

PRINCIPAL'S INSTRUCTIONAL LEADERSHIP BEHAVIOUR: PREDICTOR TO TEACHER EFFECTIVENESS IN POST-COVID WORLD IN DELTA STATE, NIGERIA

BY

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Abstract

Teacher effectiveness involves achieving designated roles and responsibilities in the appropriate way. But, these days, it seems that teachers in public secondary schools in Delta State do exhibit poor preparations and presentation of lesson, and inappropriate classroom management strategies among others. These may be as a result of unseemly instructional leadership behaviour exhibited by principals of public secondary schools before COVID-19. It was on this premise that the study examined the influence of principals' instructional leadership behaviour on teacher effectiveness in public secondary schools in Delta State. Three research questions and one hypothesis were raised and formulated for the study. Descriptive survey research design was adopted and total population for the study was 12,105 teachers in 463 public secondary schools. Multi-stage sampling technique was used to select 662 participants. Two sets of self-developed questionnaire were used to collect relevant data. The research instruments were validated and subjected to test-retest reliability technique. The data collected were analysed using mean, standard deviation, and Multiple Regression Analysis statistical tool. Research hypotheses were tested at 0.05 level of significance and hypothesis formulated was rejected. The findings showed that principals' instructional leadership behaviour indices (job design, instructional supervision, and disciplinary practice) significantly contribute to teacher effectiveness. The study concluded that there is acceptable teacher effectiveness which can be determined by principals' instructional leadership behaviour. It therefore recommended among others that: the state government through Delta State Post-Primary School Education Board should design and initiate periodic trainings for public secondary school principals on relevant instructional leadership behaviour indicators.

Keywords: instructional leadership behaviour, disciplinary practices, instructional supervision, job design, teacher effectiveness

Background to the Study

Teachers are critical and central inputs in the education system of any country. Teachers at all levels of education are essential in the socio-economic development of nations. They play important roles in the process, performance and improvement of the school system. They can be regarded as the single most significant resource input in an education system. These teachers develop individuals' skills, knowledge, character, virtue and competence. Teachers make use of appropriate outdoor and indoor classroom presentation to inculcate or instill applicable concepts into the mind and character of individuals. They need to be proactive and effective in the discharge of duties assigned to them.

Teachers' effectiveness is when knowledge contents in lesson discussion fulfill its desired purpose, objectives and goals. Afe (as cited in Adeniyi & Anuodo, 2018) posits that teacher effectiveness is the exhibition of intellectual, social and emotional stability in presentation. Effectiveness of a teacher involves the accomplishment of designated roles and responsibilities (such as: lesson preparations, presentations, classroom management, teaching-learning, time utilisation and strategies). But, before the advent of Corona Virus Disease in 2019, it seems that teachers in public secondary schools in Delta State exhibit poor preparations and presentation of lesson, inappropriate classroom management strategies, unsuitable teaching-learning strategies and improper time management. These indicators of ineffectiveness often displayed by public secondary school teachers may be as a result of unseemly instructional leadership behaviour of principals before Corona virus Disease-2019 (COVID-19).

Instructional leadership is when school administration prioritise teaching and learning as being the most critical and needful aspect of their responsibilities. Principals' instructional leadership behaviour of secondary school principals seems to be imperative to effectiveness and performance of teachers and the educational system. The principal is the head, manager, Chief Executive Officer of secondary schools saddled with the responsibilities of providing day-to-day instructional leadership that will help to foster the attainment of goals and objectives of secondary education. Instructional leadership behaviour of a principal is the practice often displayed that tends towards providing assistance for teachers and students in order to ensure optimal and quality teaching and learning. Ahmed (2016) posits the following as instructional leadership behaviour of principals: framing school goals, communicating school goals, supervision and evaluation of instruction, coordination of the curriculum, monitoring of students' progress, protection of instructional time, maintaining high visibility, task design, task delegation, providing incentives for teachers,

interpersonal relationship with staff, promotion of professional development and providing incentives for students. But this study, focuses on the following principals' instructional leadership behaviour indicators: instructional supervision, and staff disciplinary practices.

