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An Assessment of Principal's Supervision of Instructions and Mentorship of Teachers as Predictors of Teachers' Service Delivery in Secondary Schools in Imo State

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ABSTRACT

This study sought to find out the extent of Principal's Supervision of Instructions and mentorship of Teachers as Predictors of Teachers' Service Delivery. The research design adopted was an ex-post facto design. The study was conducted in Imo State of Nigeria. The population of the study comprised 7,602 teachers and 253 principals in the 253 public secondary schools in Imo State. The sample size of 555 teachers was used for the study. The main instrument used for this study was a questionnaire tagged "Principal's Supervision of Instructions and Mentorship of Teachers and Teachers' Service Delivery Questionnaire (PSIMTTSDQ)". The instrument was validated by field experts. The reliability of instrument was adopted to establish the internal consistency in determining the reliability coefficients of the instruments. The study concluded that the independent sub-variables used which included: supervision of instructions and mentoring of teachers, predict teachers' delivery to a significant low extent in public secondary schools in Imo State. This implies that although teachers' service delivery is predicted to a low extent by these variables, it is significant, hence, the need for school administrators to enhance their managerial functions in building sufficiently motivated and effective teachers in order to meet up with educational goals. From the on-going, it was therefore recommended that principals should organize routine supervision of instructions and mentoring of teachers and principals should maintain smooth and strong relationship with staff and avoid unnecessary rancor that may kill motivation and in turn reduce effectiveness in service delivery of teachers. Principals should ensure routine supervision of instructions to enhance teaching effectiveness and Principals should also incorporate appropriate mentoring technique like developing veteran teachers to share best practices with other teachers whereby they communicate, collaborate and share with each other in order to promote effective service delivery.

KEYWORDS: Principal's Supervision, Instructions, Teachers Mentorship, Teachers' Service Delivery, Secondary Schools.

Introduction

Teachers' service delivery can be seen as the ability of the teacher to manipulate successfully, educational resources for effectives students learning. However, teachers' services delivery can be identified through four characterizations namely: instructional effectiveness, uses of assessment for students learning, organization of positive learning environment, and personal quality of the teacher (Stronge, Ward and Grant, 2011). Teachers are the fundamental component of any effective school system. Darling-Hanmond (2010) explained an effective teacher as one who is intellectually challenging, motivating students, setting high standard and encouraging

self-initiating learning. Aside from these functions, an effectives teacher delivers efficient and effective educational service through four major compartmentalization: Classroom arrangement, instructional delivery, ensuring students discipline and assisting efficient administration through the performance of delegated duties. The situation of the education system is worsened when one observes recent high inclination towards irresponsibility from the teachers. such unprofessional conduct like lateness to work, lackadaisical attitude to classroom management, and fabrication of unnecessary excuses distort processes to effectives service delivery. Nevertheless, every core responsibility of a teacher can only be attained when direction and focus are set, policy principles are maintained, and routine evaluations processes are ensured by an administrative head in the school system.

Thus principal resumes this position in the position in the secondary system to ensure a smooth teaching-learning environment. The principal is a planner, director, controller, coordinator, organizer, adviser and a problem solver (Maduabuchi, 2002). The principal manages daily programmes of the schools to ensure attainment of proficient educational service delivery. In other words, principal management performance encompasses effective coordination of school human and material resources. This may involve developing, supporting and equipping the teacher and students with the knowledge and skills that can equip them with the tools to respond positively to the ever changing phenomenon of education that can solve societal challenges. Campbell (2007) infers that principals' management performance revolves around putting in place all enabling environments by the principals to foster teachers and students' moral commitment to teaching and learning. These may provide building structure for sufficiently motivated and effective teachers and students. Creating a base for critical thinking however show that no principal can ideally achieve school/education service delivery without adequate supervision of instructional, mentoring of teachers, coordination of school plants and planning for organized discipline in the school management are delegation of duties, encouraging appropriate staff relationship, and communication skills. This is why the extent to which principals have performed these functions and their predictable positions on teachers' service delivery forms the background of his study.

Hence, transferring educational/curriculum instructions which is a sole responsibility of a teacher, has to be closely supervised to ensure teaching effectiveness. Therefore, it is considered pertinent for instructions to be supervised. Ezeocha in Onuma (2016) maintained that supervision of instructions makes for the improvement of teaching and learning. This is carried out through the practice of motoring the performance of staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws. This may lead to the achievement of the desired instructional practice in educational organization. The school principal who halls a position of leadership should influence his/her personnel to achieve efficiency and effectiveness in the performance of instructional transfer. The management prowess of the principal in the area of membership of teachers and students is another vital measure broadly argued as influencing service delivery in schools.

