

## PRINCIPALS' SUPERVISION AND SECONDARY SCHOOL ISLAMIC STUDIES STUDENTS' ACADEMIC PERFORMANCE IN ILORIN EAST, KWARA STATE, NIGERIA

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### Abstract

*Principal supervision is the bedrock and front line mirror in executing actions in the school system. It is against this background that this study examined principals' supervision and secondary school Islamic Studies students' academic performance in Ilorin East, Kwara State, Nigeria. A total number of 28 senior secondary school principals and 402 Islamic Studies students were selected as the sample for this study. The purposive and simple random sampling techniques were used to select the sample. Four research hypotheses were formulated for the study. Questionnaire tagged principals' supervision and Islamic Studies students' academic performance (PSISAP) was designed and used for the data collection. Data were analyzed using the Pearson's Product Moment Correlation Statistics. The findings revealed that there was a significant relationship between principals' supervision and Islamic Studies students' academic performance. Based on the findings, it was recommended that, principals should be more proactive in their day-to-day supervisory roles on teachers and students. Principals should make sure that teachers, especially Islamic Studies teachers, cover every topic in the scheme of work in line with the time frame, while laissez faire and irregular supervision of teachers amongst others must be discouraged.*

**Keywords:** Principals' supervision, Academic performance, Islamic Studies.

### Introduction

Supervision is the process of overseeing the work of teachers with the aim of assisting them to solve their instructional problems so that students can benefit maximally from classroom activities. This could be done through the involvement of the principal or any other top management member such as vice-principal and head of department by interacting with teachers and students in the classroom regularly to monitor the teaching and learning process. Harris (2012) defines supervision as what school personnel do with people and things to maintain or change the school operation in ways that directly influence the teaching process to promote students' learning. Glickman (2011) views supervision as the actions that enable teachers to improve instructions for students and as an act that improves relationships with both personal and organizational needs. More so, Beach and Reinhartz (2018) define supervision as a complex process that involves working with teachers and other educators in a collegial, collaborative relation to enhance the quality of teaching and learning within schools and that which promotes career long development of teachers. It is an action which

renders teachers a specialised help to become more effective in teaching and promoting confidence in less competent teachers. It is clear from these definitions that supervision revolves round the teachers and the learners.

However, principal supervision is the act where the principal supervises teachers by checking their scheme of work and lesson notes, making sure they go to classes regularly, checking absenteeism, rewarding hardworking teachers and punishing the indolent ones, assigning administrative duties to them and encouraging them to do the right things at the right time, he provides the materials for effective discharge of assigned duties and encourages experimentation Kimosop (2012). Dipoola and Hoy (2008) assert that the most important role school principal can take care of is that of the teachers and students. Kimosop (2012) avers that principals should be a model collaborator and a reflector of his or her own practice. He or she must encourage teachers to observe his or her instructional process and ask them to offer constructive criticism, this will motivate them to view supervision as a collegial process and by daily exhibition of these behaviours, they are not only learning alongside their teachers, but also act as a catalyst to professional learning.

Mullen and Hertinger (2018) maintain that to improve students' performance, school heads must provide instructional leadership and resources. One basic instructional practice is classroom visitation. The principal must make deliberate visits to the learning premises to inspect the state of learning resources. Onyango (2015) observes that instructional supervision occurred in the areas of class visitation, conferencing and teacher observation greatly influence students' academic performance. Gachoya (2018) stresses that the supervisors who made these visits were able to have an insight into the actual state of instruction and this reinforces performance. In other words, if class visits are seriously carried out, students would keep alert and this may influence their academic performance. Ayot and Briggs (2002) opine that ineffective instructional supervision leads to poor performance among learners. He recommends regular classroom visitations to enhance higher students' achievement level.

Another basic practice in principals' supervision is classroom observation. During classroom observation, the principal observes how the teacher plans his work for delivery to learners. Okumbe (2018) opines that principals must prepare a supervision schedule indicating how the teacher maintains class discipline, the lesson presentation, provides for learner differences, mastery of content, learner involvement as well as teaching methodologies used. The principal can video tape the lesson without being disrupted in the class so as to sit later with the supervised teachers and discuss the strengths and the weaknesses of the supervisee's lesson in an attempt to improve teachers' quality on instructional process. Sule (2013) asserts that the supervisor acts as another set of eyes holding up a mirror of practice. Individual conferencing follow classroom observation during which the supervisor discusses with the supervisee what he or she observed during the observation when he or she visited the classroom. At this stage the video tape could be brought in.

