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PRINCIPALS' INSTRUCTIONAL LEADERSHIP PRACTICES AS CORRELATES OF TEACHERS' JOB COMMITMENT IN SECONDARY SCHOOLS IN ENUGU STATE.

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ABSTRACT

This study investigated determine teachers' perception of principals' instructional leadership practices as correlates of their job commitment in secondary schools in Enugu State. Three research questions guided the study while three null hypotheses were formulated and tested. A correlational research design was adopted for the study. This study was carried out in Enugu State. The population of the study consisted of all the 8,805 teachers in the 285 public secondary schools in Enugu State. The sample size for this study comprised 750 teachers in the public secondary schools using proportionate stratified sampling technique. A validated self-structured questionnaire titled "Questionnaire on Principals' Instructional Leadership Practices" (QPILP) and "Questionnaire on Teachers' job commitment" (QTC) was developed by the researcher. Cronbach Alpha Method was used to check the internal consistency of the instruments and an overall reliability index of 0.80 was obtained. In answering the research questions, Pearson Product Moment was used while t-Test of correlational analysis was used to test the null hypotheses at 0.05 alpha level. It was found out that there is a positive relationship between instructional supervision practices, time management practices, curriculum and instruction practices and teachers' job commitment in secondary schools in Enugu State. It was also found that there is a joint strong positive and significant relationship among principals' leadership practices and teachers' job commitment in secondary schools in Enugu State.

Keywords: Principal, Leadership, Instructional Leadership, Job Commitment

Introduction

The broad goals of secondary schools include the preparation of students for useful living within the society, and preparation for higher education (FRN, 2013). It is noteworthy that the achievement of these goals of secondary schools depends on effective administration of these schools. In particular, secondary school is an important sector in national and individual development. It plays a vital role in creating a country's human resource base at a level higher than primary education. Therefore, the administration of the secondary school to achieve these lofty goals lies on the principal, who is the instructional leader. Principals are involved in developing the school vision, bringing innovation in teachers' teaching methods, promoting staff performance, organizing instructional activities and promoting effective school climate.

Instructional leaders also known as principals are heads of secondary schools, and as such, they are managers and administrators of that school. It is the responsibility of the principals to provide instructional leadership which entails ensuring high quality teaching and learning by supervising instructional programme and ensuring effective use of instructional time to foster the attainment of educational goals and objectives. Similarly, Onuma (2016) asserted that the principal has the primary functions of exhibiting effective instructional leadership practices for the improvement of diversified curriculum and quality of instructional programme for effective attainment of set school goals. To further buttress the afore-mentioned discussion, it is expected that school principals possess requisite competence and experience in performing their instructional leadership practices.

Instructional leadership practices are leadership roles that are directly related to the teaching process, involving the interaction between teachers, students and the curriculum (Quah, 2011). Ahmed (2016) highlighted instructional leadership practices to include: 1) framing school goals;2) communicating school goals; 3) supervision and evaluation of instruction; 4) managing curriculum and instruction; 5) monitoring of students' progress; 6) time management; 7) maintaining high visibility; 8) providing incentives for teachers; 9) promotion of professional development and 10) providing incentives for students.

Instructional leadership practices of principals are directly linked to creating the conditions for optimal teaching and learning. In the context of this study, instructional leadership practices could be referred to as administrative activities and roles that are geared towards providing support for teachers and students to ensure quality instructional delivery for school effectiveness. The instructional leadership practices adopted in this study are; 1) instructional supervision; 2) time management; 3) managing curriculum and instruction. These practices are considered the most prevalent among secondary school principals (Ahmed, 2016; Akinfolarin, 2017).

Instructional supervision is one important practice principals need to pay attention to. Instructional supervision is the act of checking, watching and observing the activities of teachers, which is geared toward coaching and mentoring students as well as providing professional guidance, direction, leadership and assistance for professional development in order to improve the quality of instructional delivery. Clark (2015) saw supervision as a task of improving instruction through regular monitoring and in-service education of teachers. In the view of Nnebedum and Akinfolarin (2017), instructional supervision is the actions taken to mentor and monitor subordinates or teachers and provide supportive and conducive atmosphere for improvement on the instructional process. Principals' supervision of instruction practices includes: a) checking of teachers' lesson notes; b) scheme of work, students' notes; c) teachers' punctuality; d) teachers' regularity in class; e) classroom observation; f) moderation of examination papers and g) marking schemes among others (Sule, Ameh and Egbai, 2015).