Instructional supervision seems to be critical to the teacher effectiveness. Instructional supervision is an internal quality control tool designed and used by school principals to provide leadership guidance to teachers in order to improve teaching and learning processes in the school system. The recent observation of disreputable public secondary school teachers' non-professionalism and ineffectiveness at work may be as a result of principals' poor supervisory practices of developing teachers' collegiality at work. Adetula (as cited in Yousaf, Usman & Islam, 2018) avers that low level of supervision practices may be the precursors of teachers' non professionalism.

Furthermore, staff disciplinary practices seem to be essential to teacher's effectiveness in public secondary schools. Staff disciplinary practices are punishment measures authorized by the school management to be imposed on teachers that contravene the school rules and regulations. These disciplinary measures can be in form of query, warning letters and suspension among others. In appropriate and biased disciplinary measures may have led to teachers' irregular class attendance, carefree attitude at work, late coming to the office, leaving the school before the closing hours, lack of dedication, insubordination, loitering, and animosity. Idris and Alegbeleye (2015) avouch that employees' sloppy work delivery may be because of favouritism and nepotism exhibited in the manner of implementing disciplinary actions by school principal.

It is against this background that the study seeks to bring to the fore the implication of principals' instructional leadership behaviour on the overall effectiveness of public secondary school teachers in Delta State, Nigeria before COVID-19 era.

Statement of the Problem

Teachers' effectiveness in secondary schools is the ability of teachers to utilise basic classroom strategies and approaches of frequent and prompt class attendance, excellent lesson presentation, timely coverage of work scheme, meeting up with deadlines, and use of appropriate students' assessment techniques. But observations before the advent of COVID-19, seem to show that teachers attend classes late, are unprepared to classes, present lessons poorly, adopt inappropriate

classroom management strategies and inadequate coverage of work scheme. The study problem was perceived unseemly teacher effectiveness in public secondary schools in Delta State before COVID-19 era. These indices of ineffectiveness exhibited by teachers may be attributed to secondary school principals' inability to practice effective instructional leadership behaviour.

School principals are expected to be flexible and uphold topmost professional standards and ethics in instructional supervision, and disciplinary practice with subordinates. Before COVID-19 era, public secondary school principals in Delta State seem to practice biased disciplinary methods or measures, and handle instructional supervision like mere exercises. These observed problems showed that public secondary school principals exhibit inappropriate instructional leadership behaviour to solve the perennial problems of teachers' effectiveness. These observed problems may have led to the unacceptable effectiveness recently displayed by public secondary school teachers in Delta State. It seems obvious that the instructional effectiveness of teachers depend on the leadership behaviour of public secondary school principals in Delta State.

Relatively, some scholars may have worked on teacher effectiveness in secondary schools. But only few (Joshua, Adamu & Jiganyi, 2017; Onyali & Akinfolarin 2017; Onyeike & Nwosu, 2018) have really given attention to examine principals' instructional leadership behaviour and teacher effectiveness. This research work thus, focused on how principals can harness the instrument of instructional leadership behaviour such as: instructional supervision, and disciplinary practice. Hence, this study examines principals' instructional leadership behaviour and teacher effectiveness in public secondary schools in Delta State.

Purpose of the study

The main purpose of this study was to examine principals' instructional leadership behaviour and Teacher effectiveness in public secondary schools in Delta State, Nigeria before COVID-19 era. However, the specific objectives of the study were as follows to:

1. Examine the extent of teacher effectiveness in public secondary school in Delta State before COVID-19 era.
2. Examine the extent of principals' instructional supervision on teachers in Public Secondary Schools in Delta State.

3. Ascertain the extent to which principals' disciplinary measures are practiced in Public Secondary Schools in Delta State.

Research Questions

The following research questions were raised and answered to guide the study:

1. What is the extent of teacher effectiveness in public secondary school in Delta State before COVID-19 era?
2. What is the extent of principals' instructional supervision on teachers in Public Secondary Schools in Delta State?
3. To what extent do principals' disciplinary measures practiced in Public Secondary Schools in Delta State?

Research Hypothesis

The following hypothesis were postulated to guide the study.

1. Instructional supervision, and principals' disciplinary practice, do not have significant joint and relative contributions in predicting teacher effectiveness.