Ofobruku and Nwakoby (2015) averred that mentoring is among the few tools needed to strengthen organizational capabilities, intelligence, knowledge, building sustenance of an organization's competitive advantage. Organizational mentorship is a set of tailor-made advice and incentives that a more experienced staff, innovatively offer less experienced members in an organization (Bilesanmi, 2013). This is why principals are considered more experienced in

secondary schools. They are therefore expected to resume the position of mentors and promote staff guidance on career development as well as serve as role models. School organization needs effective mentorship to be effective. This is because any school organization in which staffers lack efficient mentoring may experience low level service delivery. From the foregoing, the importance of supervision of instruction, and mentoring of staff in school development have been highlighted. However, whether these variable translate to teachers' service delivery in Imo State, is another matter altogether. This is the rationale behind this study: which is to examine the extent to which principals' management performance predicts teachers' service delivery in Imo State secondary schools.

Statement of the Problem

No academic institution can attain an all-round effectiveness without the inputs of the teaching personnel. Principals has the primary functions of exhibiting effective instructional leadership for the improvement of diversified curriculum and quality instructional programme for effective attainment of set school goals, as well as teachers', who are the fundamental instruments for cohesive service delivery, having the ability to manipulate educational success for effective students learning in schools. Effort of school official directed towards improving leadership to teachers and other educational workers, in the improvement of instruction which involves the stimulation of professional growth of teachers, the selection and revision of educational objectives, and the evaluation of instruction. This is driven home, when the institutions are managed by principals (in the case of the secondary schools) with different levels of management competence and whose sole responsibilities of coordination, implementations and overhauling are highly essential in the actualization of the teaching learning process. It is against this springboard that the study sought to find out principal's supervision of instructions and mentorship of teachers as predictors of teachers' service delivery in secondary schools in Imo State.

Objective of the Study

1. Examine the extent to which principals' supervision of instructions predicts teachers' service delivery.
2. Determine the extent to which principals' mentorship of teachers predicts teachers' service delivery.

Research Question

1. To what extent does principals' supervision of instructions predict teachers' service delivery in secondary schools?
2. To what extent does principals' mentorship of teachers predict teachers' service delivery in secondary schools?

Research Hypotheses

Ho_1: principals' supervision of instructions does not significantly predict teachers' service delivery in Imo State secondary schools.

Ho_2: principals' mentorship of teachers does not significantly predict teachers' service delivery in Imo State secondary schools.

Literature Review

Principals' Supervision of Instruction

Supervision has long been recognized as an essential process executed by educational leaders, school administrators or supervisors. UNESCO (2014) highlighted supervision as a constant and continuous process of more personal guidance based on frequent visit when attention is directed to one or more aspects of the school and its organization. Essien (2014) explained supervision as all effort of school official directed towards improving leadership to teachers and other educational workers, in the improvement of instruction which involves the stimulation of professional growth of teachers, the selection and revision of educational objectives, and the evaluation of instruction. This implies that supervision can provide leadership that coordinate and improve the efforts of all those associated with the school for the realization of educational goals. It can equally be an exercise aimed at maintaining the efforts of personnel and other school human resources in line with the goals of the effort of the administration.

The principal has the primary functions of exhibiting effective instructional leadership for the improvement of diversified curriculum and quality instructional programme for effective attainment of set school goals. The Federal Republic of Nigeria (FRN, 2013) and Litchfield (2003) identified the management of curriculum and instruction, supervision of classroom instruction, monitoring and evaluation of students' progress and achievement, promotion and enhancement of learning environment, establishment and supporting continuous staff development and procuring instructional materials for teaching and learning as major supervisory functions of secondary school principals. For example, the principal can repurpose the individual teacher goal-setting process to focus on team goals. Rather than establishing goals for individual teachers that focus on teacher activities, they help teams establish collective goals that focus on student learning. These results-oriented goals help create the interdependence and mutual accountability vital to effective teams.

Principal supervision can provide feedback to team members who implement new strategies as part of their action research. For example, a team may decide that members should focus on checking for students understanding more frequently and effectively to improve achievement in a unit that has traditionally proven difficult for the students. The principal could focus on that aspect of instruction during observations and work with teachers to expand their strategies in that area. Finally, many new evaluation tools have component related to teacher collabouration. An effective principal will use that aspect of evaluation as a catalyst to strengthen the team process.