Edoho (2009) observes that principals' supervision should be interactive by nature. In view of Kimosop (2012) who states that feedback got through interactive analysis helps both the supervisor and the teacher in terms of information sharing, incorporation of the supervised teachers' suggestions helps build his confidence hence enhancing learning process.

Another area of interest is regular check of scheme of work, Eshiwani (2013) was of the view that principal must check the teaching standards with reference to schemes of work, lesson plans, records of work, ensure duty attendance by teacher and class attendance by students by keeping their respective registers.

Nwagwu (2014) observes that the principal as supervisor has the responsibility of monitoring and evaluating all staff activities and programmes of their school/ organisation. The major reason for this is to ensure dutiful compliance of all teachers with established laws and declared goals through quality assurance, maintenance of standards and quality control. This view is in line with the National Policy on Education (2004) which declared that supervision is a device for quality control. The goals of the school can be achieved through the continuous supervision of the teaching staff and the non- teaching staff. The National Policy on Education (2014) identify management of curriculum and instruction, monitoring and evaluation of students' progress and achievement, establishing and supporting continuous staff development and procuring instructional material for teaching and learning, supervision of classroom instruction, promotion and enhancement of learning as some supervisory roles of secondary school principals.

In another development, Islamic Studies teachers play vital and crucial roles in passing moral and religious instruction to students at secondary school level. Therefore, it is justified to say that Islamic Studies teachers possess the most crucial position in the entire system of education. The future success of the students depends upon the effectiveness of the teaching performance of Islamic Studies teachers (Suleman, 2011). Muhammad (2002) views Islamic Studies as a process of self- discipline which ensures spiritual and intellectual growth of human mind.

As regard academic performance, Oke (2003) states that it is a measure of how well students have mastered the learning tasks presented to them, the way they handle controversial issues and pass relevant judgement and level at which they pass examination. Moreover, Ijaya (2004) notes that academic standard refers to what students should be able to know and be able to do. It should provide explicit description of the content knowledge and academic skills required. In similar vein, Stiggings (2011) defines academic performance/achievement as the process of rating students towards assessing the extent to which the students has achieved the desired objectives. It is a basic principle that provides a kind of continuum of performance ranging from the highest in the group to the lowest.

In relation to educational research, academic performance of a student can be regarded as the observable and measurable behaviour of a student in a particular situation (Drever, 2015). In addition, Oloyede (2006) asserts that students' academic performance is the main focus in the overall educational performance. Islamic Studies students' academic performance is referred to as educational outcome of students in Islamic Studies. It is a yardstick used to determine how far Islamic Studies students have mastered a course of study within a given period of time. Islamic Studies students' academic performance is a veritable tool that can be used to determine and predict the standard of Islamic Studies educational system in Nigeria in terms of its efficiency and effectiveness. It portrays the quality of Islamic Studies education offered in Nigeria

### **Statement of the Problem**

Debates and discussions on ineffective and decline in principal supervision of teachers' instructional task performance especially Islamic Studies teachers and students' academic performance is still very complex and remains difficult to predict. Surprisingly, little empirical research has actually been conducted in this area, especially, in Ilorin East Local Government Area, Kwara State secondary schools. Thus, very few studies have focused attention on classroom observation, regular scheme of work checking and teachers' appraisal and Islamic Studies students' academic performance in the local government area of the state secondary schools and the result are inconsistent and inconclusive.

Many researchers have carried out studies on supervision and academic performance in Nigerian secondary schools at different times, locations, subjects and areas of interest. For instance, Elewu (2011) examined principal supervision and academic performance of students in River State. Similarly, Usman (2015) examined the impact of instructional supervision on academic performance of secondary school students in Nasarawa State. It was obvious that most of these studies were carried out at different time, location, different subject area and at different levels of education. The gap identified by the researcher is that, none of the earlier researchers focused on Ilorin East Local Government Area senior secondary schools in Kwara State. Therefore, the researcher considered it necessary to examine principals' supervision and Islamic Studies students' academic performance in Ilorin East, Kwara State, Nigeria. This was the gap in knowledge this study filled.

### **Purpose of the Study**

Generally, the purpose of this study was to examine principals' supervision and secondary school Islamic Studies students' academic performance in Ilorin East Local Government, Kwara State, Nigeria. Specifically, the study correlates:

- i. relationship between principals' classroom observation and secondary school Islamic Studies students' academic performance.
- ii. relationship between principals' scheme of work checking and secondary school Islamic Studies students' academic performance.
- iii. relationship between principals' appraisal and secondary school Islamic Studies students' academic performance.