Review of Related Literature

This chapter reviewed various related literature and it was presented under the following sub-headings: concept of instructional leadership behaviour, concept of teacher effectiveness, instructional supervision and teacher effectiveness, and principals' disciplinary practice, review of empirically related studies and theoretical review.

Concept of Instructional Leadership Behaviour

An organisation consist of group of people saddled with different responsibilities and roles for attainment of pre-determined goals and objectives. An organisation like the school, also have people that work in different roles and positions in order to achieve and realize stated goals and objectives. For quick and prompt achievement of these stated school goals and objectives, there is the need for a leader that will help to plan and monitor the school's resources. The principal is the

leader in a secondary school. School principals plan, monitor, oversee, organise, coordinate and report on the available instructional resources towards the attainment and sustainability of schools' goals and objectives.

According to Okoro (as cited in Umar, Salisu and Tahir, 2017), a secondary school principal is saddled with the responsibilities of managing, administering and implementing the curriculum and teaching, discipline, assessment, evaluation and examinations, student relations resource allocation, budgeting, community relations, staff appraisal relationship, use of the practical skills necessary for survival of the policies of an organization such as decision making, negotiation, bargaining, communication, conflict handling and running meetings among others. This implies that a secondary school principal is the instructional leader, chief executive officer and it is the behaviour exhibited by the principals that will determine the success or failure of the educational institution.

Concept of Teacher Effectiveness

Teachers are very relevant and fulcrum to the functionality and viability of the education system in Nigeria. They interpret and implement the curriculum contents to individuals for national development. The teachers stimulate interactions among learners and environments. Nwakougha (2014) opined that teachers are fundamental to the implementation of policies in the education industry. The viability of teachers is beyond classroom teaching, but involves: students' discipline, classroom management, school functions organization, student guidance and counseling, supervising extra and intra-curricular activities. There is need for teachers to be effective in their respective roles and responsibilities.

Teacher effectiveness can be defined as tasks assigned for teachers, are completed within a specific period of time without wastages. This implies that the effectiveness of a teacher can be said to be the ability of getting things done within the stipulated period of time with minima wastes. Owoeye (as cited in Kennedy, 2016) posited that the variables of teacher effectiveness are: lesson note preparations, use of scheme of work, monitoring and supervising student work, students' disciplinary practices, lesson presentation, preparation and class control.

Instructional Supervision and Teacher Effectiveness

Supervision is an important tool used to ensure effectiveness and accountability in the educational system. Instructional supervision connotes overseeing what the teachers are expected to do whether if it is being done as it should be. The ultimate aim of supervision is to improve on the overall effectiveness and raise the academic standard of the school system. Instructional supervision is a systematic process in which school principals attempt to achieve acceptable standards of performance and results (Uzoehina & Nwankwo, 2017). According to Iloh, Nwaham, Igbinedion and Ogogor (2016), instructional supervisory strategies include: classroom visitation/ observation, team teaching practices, workshops, demonstration, clinical supervision and micro-teaching among others.

In the survey study conducted by Uzoehina and Nwankwo (2017) on principals' instructional supervision practices and teachers' job performance in secondary schools in Anambra State. One research question and one null hypothesis guided the study. It adopted the co-relational research design. The sample for the study was 634 public secondary school teachers in Anambra state. Researchers-developed instrument titled: 'Principals Instructional Supervision Practices and Teachers Job Performance Questionnaire' (PISPTJPQ) was used for data collection. The researchers administered the instrument directly on the respondents with the help of five research assistants and the Pearson's Product Moment correlation coefficient was used in the data analysis. Findings indicated that a moderate positive relationship exists between principal's instructional supervision practices and teachers' job performance.

Principals' Disciplinary Practice and Teacher Effectiveness

Organisations are made up of individuals or people with socio-cultural differences. These people or individuals work independently and work together to achieve the goals and objectives of school organisations. In order to check conflicting interest among the teachers in the school, there is need to enshrined disciplinary measures. Principals' disciplinary practices can be viewed as the school leaders' habitual processes of executing lay down rules, regulations and procedures set to correct deviations that may emanate among teachers. Knight and Ukpere (2014) view principals' disciplinary practices as school leaders' habits of implementing set of procedures, rules or mechanisms on employees in order to check the conduct of people at work. Idris and Alegbeleye (2015) opined that the absence of these rules and regulations will lead to anarchy. This means that, schools are expected to stipulate the standard of performance attainable and the rules teachers are

expected to conform to (Muhammad, 2013). In absence of discipline, there will be chaos, confusion, corruption and disobedience in an organization (Rubin, 2010).