Principals' Mentorship

The mentoring process is not always clearly understood in education. Researchers are becoming increasingly cognizant of its complexity. Numerous interpretation of the mentoring process is contained in the literature on mentoring. It is commonly agreed that the process includes the various developmental phases of the mentoring relationship, the dynamics of the mentoring relationship itself, and the application of cognitive developmental theory to the mentoring process. In education, mentoring is a complex and multi-dimensional process of guiding, teaching, influencing and supporting a beginning or new teacher. It is generally accepted that a mentor teacher leads, guides and advise another teacher more junior in experience in a work situation characterized by mutual trust and belief.

Mentoring was introduced into the educational scene as a tool for dealing with high rates of attrition during the first three years of teaching. Participation I a teacher induction programme and working with a mentor teacher has been shown to reduce the likelihood of novice teachers transferring schools or leaving the profession (Ingersoll and Smith, 2003). The mentor is expected to provide psychological support, technical assistance, and guidance regarding local rules and policies (Wang and Odell, 2002). In a context of "educative mentoring" the mentor assists the novice in interpreting student behaviors and meanings and helps the novice discover how to further his/her learning. As an experienced teacher, the mentor should have the ability to foster the novice teacher's learning and attend to his/her needs, while maintaining the curriculum and ensuring effective and meaningful student learning.

Mentoring is the process of serving as a mentor, someone who facilitates and assists another's development. The process includes modeling because the mentor must be able to model the messages and suggestions being taught to the beginning teacher (Gay in Hobson, Maxwell and Steven, 2015). Also, as indicated, the mentor must be able to serve as a model of the teacher's role in education. The mentoring process includes coaching as an instructional technique used in endeavors such as sports or apprenticeship at the work place. In addition, it includes "cognitive coaching," a term gaining wider familiarity in education. To be effective, the mentor must be able to demonstrate a range of cognitive coaching competencies, such as posing carefully constructing questions to stimulate reflection, paraphrasing, probing, using wait-time, and collecting and using data to improve teaching and learning.

The co-mentoring model fosters have equal balance of power between participants and seeks to integrate emotion into the academic professional experience (McGuire, 2003). Each person in the co-mentoring relationship has the opportunity to occupy the role of teacher and learner. McGuire and Reger (2003) emphasized the need for a peer mentoring model, where two people have a learning need or goal in common and work collabourative to meet joint needs. The main benefit is identified as a lack of hierarchy which in turn facilitates communication, mutual support and the collabouration necessary for effective learning. Vance and Olson in Haddad and Oplatka (2009) contrast the 'expert-to-novice' model to 'peer-collegial' mentor relationships, stating that "peers are pivotal mentors through our lives".

The 'buddy system' is often described as a mentoring approach that involves a senior teacher with little or no mentor training pairing up with a new teacher (Moir, 2006). It is also described as having an inherent danger, in the mentor possibly introduction the new teacher to the norms and expectations of the institution, but with no training or resources to link mentoring to the norms and expectations inherent in excellent teaching. Although still explaining this process as 'a senior teacher mentoring the new teacher', Wahl (2003) identified the buddies in a mentoring programme as a network of gifted veteran professors throughout the university, who can help junior colleagues improve their classroom performance.

Wahl (2003) experience with mentoring has identified the following essential qualities of mentor teachers:

1.   A range of interpersonal skills to fit a variety of professional encounters and situations.
2.   Good working knowledge of a repertoire of teaching methods, alternative modalities of learning, and styles of teaching and learning that affect student achievement.

3.   Ability to use coaching process that foster increased self-direction and self-responsibility of the beginning teacher.

4.   Effective communication skills that facilitate the growth of the new employee and accommodate the employee's emotional, social and cognitive needs.

5.   Understanding the stages of teacher development within the context of how adults learn.

Mentoring can reduce the level of isolation felt by practicing teachers (Elliott and Calderhead, 2003). Mentoring may also bring about negative consequences for the mentor. It may present a drain of the mentor's physical and mental resources (Bullough and Draper, 2004), and, in some programmes, the mentor must allocate time from and already busy teaching schedule. Studies have indicated that mentors experienced feelings of displacement and loss of privacy (Koerner in Haddad and Oplatka, 2009).

