

RELATIONSHIP BETWEEN SUPERVISORY STYLES OF PRINCIPALS AND ORGANISATIONAL CLIMATE OF SECONDARY SCHOOLS IN ENUGU STATE

BY

UDEBUNU, M. I.

Abstract

The study investigated the relationship between supervisory styles of principals and organisational climate of secondary schools in Enugu State. Two research questions guided the study while a null hypothesis was tested at 0.05 level of significance in order to make decisions on the issues investigated. The data for the study were collected with the use of two questionnaires called Supervisory Styles of Principals (SSOP) and School Organizational Climate (SOC). These were pilot tested using schools composed of 5 principals, 7 teachers and 93 students from the same area of that study, bringing the total subjects to 105. These 105 subjects did not form part of the main study. The reliability coefficient of the instruments were ascertained through the split-half method which gave reliability coefficient of 0.78. The sample of the study was 560 subjects composed of principals, teachers and students, selected by stratified random sampling procedure. The analysis of data collected was done using mean, standard deviation and Pearson Product-Moment Correlation Coefficient (r). The results of the study indicated low relationship between the organisational climate of schools and supervisory roles of principals of secondary schools in Enugu State. It was therefore recommended that appointment of principals by government through her agency or board should be based on those teachers/vice principals who have received adequate or considerable period of pre-service training on school management and administration.

Introduction

Many authors (Udebunu, 2012, Eya and Chukwu, 2012), all have rightly observed and reported that the standard of Nigerian education is falling. This is evidenced in the complaints parents, guardians, researchers, teachers, students themselves including personal experience of the researcher that there is high incidence of failure of students in both internal and external examinations. For instance, Oyedeji (2012), reported that falling standard of education in Nigeria may not be unconnected with rapid expansion of schools and overcrowded classrooms, especially in urban centres and this in turn, tends to make adequate supervision of academic activities by principals and teachers difficult. Basically, if supervision of instruction is properly undertaken by principals, there is tendency that the standard of education will be promoted in Nigeria and the Millennium Development Goals (MDGs) can be attained by 2015. The need to raise the standard of education in Nigeria demands that the roles principals play in the process of guiding their teachers and the climate in which the instructional processes takes place becomes pertinent, especially in consideration of Oyedeji's (2012) report that supervision of instruction by principals today moves beyond the concept of inspection and reporting.

According to Nwankwo (1991), supervision is the process or act of seeing to it that the policies, principles and methods established for achieving the objectives of education are properly and successfully carried out. He further added that the process involves using expert knowledge and experience to verse, evaluate and cooperatively improve the conditions and methods of doing things connected with the teaching process in schools. To Kochlar (2005), supervision include those activities which are primarily and directly concerned with studying and improving the conditions of which surround the learning and growth of pupils. Supervision is therefore the process which principals adopt to help teachers achieve both qualitative and quantitative instructional delivery. Moreso, it is the effort to

stimulate, co-ordinate and guide the continued growth of the teachers in school, both individually and collectively (Ashtricks, 2012).

Literature search revealed that principals of secondary schools adopt different styles in supervising the teachers and school activities. For instance, Nwankwo (1991) identified five styles of principals' supervisory styles as democratic style, autocratic, laissez-fair, the transaction and the pseudo-democratic. Similarly, Okorie (1983) identified the same principals' styles in supervising teachers as obtained by Nwankwo (1991). However, both authors differed in their ranking of the principals' supervisory styles.

The importance of supervisory relationship has received much attention in supervision literature. In addition to enhancing the professional functioning of counselors, supervisors have an ethical and legal responsibility to monitor the quality of care that is being delivered to the supervisee's clients (Syracus, 2013). This suggests that principals have rules and regulations which guides them in monitoring the quality and quantity of teaching delivered to the students by the teachers. Moreso, such supervisory relationship enable the principal to constantly monitor and receive feedback regarding students performance. On the principal's ability or skill, as a sound and effective educational leader is dependent on the success of a school system and the school climate. For how the teachers will perform their roles will depend on how they see the school principal as a leader, and how they perceive and relate to the school climate (Okoli, 1995). According to Eya and Chukwu (2012), quality assurance can only be guaranteed and the purposes of secondary education achieved under fertile conditions, one of which is effective supervision of instruction in Nigerian secondary schools.

Furthermore, it is anticipated that school principals should establish a good measure of rapport with their teachers, so as to create a facilitative climate which endangers confidence, trust, love and dedication to duty. The principal that can establish such good measure of rapport with his teachers must be such that have

acquired adequate training in administration or administrative experience. Unfortunately, the criteria adopted by the Enugu State Government in the appointment of principals is based on seniority without regard to adequate training in administration or administrative experience. This made it necessary to study the behavioural patterns or supervisory styles exhibited by the secondary school principals in Enugu State as they really exist, so as to make appropriate justification or techniques to be adopted in the appointment of principals.