In the study of Iheanecho, Edema and Ekpe (2017) on the relationships among discipline, punishment and organizational performance as perceived by staff of federal ministries in Cross River State. Purposive sampling technique was employed in drawing a sample of 1000 staff from an estimated population of about 8000 federal workers, whose ministries are domiciled in the federal secretarial complex in Calabar. The study design was correlational design, and the instrument used for data collection was a questionnaire called Discipline, Punishment and Performance Opinion Questionnaire (DPPOQ). The independent variables of the study were discipline (classified into, persuasion, issuance of query, warning & withholding of reward), and punishment (classified into suspension, demotion & dismissal), while the dependent variable was organizational performance. Results of the study indicate that there is a positive strong correlation between all the sub-scales of discipline and organization performance. Findings on the comparison between punishment indicators and organization performance show an inverse relationship.

Review of Empirically Related Studies

In the study conducted by Onyali and Akinfolarin (2017) on principals' application of instructional leadership practices for secondary school effectiveness in Oyo state, Nigeria. The study adopted descriptive survey research design and the study population was 8,701. Proportionate Stratified sampling technique was used to draw 871 respondents which were made up of 97 principals and 774 teachers. Questionnaire was used as instrument for data collection. Mean and standard deviation were used to answer the research questions, while z-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed among others that: there is no significant difference in the mean rating of principals and teachers on principals' application of instructional leadership practices for secondary school effectiveness in secondary schools in Oyo State.

Onyeike and Nwosu (2018) examined principals' administrative and supervisory roles for teachers' job effectiveness in secondary schools in Rivers State. Descriptive survey was adopted while the population of the study was 8452 teachers of secondary schools in the state. The sample size of 265 teachers which represent 3.1% of the entire population was drawn through cluster

sampling technique. A questionnaire titled principal's administrative and supervisory role for teachers' job effectiveness Questionnaire (PASTJEQ) was developed and used for data collection. The research questions were answered using mean, mean set, standard deviation and rank order statistics to answer the research questions, while the null hypotheses were tested at 0.05 level of significance using the z-test statistics. The findings among others are as follows: principals engage in staff personnel administration and providing assistance on instructional activities to teachers in Rivers State.

Theoretical Framework

The researcher anchors this study on contingency theory. Contingency Theory was propounded by Fred Edward Fiedler in 1967. The theory states that any leadership style shown by someone is linked to situation on ground. This theory explains that effective leadership is contingent upon the characteristics and behavioural tendencies of the school leader. This implies that effectiveness of any school leader depends on the leader's personal style and degree to which the situation on ground gives the leader power, control and influence. Fiedler's theory helps the leaders to identify a leadership style that matches the situation at hand. This implies that, changes in the situation determines changes in the leadership requirement for the achievement of success. This theory was developed on three key elements namely: leader-follower relations, task structure and position power.

The application of Fred Fiedler's theory to this study is that changes in the instructional leadership behaviour of principals determine the changes in teacher effectiveness. The theory is also applicable because changes in teachers' effectiveness is being determined by the personal style of the school principals and the extent to which the situation at hand gives the principals power and influence.

Research Methodology

The study adopted descriptive survey research design. The total population for the study was 12,105 teachers in 463 public secondary schools. Digeebird statistics Calculator software was used to obtain the minimum sample size to be used in the study. Multi-stage sampling technique was used to select 662 participants. The two sets of questionnaire are titled: Instructional Leadership Behaviour Questionnaire (ILBQ); and Teacher Effectiveness Questionnaire (TEQ).