Teachers' Service Delivery in Public Secondary School

The major task of education administration is to utilize all available resources in an effort to achieve the objectives for which schools are established. Again the task is geared towards effective teaching and learning. Teaching and learning are transformational activities which involve two major variables-teacher and student. In the teaching learning process emphasis is on students and on increasing their potentials to contribute to educational excellence. The concern of every nation is to provide for the educational needs of her citizen for individual growth and for the development of the nation in general. This recognition of the potentials of education for national development is a fact that has been seriously managed for the transformation of nations. In Nigeria, this fact has been emphatically documented in the national policy on education which states that the goals of education services shall develop, access and improve educational programme; enhance teaching and improve the competence of teachers; and make learning experience more meaningful for learners (National Policy on Education, 2004). For government to realize this objective, there is need to design educational programmes that do not require only number of schools and other facilities but also provide initiatives to those who facilities the achievement of these good intentions of the government towards educating her citizens. Education is an important tool that can shape an individual and allow creativity, opportunity and growth to realize his potential goals and abilities in life. The individual having been educated exhibits desirable behavioural changes. So education is the instrument for empowering of people with knowledge and skills which provide them access to productive employment (National Planning Commission NPC, 2013). In recognition of the need for education, the Nigerian National Policy on Education (2004) noted that education is that process concerned with the transmission of worthwhile values; skills, and knowledge suitable for developing learners' potentials for national development.

Teachers are the basic and fundamental component of any effective school system. Darling-Hanmond (2010) explained an effective teacher as one who is intellectually challenging, motivating students, setting high standard and encouraging self-imitating learning. Teachers are seen as trained persons engaged to facilitate learning in classrooms so as to achieve set educational goals. According to Abia (2005), teaching is more than a job because instructional activities engaged in by the teachers are usually enormous, long lasting, continuous and non-profit making. The aim of teaching is to make transparent how learning is made possible.

Yusuf (2008) averred that teachers in secondary school should:

1. Emphasize academic goals, and expect students to master the curriculum; and carefully organize the curriculum sequentially.
2. Clearly explain and illustrate what students are to learn;
3. Review work regularly and hold students accountable for their work;
4. Give prompt feedback so as to continuously ensure success.

Yair (2007) saw teaching as behavior or activities of the teacher performed to produce a change in the learner's behavior. The major aim of teaching is to facilitate learning and subsequently influence learners to make desirable change in their behavior. Umoren and Ogbodo (2001) agreed adding that teaching is meant to bring about a relatively permanent change in learning behavior.

Method

Design of the Study

The study adopted the ex-post facto design.

Area of the Study

The study was conducted in Imo State of Nigeria.

Population of the Study

The population of the study comprised all the 7,602 teachers and 253 principals in the 253 public secondary schools in Imo State.

Sample and Sampling Technique

A sample size of 555 teachers representing 8 percent of the teachers' population was used for the study.

Instrumentation

The Main Instrument used in this study was questionnaire titled "Principal's Supervision of Instructions and Mentorship of Teachers and Teachers' Service Delivery Questionnaire (PSIMTTSDQ)".

Validation of the Instrument

The face validation of the instrument was carried out to ensure that the instrument has the accuracy, appropriateness, completeness and the language of the study under consideration.

Reliability of the Instrument

The inter item approach was adopted to establish the internal consistency in determining the reliability coefficients of the instruments.

Method of Data Analysis

Simple linear regression was used to analyze the collated data.

Result and Discussion

Research Question 1: What is the extent to which supervision of instructions predict teachers' service delivery in public secondary schools in Imo State?

Table 1: Simple linear regression analysis for the extent to which supervision of instructions predicts teachers' service delivery in public secondary schools in Imo State (N=555)

Variable	R	R^2	% of prediction
Supervision of Instructions			
	.117	.014	1.4%
Teachers' Service Delivery			

The entries in Table 1 show the R for the strength of the relationship and R^2 for the determination of the extent to which supervision of instructions predicts teachers' service delivery in public schools. The R- Value of .117 indicated the extent to which the prediction occurs. The calculation R^2 of .014 which is the coefficient of determinant indicates that only 1.4% variability in teachers' service delivery is predicted by supervision of instructions. This result means that supervision of instruction contributes 1.4% to predict teachers' service delivery in public secondary schools in Imo State.

Research Question 2: What is the extent to which mentorship of teachers predict teachers' service delivery in public secondary schools in Imo State?

Table 2: Simple linear regression analysis for the extent to which mentorship of teachers' predicts teachers' service delivery in public secondary schools in Imo State (N=555)

Variable	R	R^2	% of prediction
Mentorship of Teachers			
	.302	.091	9.1%
Teachers' Service Delivery			

The entries in Table 2 show the R for the Strength of the relationship and R^2 for the determination of the extent to which mentorship of teachers predicts teachers' service delivery in public schools. The R- Value of .302 indicates the extent to which the prediction occurs. The calculated R^2 of .091 which is the coefficient of determinant indicates that only 9.1% variability in teachers' service delivery is predicted by mentorship of teachers. This result means that mentorship of teachers contributes 9.1% to predict teachers' service delivery in public secondary schools in Imo State.

Hypothesis One

The extent to which supervision of instruction predict teachers' service delivery in public secondary schools in Imo State is not significant.