Another important instructional leadership practice is time management. Time management is the ability to produce and follow a schedule, meet deadlines, prioritize and minimize distractions and unimportant tasks (Ekundayo and Kolawole, 2013). It is the efforts to efficiently utilize available time for tasks accomplishment. Graig and Steven (2014) stated that time management practices include: short-term and long-term goals, determining priority and scheduling of activities and minimizing time wasting. The role of the principal in instructional time management is to ensure that instructional time is not interrupted by other school activities which are not related to the instructional process (Mohammad and Muhammad, 2011). Setting of deadline, prioritizing school activities and ensuring appropriate delegation of instructional tasks to teachers are instructional time management practices that enhance timely coverage of scheme of work and maintaining of focus on instructional tasks. Secondary school principals in Enugu State appear to spend more instructional time making speeches during school morning assemble and staff briefing immediately after the assembly (Otegbulu, 2016).

Curriculum and instruction are components of schooling to which educational leaders should pay attention (Guthrie and Reed, 2011). In managing curriculum and instruction, school leaders need not be specialists in all areas of subjects. Their great responsibility lies on the provision of necessary conditions that make teaching possible (Knezevich, 2009). Managing the instructional program involves working directly with teachers in area related to curriculum and instruction (Hallinger and Murphy, 2015). The authors further remarked that for effective curriculum and instruction practices among teachers, there is need for principals to promote quality instruction by conducting teaching conferences and evaluating, visiting classroom, providing specific

suggestions and feedback on the teaching-learning process and determining teachers' assignments in the best interests of the student learning.

Could it be that principals' instructional practices correlates to teachers' job commitment? Therefore, Park (2015) defined teachers' job commitment as an acceptance of the values and missions of a specific school, a desire to stay in and a willingness to make more contribution to the school than one is expected. Teacher commitment according to Mowday, Steers, and Porter, (2009) is a strong belief towards accepting the goals and values of the school organization, willingness to exert energy and effort on behalf of the school and a definite desire to maintain membership in the school. Teachers' job commitment reflects the strength of the bond which the teachers feel towards their school and considered as fundamental to hold the school organization intact (Nartgun and Menep, 2010). Indices of teachers' job commitment according to Mohan (2011) are; common shared visions and goals, effective teaching and learning, greater cooperation between principal and teacher and among teachers and participation in decision-making process. To measure teachers' job commitment, there must be adequate inputs in terms of good instructional leadership practices, effective management practices and enabling teaching and learning environment leading to students' academic achievement.

Some of the factors that may determine the level of teachers' job commitment in schools include; job security, relationship between teachers and students, the quality of the work done by teachers, the work environment, availability of resources in schools, prompt payment of salary and other allowances, and adequate incentives (Akinwale and Okotoni, 2019). A glance at secondary schools in Enugu State showcases that despite the government provision to improve secondary schools, there still exist few secondary schools in the State that has poor working environment, hardly inspects the quality of work done by teachers, and non-availability of resources. More so, secondary school students in Enugu State seem to perform below the expectations of stakeholders which could be an indicator of teachers' non-commitment. These factors may be attributed to inability of the principals to provide effective instructional leadership practices to facilitate the teaching and learning process.

It is the duty of principal as the instructional leader to ensure quality and timely instructional delivery to facilitate teachers' job commitment through supervision and time management to foster coverage of scheme of work. Akinfolarin (2017) lamented cases of inadequate coverage of scheme of work, teachers' persistent lateness, missing of their class lessons and absenteeism in secondary schools in Enugu State. The author further stressed that it looked as if there was inconsistent instructional supervision and monitoring of students' learning through consistent and more practical assessment procedures which could have contributed to poor teachers' commitment. This problem may result from principal's poor instructional leadership practices of supervision and time management, curriculum and instruction, professional development to enhance teachers' job commitment. One therefore begins to ponder if principals' instructional leadership practices relates to teachers' job commitment in secondary schools in Enugu State. It is therefore against this background that this study determined principals' instructional leadership practices as correlates of teachers' commitment in secondary schools in Enugu State. The main purpose of this study is to determine teachers' perception of principals' instructional leadership practices as correlates of their job commitment in secondary schools in Enugu State. In specific terms, the study determined principals;

1. instructional supervision practices as a correlate of teachers' job commitment in secondary schools in Enugu State.
2. time management practices as a correlate of teachers' job commitment in secondary schools in Enugu State.
3. curriculum and instruction practices as a correlate of teachers' job commitment in secondary schools in Enugu State.

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Research Questions

1. What is the correlation between instructional supervision practices of principals and teachers' job commitment in secondary schools in Enugu State?
2. What is the correlation between time management practices of principals and teachers' job commitment in secondary schools in Enugu State?
3. What is the correlation between curriculum and instruction practices of principals and teachers' job commitment in secondary schools in Enugu State?