Instructional Leadership Behaviour Questionnaire (ILBQ) was developed for public secondary school teachers to elicit information for the measures of the variables of interest (instructional supervision, and disciplinary practice). The participants' responses were rated on a modified 4-point Likert Scale. The response categories are: Very High Extent (VHE), High Extent (HE), Low Extent (L), and Very Low Extent (VLE), which were scored 4, 3, 2 and 1 respectively for positive items while the negative items were scored in reverse order. Teacher Effectiveness Questionnaire (TEQ) was developed for principals to elicit information on effectiveness of teachers. The participants' responses were rated on a 4-point Likert Scale. The response categories are: Very High Extent (VHE), High Extent (HE), Low Extent (L), and Very Low Extent (VLE) which were scored 4, 3, 2 and 1 respectively for positive items while the negative items were scored in reverse order. The research instruments were validated and subjected to test-retest reliability technique. The data collected were analysed using mean, standard deviation, and Multiple Regression Analysis statistical tool. Research hypotheses were tested at 0.05 level of significance and hypothesis formulated was rejected.

RESULTS PRESENTATION, ANALYSIS AND INTERPRETATION

This section presents answers to research questions, test of hypotheses, summary of findings and discussion of findings.

Answers to Research Questions

Mean and Standard deviation were used to answer the research questions.

Research Question One: to what extent are public secondary school teachers in Delta State effective at work?

Table 1: Teachers' effectiveness among public secondary school teachers in Delta State

| S/No | To what extent do teachers in your school: | Mean | SD |
|------|---|-------------|-------------|
| 1 | Return marked class test sheet to the students before the term examination? | 2.99 | 0.85 |
| 2 | Clearly explain subject contents to students? | 2.93 | 0.81 |
| 3 | Use a variety of activities such as discussion, group work, lesson note for classroom teaching? | 3.04 | 0.92 |
| 4 | Offer alternative explanations to explain questions asked during lesson time? | 2.91 | 0.87 |
| 5 | Administer test to assess students' learning outcome? | 2.97 | 0.83 |
| 6 | Encourage the students to organize part of assignments to be performed in the course? | 3.11 | 0.31 |
| 7 | Facilitate students' lesson interactions? | 2.90 | 0.80 |
| 8 | Respond to questions asked in the class clearly? | 2.63 | 0.90 |
| 9 | Apply assessment criteria of the activities as established in the subjects' curriculum? | 2.63 | 0.89 |
| 10 | Grade the students fairly? | 2.85 | 0.92 |
| | Average | 2.89 | 0.81 |

Mid mean point = 2.50

Table 1 shows the responses of principals on teacher effectiveness in their respective schools. To what extent do teachers in your school: marked class test sheet and returned to the students before

the term examination ($M=2.99>2.50$); the subject contents are clearly explained to students ($M=2.93>2.50$), and teachers use variety of activities such as discussion, group work, lesson note among others during lesson time ($M=3.04>2.50$). Similarly, most of the participants were in agreement that teachers offer alternative explanations to explain questions asked during lesson time ($M=2.91>2.50$); teachers administer test to assess students' learning outcome ($M=2.97>2.50$); and teachers allow the students to organise part of assignments to be performed in the course ($M=3.11>2.50$). Again, teachers facilitate students' lesson interactions ($M=2.90>2.50$) and they respond to questions asked in the class clearly ($M=2.63>2.50$). In addition, most of the participants were in agreement with the fact that teachers apply assessment criteria of the activities as established in the subjects' curriculum ($M=2.63>2.50$); and they grade the students fairly ($M=2.85>2.50$).

Research Question Two: What is the extent of relationship between instructional supervision and teacher effectiveness in Public Secondary School in Delta State?

Table 2: Instructional Supervision and Teacher Effectiveness in Public Secondary School

| S/No | To what extent does Instructional Supervision: | Mean | SD |
|------|--|------|------|
| 1 | Requires you to develop a repertoire of teaching strategies? | 2.81 | 0.84 |
| 2 | Requires you to provide instructional materials used in the class? | 2.74 | 0.84 |
| 3 | Helps you to imbibe appropriate techniques for teaching? | 2.82 | 0.87 |
| 4 | Requires you to take active part in seeking solutions to instructional problems? | 2.72 | 0.79 |
| 5 | clarifies the policies and ambitions of a school? | 2.74 | 0.84 |
| 6 | Requires you to identify the presence of fatigue during teaching? | 2.76 | 0.83 |

Table 2 showed that majority of the participants were in agreement that instructional supervision requires them to develop a repertoire of teaching strategies ($M=2.81>2.50$), also requires them to provide instructional materials used in the class ($M=2.74>2.50$), and helps them to imbibe appropriate techniques for teaching ($M=2.82>2.50$). Similarly, instructional supervision requires them to take active part in seeking solutions to instructional problems ($M=2.72>2.50$), clarifies the policies and ambitions of a school ($M=2.74>2.50$), also requires them to identify the presence of fatigue during teaching ($M=2.76>2.50$).