Table 3: Simple linear regression analysis for the prediction of supervision of instruction on teachers' service delivery in public secondary schools in Imo State

Source of Variation	Sum of Square	df	Mean Square	F-cal	F-crit	Decision @P<.50
Regression	11.86	1	11.86			
Residual	85.52	554	15.86	7.714	3.86	*
Total	86.38	555				

*Significant

The outcome in Table 3 reveals that the calculated F- Value of 7.714 is greater than the critical F-Value of 3.86 at .05 level of significant with 1 and 554 degrees of freedom. With this outcome, the null hypothesis which claims that the extent to which supervision of instruction predicts teachers' service delivery is not significant is rejected. The result implies that the extent to which supervision of instruction predicts teachers' service delivery in public secondary school in Imo State is significant

Hypothesis Two

The extent to which mentorship of teachers predict teachers' service delivery in public secondary schools in Imo State is not significant.

Table 4: Simple linear regression analysis for the prediction of mentorship of teacher on teachers' service delivery in public secondary schools in Imo State

Source of Variation	Sum of Square	df	Mean Square	F-cal	F-crit	Decision @P<.50
Regression	78.75	1	78.75			
Residual	78.63	554	14.75	55.685	3.86	*
Total	86.38	555				

*Significant

The entries in Table 4 reveal that the calculated F-value of 55.685 is greater than the critical F-value of 3.86 at .05 level of significant with 1 and 554 degrees of freedom. With this outcome, the null hypothesis which claims that the extent to which mentorship of teacher predicts teachers' service delivery is not significant is rejected. The result implies that the extent to which mentorship of teacher predicts teachers' service delivery in public secondary schools in Imo State is significant.

Discussion of Findings

Principals' Supervision of Instruction and Teachers' Service Delivery in Public Secondary School in Imo State

The results of the analysis in Tables 1 and 2 to which supervision of instruction predicts teachers' service delivery in public secondary schools in Imo State reveals that supervision of instruction significantly predicts teachers' service delivery in public secondary school in Imo

State. The implication here is that supervision of instruction by principals has ways of promoting and encouraging effective teachers' service delivery. This is so because without an internal and regular supervision of instruction, curriculum may not be covered and incidents of examination malpractice by students will be high. Hence, to achieve effective and enhanced performance by teachers, there is need for school principals to undertake regular supervision of instructions. The finding of the study is in support of the findings by Etukudoh (2006) who found out that there was positive and significantly relationship between the level of school supervision and the various components of the work behavior of the secondary school teachers. Therefore, the importance of teachers to show high level of concern for the students' discipline; be willing to accept instructional responsibilities and should be punctual to school. To achieve effective delivery, school supervision should be a regular feature of the educational system.

Principals' Membership of Teachers' Service Delivery in Public Secondary Schools in Imo State

The results of the analysis as seen in Tables 3 and 4 to which mentoring of teachers predicts teachers' service delivery in public secondary schools in Imo State reveals that mentoring of teachers significantly predicts teachers' service delivery in public secondary schools in Imo State. This result is not surprising to the researcher, in that, principals mentoring of teachers significantly determine teachers' service delivery because mentoring of teachers helps in developing skills as well as reduce the tendency of novice teachers transferring schools or leaving the profession. In addition, without proper mentoring, cases of unsolved problems will increase which can lead to job dissatisfaction and hamper professional growth. The findings lend credence to that of Koki, (2014) whose study showed that mentoring may benefit the mentor in several ways. It may provide an opportunity for personal and professional development, and the relationships with junior colleagues can enable individuals' mid-career to enhance self-esteem and to pass on personal values and experiences to the next generation.

Conclusion

Based on the findings of the study, it was concluded that the independent sub-variables used which included: supervision of instructions and mentoring of teachers do predict teachers' delivery to a significant low extent in public secondary schools in Imo State. This implies that although teachers' service delivery is predicted to a low extent by these variables, it is significant, hence, the need for school administrators to enhance their managerial functions in building sufficiently motivated and effective teachers in order to meet up with educational goals.

1. From the on-going, it is therefore suggested that principals should organize routine supervision of instructions and mentoring of teachers

2. Added to the list is the fact principals should maintain smooth and strong relationship with staff and avoid unnecessary rancor that may kill motivation and in turn reduce effectiveness in service delivery of teachers.

Recommendations

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

1. Principals should ensure routine supervision of instructions to enhance teaching effectiveness.

2. Principals should incorporate appropriate mentoring technique like developing veteran teachers to share best practices with other teachers whereby they communicate, collabourate and share with each other in order to promote effective service delivery.

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