Insofar the supervisory styles revolves around the principal for good or bad, studying the supervisory behaviour of secondary school principals as they monitor their teachers, the assessment of the impact of such monitoring becomes necessary. In studying the behaviour of the principals, what matters is not so much how the principals see their own performance as how the teachers perceive their principals and the school climate (Okoli, 1995). Okoli (1995) further reported that the school climate could be facilitative or alienative. It could easily be deduced from these assertions that teacher's perception of their principals and the school organizational climate will largely influence the teacher's attitude towards performing his teaching job. The problem then is to what extent does the supervisory roles of principals relate with the organizational climate of secondary schools in Enugu State?

Statement of the Problem

Today, one of the greatest complaints by the general public against the educational sector is the high incidence of failure of their students in both internal and external examinations. The researcher personally observed that the students' failure in these examinations is associated with teachers' lateness and truancy to school attendance. The principals of secondary schools appears to be exhibiting poor supervisory behaviours following their inability to check teachers' truancy, lateness and lack of commitment to duty.

Furthermore, school principals are generally expected to establish a good measure of rapport with their teachers. These facilitative climate factors make for effective of teaching and learning situation. Considering high incidence of failure of students in examinations and the way principals of secondary schools are appointed, one could link these to poor school organizational climate and lack of rapport between principal and teachers. The situation appears to suggest that principals are not performing their supervisory styles effectively. The problem then is to what extent do supervisory styles of the principals relate with the organizational climate of the schools? The study covers two education zones namely Nsukka and Enugu. Specifically, the study covers teachers and principals in the education zones and did not involve non-tutorial staff of the sample schools in the zones.

Research questions

The study was guided by two research questions. The research questions were posed as follows:

1. What are the supervisory roles of school principals in Enugu State?
2. What is the organizational climate of secondary schools in Enugu State?

Hypothesis

The study was guided by one hypothesis. The hypothesis was tested at 0.05 significant level.

H₀: There is no significant relationship between school organizational climate and supervisory roles of school principals in Enugu State.

Methodology

The descriptive survey design and the correlational design were used for the study. Both designs were considered suitable for the study because, according to Nworgu (1988:68), descriptive surveys "aim at collecting data in, and describing in a systematic manner the characteristics, features or facts about a given

population". This study is concerned with description of supervisory roles of principals and the organizational climate of schools in Enugu State.

Furthermore, Nworgu (1988:69) defined a correlational study as "one which seeks to establish what relationship exists between two or more variables". The other part of the study seeks to find out the relationship of such variables as supervisor variables (as independent variable) and supervisor behaviour and school organizational climate as dependent variable.

The target population for the study consisted of the entire 283 principals currently heading 283 secondary schools in Enugu State. A random sample of two education zones out of six education zones in Enugu State were drawn and used for the study. The zones drawn are Nsukka zone with 59 schools and Udi zone with 53 schools. This yielded a total of 112 principals used for the study. Moreso, in each of the schools, two teachers were randomly selected, bringing the total number of sampled teachers to 48. The effective sample therefore used for the study is 560 subjects.

For the purpose of data collection, the researcher developed two instruments namely, Supervisory Styles of Principals (SSOP) composed of six (6) items measuring supervisory styles of Principals and School Organisational Climate (SOC) composed of five (5) items measuring organizational climate of schools were used for the study. The SSOP and SOC were face-validated by experts in Measurement and Evaluation and Educational foundations of the University of Nigeria, Nsukka. The SSOP and SOC were administered to 27 respondents comprising 6 principals and 21 teachers. The data obtained from these respondents (27) were used in establishing the reliabilities of the instruments. These 27 respondents were not involved in the main study. SSOP was a questionnaire instrument for measuring the supervisory roles of principals and was administered to the 112 principals, which yielded a set of one hundred and twelve scores, representing the supervisory roles of school principals in Enugu State. The SOC was administered to all the 560

subjects, which comprises sampled principals, teachers. The scores obtained from the principals, teachers and students on this instrument is the organizational climate score. The instruments were administered to the subjects by the researcher in collaboration with teachers; one from each sampled school who acted as research assistants.

The data obtained from the administration of the instruments was analysed using mean (\bar{x}), the standard deviation (S.D.) and t-test statistic.

Results

Table 1: Mean (\bar{x}) and S.D. of the Types of Supervisory Styles of Principals and Organizational Climate of Schools.

Type of Supervisory Style/Org. Climate	\bar{X} Response (Rating)	S.D.	Ranking	Remark
Autocratic	3.74	0.018	1	Predominant
Laissez-faire	2.53	0.091	3	Not Predominant
Democratic	3.13	0.032	2	Less Predominant
Grand Mean	41.371	10.028		Less Predominant

From Table 1, it is obvious that the greatest proportion of principals in Enugu State secondary schools exhibit autocratic supervisory style in their headship affair. This has mean rating of 3.74 and S.D. of 0.018 followed by democratic which recorded mean score of 3.13 with S.D. of 0.032. The autocratic and democratic types of supervisory styles were remarked predominant and less predominant respectively. Laissez-faire type of supervisory style of principals recorded the mean response/rating of 2.53 with S.D. of 0.091 and was remarked as not predominant.