Research Question Three: What is the extent of relationship between principals' disciplinary practices and teacher effectiveness in Public Secondary School in Delta State?

Table 3: Disciplinary Practices and Teacher Effectiveness in Public Secondary School

| S/No | To what extent does: | Mean | SD |
|------|---|------|------|
| 1 | Suspension is often given to teachers that derelict in duties? | 2.88 | 0.83 |
| 2 | A teacher have the opportunity to appeal disciplinary actions taken? | 2.99 | 0.82 |
| 3 | Disciplinary action based on committee recommendations? | 3.03 | 0.82 |
| 4 | A teacher suspended due to serious allegation in misconduct? | 2.88 | 0.77 |
| 5 | Disciplinary action appropriate for any erring teacher? | 2.75 | 0.85 |
| 6 | Temporary removal of a teacher from work place is given to teacher for professional misconduct. | 2.84 | 0.84 |

Responses to Table 3 indicated that most of the respondents agreed that suspension is often given to teachers that derelict in duties ($M=2.88>2.50$); a teacher have the opportunity to appeal disciplinary actions taken ($M=2.99>2.50$); disciplinary actions are based on committee recommendations ($M=3.03>2.50$); a teacher suspended due to serious allegation in misconduct ($M=2.88>2.50$); disciplinary actions are appropriate for any erring teacher ($M=2.75>2.50$); and temporary removal of a teacher from work place is given to teacher for professional misconduct ($M=2.84>2.50$).

Test of Research Hypotheses

Research Hypothesis Seven: Instructional supervision, and principals' disciplinary practice do not have joint and relative contributions in predicting teacher effectiveness.

Table 4: Joint Contribution of the Independent Variables to the Dependent Variable

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .412 ^a | .170 | .054 | 2.96657 | 2.250 |

a. Predictors: (Constant), Instructional Supervision, Disciplinary Practices.

b. Dependent Variable: teacher effectiveness.

Multiple regression analysis was run to determine the joint and the relative contributions instructional supervision, and principals' disciplinary practice to teacher effectiveness. It is shown from Table 4 that the two independent factors namely: instructional supervision, and principals' disciplinary practice, have positive multiple correlation with teacher effectiveness ($R^2 = 0.170$). Also, the adjusted R^2 value of 0.054 indicated that the two selected variables jointly contributed 5.4% to the variance in the dependent variable, that is, teacher effectiveness. By implication, the remaining 94.6% is due to residuals, that is, those variables not included in the study. However, in order to determine whether or not the adjusted R^2 value obtained above is significant, the Analysis of Variance (ANOVA) was run in Table 5.

Table 5: Analysis of Variance showing the relationship among the collaborative activities in Instructional Leadership Behaviour indicators and Teacher Effectiveness

| | Model | Sum of Squares | Df | Mean Square | F | Sig. |
|---|--------------|-----------------------|-----------|--------------------|----------|--------------------|
| | Regression | 77.257 | 6 | 12.876 | 1.463 | .0021 ^b |
| 1 | Residual | 378.423 | 43 | 8.801 | | |
| | Total | 455.680 | 49 | | | |

a. Dependent Variable: Teacher Effectiveness

b. Predictors: (Constant), Instructional Supervision, Disciplinary Practices.

Evidence in Table 5 shows that the calculated F-Value is 1.463, and it is statistically significant at $p < 0.05$. Thus, the hypothesis which states that instructional supervision, and principals' disciplinary practice, do not have significant joint and relative contributions in predicting teacher effectiveness was rejected. This means that, there was significant joint contribution of instructional supervision, and principals' disciplinary practice, to teacher effectiveness. This implies that the obtained adjusted R^2 value was not due to chance. This implies that regression model is a good fit of the data. Hence, the selected instructional leadership behaviour factors should be taken into consideration in the determination of teacher effectiveness.