### **Research Questions**

The following research questions were raised in the context of this study:

- i. Is there any relationship between principals' supervision and secondary school Islamic Studies students' academic performance?
- ii. Is there any relationship between principals' classroom observation and secondary school Islamic Studies students' academic performance?
- iii. Is there any relationship between principals' scheme of work checking and secondary school Islamic Studies students' academic performance?
- iv. Is there any relationship between principals' appraisal and secondary school Islamic Studies students' academic performance?

### **Research Hypotheses**

The following null hypotheses were formulated to guide the study and tested.

**HO<sub>1</sub>:** There is no significant relationship between principals' supervision and secondary school Islamic Studies students' academic performance.

**HO<sub>2</sub>:** There is no significant relationship between principals' classroom observation and secondary school Islamic Studies students' academic performance.

**HO<sub>3</sub>:** There is no significant relationship between principals' scheme of work checking and secondary school Islamic Studies students' academic performance.

**HO<sub>4</sub>:** There is no significant relationship between principals' appraisal and secondary school Islamic Studies students' academic performance.

### **Research Methodology**

The research design adopted for this study was a correlation research type. This research design allows an accurate record of what was observed between two variables so that; the analysis could yield meaningful information. The population of this study consisted of all 56 principals and Islamic Studies students in secondary schools in Ilorin East Local Government Area of Kwara State, while, the target population was senior secondary school principals and Islamic Studies students in all 28 public secondary schools in the local government area. Meanwhile, purposive sampling technique was used to select 28 senior secondary school principals and simple random sampling technique was used to select 402 Islamic Studies students from public secondary schools. The data for the study was gathered through the use of questionnaire. The questionnaire consists of four sections with 20 items. Sections A, B, C and D. Section A consists of items on relationship between principals' supervision and secondary school Islamic Studies students' academic performance. Section B contains items on relationship between principals' classroom observation and secondary school Islamic Studies students' academic performance. Section C consists items on relationship between principals' scheme of work checking and secondary school Islamic Studies students' academic performance. Section D contains items on relationship between principals' appraisal and secondary school Islamic Studies students' academic performance. In order to ascertain the validity of the instrument, the drafted questionnaire titled "PSISAPQ" was given to experts in educational research in Faculty of Education, Al-Hikmah University, Ilorin, Nigeria for content validity in which correction were done. The reliability of the instrument was ascertained by administering the questionnaire to seven principals and twenty five Islamic Studies students that were not part of the main sample. The test retest method was used within the interval of three weeks. The two set of scores were analysed using Pearson Product Moment Correlation Statistics with correlation figure of 0.781 obtained. The result indicated that the instrument was reliable enough for the study.

### **Results**

#### **Hypotheses Testing**

**HO<sub>1</sub>:** There is no significant relationship between principals' supervision and secondary school Islamic Studies students' academic performance.

**Table 1**

**Principals' Supervision and Islamic Studies Students' Academic Performance**

| Variable                                       | N   | X     | SD   | df  | Cal r value | Cal p value | Decision                 |
|------------------------------------------------|-----|-------|------|-----|-------------|-------------|--------------------------|
| Principals' supervision                        | 28  | 3.45  | .26  | 428 | .578        | .000        | HO <sub>1</sub> Rejected |
| Islamic Studies students' academic performance | 402 | 12.40 | 7.86 |     |             |             |                          |

**\*Significant P .05**

Table 1 shows the calculated r-value of .578 while p-value (0.000) is less than the significant level (0.05) for 428 degree of freedom. Therefore, the hypothesis which states that there is no significant relationship between principals' supervision and secondary school Islamic Studies students' academic performance is rejected. The finding reveals that there is significant relationship between principals' supervision and secondary school Islamic Studies students' academic performance.

**HO<sub>2</sub>:** There is no significant relationship between principals' classroom observation and secondary school Islamic Studies students' academic performance.

**Table 2**

**Principals' Classroom Observation and Islamic Studies Students' Academic Performance**

| Variable                                       | N   | X     | SD   | df  | Cal r value | Cal p value | Decision                 |
|------------------------------------------------|-----|-------|------|-----|-------------|-------------|--------------------------|
| Principals' classroom observation              | 282 | 29.78 | .000 | 428 | .513        | .000        | HO <sub>2</sub> Rejected |
| Islamic Studies Students' academic Performance | 402 | 12.40 |      |     |             |             |                          |

**\*Significant P .05**

Table 2 indicates that the calculated r-value of .513 while p-value (0.000) is less than the significant level (0.05) for 428 degree of freedom. Therefore, the hypothesis which states that there is no significant relationship between principals' classroom observation and secondary school Islamic Studies students' academic performance is rejected. This means that significant relationship exists between principals' classroom observation and secondary school Islamic Studies students' academic performance.