H₀: Research hypothesis was represented in Table 2 below.

Table 2: Mean Response of the Subjects on the Organizational Climate

Responses	Mean (\bar{x})	S.D.
Organizational climate of schools	82.07	17.13

t-test statistic analysis of data on school organizational climate and supervisory roles of principals.

Category	No. of Respondents	Mean (X)	S.D.	Difference Between Means	t-Cal Value	t-Critical Value
School org. climate (X ₁)	560	4.00	1.04	0.14	1.186	1.645
Supervisory styles of principals (X ₂)	112	3.86	1.16			

Table 2 shows that the calculated t-value of 1.186 is less than t-critical value of 1.645, the null hypothesis is therefore upheld. This means that there is no significant difference between the mean response of the respondents on the relationship between school organizational climate and supervisory roles of school principals.

H₀: Research Hypothesis was presented in Table 3 below.

Table 3: Pearson Product-Moment Correlation Coefficient (Y) Analysis of Data on School Organizational Climate and Supervisory Roles of Principals

Pearson (Y)	Calculated Value
	0.37503

Table 3 shows that the calculated Pearson (r) value of 0.37503 indicates low relationship between the variables; school organizational climate and supervisory roles of principals.

Discussion of Results

Based on the findings, a grand mean of supervisory style score of 41.371 with standard deviation of 10.028 was obtained. This mean score (41.271) indicates that supervisory style among Enugu State principals is less predominant or ineffective while the standard deviation of 10.028 indicates that the ineffectiveness of the supervisory style of the principals is relatively uniform across board. This finding confirms Ezenwaji's (2012) report that principals no longer carry out routine checks on their teachers that will create a natural and conducive atmosphere for efficiency and effectiveness. Moreso, the current state of poor job performance of teachers has been linked to the ineffectiveness of the supervisory practices of the school principals over their teachers (Udebunu, 2012). Based on these reports, it appears that students' poor performance in examinations (internal and external) hinges on poor supervisory styles of the principals over their teachers' teaching activities.

Furthermore, the finding of this study revealed low relationship between school organizational climate and supervisory roles of principals. This finding is consistent with earlier reports of Eboka (2008) and Ezenwaji (2012) that principals leadership styles and organizational climate are not related. Based on the foregoing, it appears that principals' supervisory styles over their teachers teaching process is ineffective. Moreso, the findings suggests that poor organizational climate of the school may not be due to poor supervisory styles of the principals, and vice versa. The issue of principals supervisory styles and school organizational climate appears to be inconclusive. There is need to make further enquiry on this issue so as to clarify the notion.

Conclusion

The following conclusions are made based on the findings of this study. The results of this study provided the empirical evidence that supervisory styles of secondary school principals in Enugu State are ineffective. Moreover, there was no significant relationship between the supervisory styles of the principals and the organizational climate of the schools. Principals of secondary schools should therefore wake up from their slumber and undertake effective supervisory styles so as to enhance the organizational climate of the schools. Consequently, there may be high relationship between the organizational climate of the schools and the principals' supervisory styles.

Recommendations

Recommendations were made based on the findings as follows:-

1. Government should organize and sponsor intensive in-service management seminars or training for serving principals. Such seminars should be an embodiment of how relationship between principals and teachers can be strengthened.
2. Government should base appointment of principals on those teachers/vice principals who have received adequate or considerable period of pre-service training on school management and administration.

References

- Nworju, B. G. (1988). *Educational Research: Basic Issues and Methodology*. Wisdom Publishers Limited, Ibadan, Owerri, Nigeria.
- Nwankwo, J. I. (1991). *A Handbook for West African Administrators And Supervisors*. University Press: University of Ibadan, Nigeria.
- Okorie, N. C. (1987). Leadership Effectiveness of Secondary School Principals in Imo State of Nigeria. *Unpublished Ph.D Thesis*, University of Port Harcourt.
- Oyedeji, N. B. (2013). Supervision and Standard of Education in Nigeria Secondary Schools. [www.Unillorin.edu.ng/journals/ education/...](http://www.Unillorin.edu.ng/journals/education/)
- Eya, P. E. and Chukwu, L.C. (2012). Effective Supervision of Instruction in Nigeria Secondary Schools. Issues in Quality Assurance. *Journal of Qualitative Education*, Vol.8 (1).
- Kochhar, S. K. (2005). *Secondary School Administration*. New Delhi, Sterling Publishers Put. Ltd.
- Ashtricks (2012). School Supervision: Ashtricks.weebly.com/academica.
- Syracus (2013). *Syracus University - School of Education*, 230 Huntington Hall, Syracuse, NY, 3244.

- Udebunu, M. I. (2012). Factors Associated With Poor Internal Supervision of Instruction in Enugu State Secondary Schools. *Journal of Science of Computer Education* A Publication of the Department of Science and Computer Education, Enugu State University of Science & Technology, Vol.2, No.1
- Eboka, C. O. (2008). Principals Leadership Styles and Organisational Climate in Secondary Schools. *Unpublished Ph.D. Thesis*, University of Nigeria, Nsukka.