Hypotheses

1. There is no significant correlation between instructional supervision practices of principals and teachers' job commitment in secondary schools in Enugu State
2. There is no significant correlation between time management practices of principals and teachers' job commitment in secondary schools in Enugu State
3. There is no significant correlation between curriculum and instruction practices of principals and teachers' job commitment in secondary schools in Enugu State.

Research Methods

A correlational research design was adopted for the study. This study was carried out in Enugu State. The population of the study consisted of all the 8,805 teachers in the 285 public secondary schools in Enugu State. The sample size for this study comprised 750 teachers in the public secondary schools using proportionate stratified sampling technique. A validated self-structured questionnaire titled "Questionnaire on Principals' Instructional Leadership Practices" (QPILP) and "Questionnaire on Teachers' job commitment" (QTC) was developed by the researcher. The first questionnaire on QPLB is divided into four clusters having altogether 40 items while the second questionnaire consisted of 15 items. All the items were structured on a 4-point rating scale of Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (SD) with values 4, 3, 2, and 1 respectively. Cronbach Alpha Method was used to check the internal consistency of the instruments and a reliability value of 0.84, 0.81, 0.77 and 0.79 were obtained for the four sub-scales of instructional leadership practices respectively. The overall reliability index of 0.80 was obtained for this four sub-scales. The researcher was administered copies of the instruments directly on the respondents with the help of six research assistants who were briefed and guided on the modalities for the administration and collection of the questionnaire. In answering the research questions, Pearson Product Moment was used while t-Test of correlational analysis was used to test the null hypotheses at 0.05 alpha level.

Presentation of Results

Research Question 1: What is the correlation between instructional supervision practices of principals and teachers' job commitment in secondary schools in Enugu State?

Table 1: Pearson r on correlation between instructional supervision practices of principals and teachers' job commitment

Source of variance	N	supervision (r)	Job commitment (r)	Remark
Supervision	733	1.00	0.94	strong positive relationship
Job commitment	733	0.94	1.00	

Data in Table 1 revealed that a strong positive relationship of 0.94 exists between instructional

supervision practices of principals and teachers' job commitment in secondary schools in Enugu State.

Research Question 2: What is the correlation between time management practices of principals and teachers' job commitment in secondary schools in Enugu State?

Table 2: Pearson r on correlation between time management practices of principals and teachers' job commitment

Source of variance	N	Time management (r)	Job commitment (r)	Remark
Time management	733	1.00	0.59	
Job commitment	733	0.59	1.00	moderate positive relationship

Data in Table 2 revealed that a strong positive relationship of 0.59 exists between time management of principals and teachers' job commitment in secondary schools in Enugu State.

Research Question 3: What is the correlation between curriculum and instruction practices of principals and teachers' job commitment in secondary schools in Enugu State?

Table 3: Pearson r on correlation between curriculum and instruction practices of principals and teachers' job commitment

Source of variance	N	Curriculum &instruction (r)	Job commitment (r)	Remark
Curriculum & instruction	733	1.00	0.29	
Job commitment	733	0.29	1.00	weak positive relationship

Data in Table 3 revealed that a weak positive relationship of 0.29 exists between curriculum and instruction of principals and teachers' job commitment in secondary schools in Enugu State.

Hypothesis 1: There will be no significant correlation between instructional supervision practices of principals and teachers' job commitment in secondary schools in Enugu State

Test of Statistical Hypotheses

Table 4: t-Test of significant of Pearson r of instructional supervision practices of principals and teachers' job commitment

Correlation coefficient (r)	**N**	**df**	**Cal. t**	**p-value**	**α**	**Decision**
.94	733	731	75.803	0.000	0.05	Significant

Table 4 shows that at 0.05 level of significance and 731df, the calculated 75.803 with p-value 0.00 which is less than the alpha level of 0.05. Therefore, the null hypothesis is rejected. This means that there is a significant correlation between instructional supervision practices of principals and teachers' job commitment in secondary schools in Enugu State.

Hypothesis 2: There is no significant correlation between time management practices of principals and teachers' job commitment in secondary schools in Enugu State

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Table 5: t-Test of significant of Pearson r of time managementpractices of principals and teachers' job commitment

Correlation coefficient (r)	N	df	Cal. t	p-value	α	Decision
.59	733	731	19.996	0.000	0.05	Significant

Table 5 shows that at 0.05 level of significance and 731df, the calculated 19.996 with p-value 0.00 which is less than the alpha level of 0.05. Therefore, the null hypothesis is rejected. This means that there is a significant correlation between time management practices of principals and teachers' job commitment in secondary schools in Enugu State.

Hypothesis 3: There is no significant correlation between curriculum and instruction practices of principals and teachers' job commitment in secondary schools in Enugu State.

