crit	Df	LOS	Decision
Urban	183	2.83	1.09	0.98	1.96	483	0.05	Not significant
Rural	302	2.83	1.07					

Giving that the result on Table 4 showed that the calculated z-value is 0.98, whereas the value for z-critical is 1.96 at 0.05 level of significance and degree of freedom of 483, the result favours the null hypothesis. Hence, the null hypothesis is not rejected. This implies that the mean rating of responses of principals of urban and rural schools on the perceived effect of instructional supervision on teachers' job performance in public

secondary schools in Delta State do not differ.

Discussion of Findings

The study reported that lesson planning helps teachers plan in line with instructional objectives; guides teachers on suitable instructional materials to adopt for a topic; guides the teacher on what and when to administer students activities; guides the teacher on strategy to motivate learners for instructional encounter, and equips the teacher with classroom management skills through anticipation students' attitude to the planned lesson. This is in consonance with earlier report that lesson plan is the road map that guides a teacher on the objectives to achieve; instructional materials to be used, and general instructional delivery (Center for Research on Learning and Teaching, 2023). On the other hand, the current study also revealed that the mean rating of responses of principals of urban and rural schools on the perceived effect of lesson planning on teachers' job performance in public secondary schools in Delta State do not differ. This not surprising, in the sense that once a lesson is planned and strictly adhered to during lesson delivery, there is tendency of achieving a similar result, if all things be equal.

The study also reported that instructional supervision influences teachers' job performance as follows: helps teachers improve in lesson planning as supervisor might detect and correct lesson plan error(s); helps to curb teacher's truancy and lateness to class; helps teacher to improve in class control and management; helps teachers improve in application of teaching methods, and makes teacher active and innovative. The study also reported that the mean rating of responses of principals of urban and rural schools on the perceived effect of instructional supervision on teachers' job performance in public secondary schools in Delta State do not differ. In a similar report, Nwankwoala (2020), asserted that classroom visitation by supervisors, clinical supervision technique and holding conferences with teachers by supervisors before the actual classroom observation are significantly related to teachers' job performance. By implication, Nwanwkoala was of the view that supervision is necessary for teachers' job performance, irrespective of the location, and impacts on the teachers' job performance favourably.

Conclusion

The study found that lesson planning and instructional supervision have effect on teachers' job performance. Lesson planning can help a teacher plan in line with instructional objectives, suitable instructional materials, strategies to motivate learners for instructional encounter, and improve his classroom management skills. Instructional supervision can help teachers detect and correct lesson plan error(s), curb his truancy and lateness to class tendencies; improve in classroom control and management, improve in the application of teaching methods, as well as make teacher active and innovative. The opinion and perception of principals in urban and rural schools was not significantly different. The study concluded that lesson

planning and instructional supervision have influence on teachers' job performance.

Recommendation

Based on findings of the study, the following recommendations are made:

1. Principals should continue emphasizing the need for teachers' instructional planning, by regularly providing guidance to teachers on how to improve on their lesson plan preparations. This will ensure teachers keep abreast with current practices in lesson planning and delivery.
2. The Delta State Ministry of Basic and Secondary Education should steadily organize instructional supervision related works, conferences and seminars for principals in the state. This will avail the principals opportunities to learn and get improved on whatever supervisory skills and practices they are used to.

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