To determine the relative contributions of each of the two indicators of instructional leadership behaviour on teacher effectiveness, their relative β -values and their corresponding p-values were established and the results are presented in Table 6.

Table 6:

| Model | Unstandardised Coefficients | | Standardised Coefficients | | T | Sig. | Remark |
|---------------------------|-----------------------------|------------|---------------------------|--|-------|------|-------------|
| | B | Std. Error | B | | | | |
| (Constant) | 33.277 | 7.582 | | | 4.389 | .001 | |
| Instructional Supervision | -.228 | .248 | -.133 | | -.918 | .036 | Significant |
| Disciplinary Practices | .329 | .285 | .184 | | 1.152 | .030 | Significant |

a. Dependent Variable: Teacher Effectiveness

Illustration in Table 6 shows that each of the selected variables namely: instructional supervision, and principals' disciplinary practice, contributed differently to teacher effectiveness. Their relative contributions in order of importance are: instructional supervision ($\beta=0.133$; $p=0.036<0.05$), and principals' disciplinary practice ($\beta=0.184$; $p=0.030<0.05$). This result means that, all the variables contributed significantly. Thus, instructional supervision contributed most to teacher effectiveness, while principals' disciplinary practice contributed the least.

Discussions of Findings

Research hypothesis one which states that instructional supervision, and principals' disciplinary practice, do not have significant joint and relative contributions in predicting teacher effectiveness was rejected, while the alternative was accepted. This implies that, instructional supervision, and principals' disciplinary practice, have positive multiple correlation with teacher effectiveness. A couple of previous studies agreed to the findings of the study that principals' instructional leadership behaviour ((instructional supervision and disciplinary practice) was a strong attitude to teacher effectiveness and school effectiveness. For instance, Dikeogu and Amadi (2019) confirm that the job performance and effectiveness of teachers would be enhanced when they are adequately supervised by principals using the various supervisory techniques. The view of Yousef, Usman, and Islam (2018) also corroborate with the findings of the study, that when principals adopt the outlined methods and techniques in supervising teachers' classroom activities in time with recognized supervision procedures it is expected that the teachers will be effectiveness at work and goals of quality students' learning will be assured.

The study of Supovitz, Sirindes and May (as cited in Akinola, 2013) corroborate with the result findings which shows that principals' possession of required instructional leadership behaviour (such as technical, conceptual, interpersonal and administrative) led to improvement of teacher effectiveness. Onyali and Akinfolarin (2017) attest that principals' instructional leadership will not only minimize instructional time wastage but also encourage timely discharge of their duties. The reason for this study's finding was that principals that successfully implement instructional leadership practices or behaviour (instructional supervision and disciplinary practice) will help to boost teacher effectiveness in public secondary school teachers.

Conclusion

This study examined the relationship that exist between principals' instructional leadership behaviour (instructional supervision and disciplinary practice) and teacher effectiveness in public secondary schools in Delta State, Nigeria. The study concludes that there is high level of teacher effectiveness among teachers in public secondary schools in Delta State. The study further found the independent indicators (instructional supervision, and principals' disciplinary practice) significantly relate to teacher effectiveness. The study, therefore concluded that instructional supervision, and principals' disciplinary practice have positive multiple correlation with teacher effectiveness.

Recommendations

The study recommends the followings:

1. The Delta State government through the Ministry of Education should organise periodic training on lesson preparation, utilization of the teaching-learning time, evaluation strategies used on students, classroom management strategies and learner-centred teaching strategies, for public secondary schools' teachers, in order to improve their teacher effectiveness.
2. The school principals should frequently and regularly observe teachers' classroom instructional delivery, inter/intra school, team teaching practices, clinical supervision and micro-teaching among others, as well as, provide professional guidance and assistance to them were necessary.

3. The school principals should be fair and just in the implementation of disciplinary measures and should demonstrate high level of discipline to attract a reciprocal disciplinary behaviour from all teachers.
4. Delta state government should design and initiate periodic trainings for public secondary school principals on relevant instructional leadership behaviour indicators.

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