Table 6: t-Test of significant of Pearson r of curriculum and instructionpractices of principals and teachers' job commitment

Correlation coefficient (r)	N	df	Cal. t	p-value	α	Decision
.29	733	731	8.352	0.000	0.05	Significant

Table 6 shows that at 0.05 level of significance and 731df, the calculated 8.352 with p-value 0.00 which is less than the alpha level of 0.05. Therefore, the null hypothesis is rejected. This means that there is a significant correlation between curriculum and instruction practices of principals and teachers' job commitment in secondary schools in Enugu State.

Discussion of findings

The finding revealed that a strong positive relationship exists between instructional supervision practices of principals and teachers' job commitment in secondary schools in Enugu State. This means that instructional supervision of principals is highly responsible for teachers' job commitment. This is why the findings of Isah, Agbe, Odeh and Adelabu (2019) agreed that supervising instructions and protecting instructional time influence students' academic performance in secondary schools in North Central Nigeria. This finding was opposed by the finding of Kemal (2016) that instructional leadership practices such as supervision and evaluation of instruction seemed at a level near to average. The difference between both findings could be as a result of difference in respondents' perceptions in terms of geographical location.

The finding also revealed that there is a significant relationship between instructional supervision practices of principals and teachers' job commitment in secondary schools in Enugu State. This finding aligned with the finding of Isah, Agbe, Odeh and Adelabu (2019) that a non-significant difference between supervising instructions and academic performance of secondary school's students.

The finding revealed that there was a moderate positive and significant relationship between time management practices of principals and teachers' job commitment in secondary schools in Enugu State. This means that time management practice of principals hardly contributed to the growth of teachers' job commitment in secondary schools in Enugu State. This is why Nnebedum and Akinfolarin (2017) agreed that setting deadline to ensure teachers coverage of their scheme of work, controlling various school activities to maintain focus on instructional tasks, linking school priorities with educational objectives for school effectiveness and avoidance of procrastination in preparing the school time-table are part of time management practices that moderately influences school effectiveness. More so, this finding agreed with the finding of Ayeni (2020) that a moderate relationship exists between

principals' time management and teachers' instructional task performance.

The finding also revealed that there was a significant relationship between time management practices of principals and teachers' job commitment in secondary schools in Enugu State. This finding was in line with the finding of Ugbor (2010) that there is a significant correlation among administrators on the use of time management practices in secondary schools in Nsukka Education Zone, Nigeria.

This finding revealed that there was a weak positive and significant relationship between curriculum and instruction practices of principals and teachers' job commitment in secondary schools in Enugu State. This means that curriculum and instruction practices of principals do not influence teachers' job commitment. This finding agreed with the finding of Akram, Shah and Rauf (2018) that there was a low positive relationship between principals' curriculum implementation practices and school climate in secondary schools in Punjab, Pakistan. On the other hand, this finding disagreed with the finding of Hayat (2015) that principals coordinate the curriculum of the school by assessing the overlap between the school's curricular objectives and the school's achievement tests; participating actively in the review of curricular activities; drawing up on the result of school-wide testing when making curricular decisions. The difference in both finding could be as a result of geographical location.

The finding also revealed that there was a significant relationship between curriculum and instruction practices of principals and teachers' job commitment in secondary schools in Enugu State. This finding agreed with the finding of Akram, Shah and Rauf (2018) that there was a significant relationship was found between teachers' perceptions of instructional leadership practices and school climate.

Conclusion

Based on the findings of the study, it was concluded that there is a positive relationship between instructional supervision practices, time management practices, curriculum and instruction practices and teachers' job commitment in secondary schools in Enugu State. It was also concluded that there is a joint strong positive and significant relationship among principals' leadership practices and teachers' job commitment in secondary schools in Enugu State.

Recommendations

Based on the finding of the study, the following recommendations were reviewed:

1. Enugu State government in collaboration with the Post Primary Education Board (PPEB) should constantly organize leadership training programmes for principals and teachers to equip them with the necessary skills that enable them employ effective instructional leadership strategies that would aid teachers' commitment in their school.
2. The government of Enugu State through the State Ministry of Education should organize regular training programmes for school principals. Such training programmes could be carried out through workshops, seminar, conferences to enable the principal acquire the knowledge and skill needed for various instructional supervisory techniques in Enugu State.
3. Principals should be effective time managers since effective time management practices has a positive influence on teachers' job commitment. This can be done by scheduling time to every educational activity, as well assigning time to academic activities using time-table.
4. From the findings, since principals' professional development did not influence teachers' job commitment, it is recommended that Enugu State Ministry of Education should on a

regular basis organize professional training programmes for both principals and teachers. Such programmes should relate to the subject contents, use of teaching and lesson preparation and delivery, classroom management and students' evaluation.

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