**HO<sub>3</sub>:** There is no significant relationship between principals' scheme of work checking and secondary school Islamic Studies students' academic performance.

**Table 3**

**Principals' Scheme of Work Checking and Islamic Studies Students' Academic Performance**

| Variable                                       | N        | X    | SD   | df                       | Cal r value | Cal p value | Decision |
|------------------------------------------------|----------|------|------|--------------------------|-------------|-------------|----------|
| Principals' scheme of work checking            | 282.51   | .74  |      |                          |             |             |          |
| 428                                            |          | .544 | .000 | HO <sub>3</sub> Rejected |             |             |          |
| Islamic Studies students' academic performance | 40212.40 | 7.86 |      |                          |             |             |          |

**\*Significant P .05**

Table 3 shows the calculated r-value of .544 while p-value (0.000) is less than the significant level (0.05) for 428 degree of freedom. Therefore, the hypothesis which states that there is no significant relationship between principals' scheme of work checking and secondary school Islamic Studies students' academic performance is rejected. This implies that there was significant relationship between principals' scheme of work checking and secondary school Islamic Studies students' academic performance.

**HO<sub>4</sub>:** There is no significant relationship between principals' appraisal and secondary school Islamic Studies students' academic performance.

**Table 4**

**Principals' Appraisal and Islamic Studies Students' Academic Performance**

| Variable                                       | N        | X    | SD   | df                       | Cal r value | Cal p value | Decision |
|------------------------------------------------|----------|------|------|--------------------------|-------------|-------------|----------|
| Principals' appraisal                          | 282.19   | .68  |      |                          |             |             |          |
| 428                                            |          | .553 | .000 | HO <sub>4</sub> Rejected |             |             |          |
| Islamic Studies Students' academic Performance | 40212.40 | 7.86 |      |                          |             |             |          |

**\*Significant P .05**

Table 4 shows the calculated r-value of .553 while p-value (0.000) is less than the significant level (0.05) for 428 degree of freedom. Hence, the hypothesis which states that there is no significant relationship between principals' appraisal and secondary school Islamic Studies students' academic performance is rejected. This implies that there was significant relationship between principals' appraisal and secondary school Islamic Studies students' academic performance.

**Discussion**

The first finding shows that there is significant relationship between principals' supervision and secondary school Islamic Studies students' academic performance. This finding is in line

with Ayeni (2012) that supervision is necessary in schools to achieve school stated objectives. He explained that the implementation of the school programmes rests in the hand of the school principal. Corroborating this fact, Onuman (2015) states that supervision remains an essential function to actualize the aims and objectives in which the school sets to achieve.

The second finding indicates that significant relationship exists between principals' classroom observation and secondary school Islamic Studies students' academic performance. This finding corroborate with the assertion of Kimeu (2010) that principal should visit the classroom frequently to supervise teachers and then organize post-observation conference where issues of supervision are deliberated on.

The finding on table three shows that there was significant relationship between principals' scheme of work checking and secondary school Islamic Studies students' academic performance. The study is similar to Mullins (2018) that teachers who planned his or her lesson are confident when impacting lessons to students. He further states that confident teachers make lessons interesting and students are eager to learn. The study also agreed with Fischer (2011) that if teachers adhere to scheme of work, it makes the process of learning more convenient for students and also improves their academic performance.

The finding on table four indicates that there was significant relationship between principals' appraisal and secondary school Islamic Studies students' academic performance. The study is in conformity with the finding of Kadenyi (2014) that appraisal of teachers assisted on improvement of students' academic performance to a great extent.

## **Conclusion**

Principal supervision is important in the development of any educational programme. The results of the data analysis indicated that principals' observation of teachers in classroom and principals' scheme of work checking have significant relationship on Islamic Studies students' academic performance in Ilorin East. It also showed that principals' appraisal has significant relationship on Islamic Studies students' academic performance.

## **Recommendations**

From the findings and conclusion of this study, the following recommendations were made:

1. Principals should be more proactive in their day-to-day supervision exercise on teachers and students performance.
2. Government should provide all necessary teaching materials that will promote the teaching standard among teachers.
3. Checking of professional documents of teachers by principals should be taken serious at all times.
4. Principals should make sure that teachers especially Islamic Studies teachers cover every topic in the scheme of work in line with the time frame.
5. Laissez faire and irregular supervision of teachers amongst others must be discouraged.

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