

Influence of Collaborative Instructional Leadership of Principals and Teachers on Students' Academic Performance in Secondary Schools in North Central, Nigeria

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Abstract - *This study investigated the influence of collaborative instructional leadership of principals and teachers on students' academic performance in secondary schools in North Central Nigeria. It was guided by three specific objectives and three research questions. Three hypotheses were formulated and tested at 0.05 level of significance. The study was hinged on McClelland's Need Achievement Theory (1961) and Edwin Locke's Goal-Setting Theory of Motivation (1960). The literature review conducted provided the roadmap of the gap to fill and the research design adopted. The study adopted a survey research design and the study area was North Central Nigeria. The population of the study was 16671, comprising 972 principals and 15699 teachers from 972 public secondary schools in the sampled states in North Central, Nigeria. The sample size for the study was 391 subjects, consisting of 36 principals and 355 teachers and it was drawn using Taro Yamen formula for sample size determination. The instrument used for data collection was structured questionnaire titled, "Influence of Collaborative Instructional Leadership on Students' Academic Performance Questionnaire (ICILSAPQ)" constructed by the researchers. The study used Mean and Standard Deviation to answer the research questions while Chi-square statistic was used to test the hypotheses at 0.05 level of significance. The mean of 2.50 was used to arrive at the decision level for the research questions. The study found that jointly framing school goals, supervising instructions and protecting instructional time influence students' academic performance in secondary schools in North Central Nigeria. The study recommended that principals and teachers be jointly involved in framing schools' goals, supervising school instructions and protecting school instructional time as these would enhance students' academic performance.*

Keywords: Collaborative instructional leadership, principals and teachers, students' academic performance.

Introduction

All over the world, education is perceived and recognized as the bedrock of individuals and societal development. No society neglects education and hopes to progress and advance among nations; for it is considered as a means of civilization, self-realization and actualization, social mobility, as well as economic and political advancement. The target of every educational programme is to ensure students' excellent academic performance and principals and teachers have integral instructional roles to play in this direction.

There are vital instructional leadership roles expected to be performed by principals and teachers to enhance students' academic performance as Hallinger's 2005 model of instructional leadership highlights. such roles include framing the schools' goals, communicating the schools' goals, co-ordinating the curriculum, supervising and evaluating instruction,

monitoring students' progress, protecting instructional time, providing incentives for teachers, providing incentives for learning, promoting professional development for teachers and maintaining high visibility. Three of these instructional leadership roles were selected for the study. These are framing the schools' goals, supervising instruction and protecting instructional time.

For about two decades now, secondary school students' academic performance in North Central Nigeria seems to be in a poor state, leaving much to be desired, especially in the core subjects as English and Mathematics. This situation has left very many secondary school leavers with unfulfilled ambition of higher education since the percentage of those who pass and qualify for tertiary education is usually below average [23]. Previous studies reveal that researchers have been bothered on students' poor academic performance in the study area and have adopted different approaches of investigation with a view to finding solution [1, 2, 13 and 14]. Most of such existing research reports suggesting ways and means of addressing the problem of poor academic performance of secondary school students have attributed the poor performance to students' study habits, school plant and its maintenance, instructional roles of the principals or teachers without proper collaboration and supervisory problem.

In spite of these efforts so far made to address the problem of students' poor academic performance, records from available literature have not yet indicated any significant improvement in students' academic performance in the study area. However, evidence available in literature based on work done in the United States of America by [10], [17], [19], [20] and [21] clearly show significant positive influence of collaborative instructional leadership on students' academic performance. While findings of such studies may appear conclusive in the United States, the studies rather suggest the need for undertaking similar studies in Nigeria as intensive internet and library search still reveals paucity of local literature on influence of collaborative instructional leadership of principals and teachers on students' academic performance in secondary schools [5]. It is all these considerations that have occasioned this study on influence of collaborative instructional leadership of principals and teachers on students' academic performance in secondary schools in North Central Nigeria to investigate the extent to which collaborative instructional leadership of principals and teachers would influence students' academic performance in the study area.

Principals and teachers play vital instructional leadership roles in students' academic performance when they collaborate. [7] defines collaboration as the act of working together as a team towards achieving predetermined objectives; teams of teachers (professional learning communities) learning from one another, sharing common goals, and actively working towards accomplishing them. [8] describes it as a situation in which staff members meet on regular basis to discuss their work, team up in framing schools' goals to solve problems, reflect on their jobs, and take responsibilities for what students learn.

Framing schools' goals is all about what the school should be and what the students should achieve. This is the process of establishing a purpose to serve as the ultimate aim of one's actions. While instructors can set subject level learning goals to help structure their content, they may also encourage students to set their own goals. [22] opines that dividing a long-term task into short-term goals would both keep students' motivation high and get work done towards the ultimate goal. This can be achieved through supervision of instruction.

Supervision of instruction has to do with oversight functions of the principals and teachers in respect of instructional procedures and processes in measuring and assessing the level of

performance on the basis of predetermined objectives. [15] sees supervision as a means of finding out what students have learnt and what gaps remain in their learning endeavour to be addressed for effective learning to take place. Supervision is inevitable to effective instructional processes and procedures because it provides feedbacks to teachers as well as students on teaching-learning experiences.

Supervision is also inevitable in protecting instructional time. Protecting instructional time is an imperative in secondary schools. Principals and teachers should, therefore, protect instructional time with exemplary life and guide the students in time management at both institutional and personal levels. Time management involves identifying tasks to be performed, planning and scheduling academic activities, prioritizing such activities, allocating time to tasks according to their degree of importance, minimising interruptions and frivolities and granting more important activities more attention [12]. This study is therefore anchored on the instructional roles of framing the schools' goals, supervising instruction and protecting instructional time.

Statement of the Problem

Observations corroborated by documentary evidence show clearly the poor academic performance of secondary school students in North Central Nigeria, especially in English and Mathematics over the past two decades. This situation has been of great concern to all stakeholders in education like parents, teachers and officials of the ministries of education, government as well as the students themselves. This state of affairs has left very many secondary school leavers with unfulfilled ambition of higher education. Moreover, it has increased the rate of examination malpractice in various shapes and shades among students in their struggle to overcome it. Various attempts to address this situation in previous studies have not significantly improved the performances of students in the study area. If solution to this problem is not sought, the adverse effect of students' poor academic performance will persist. Hence the need for this study. Therefore, the problem of the study stated interrogatively is, "To what extent does collaborative instructional leadership of principals and teachers influence students' academic performance in public secondary schools in North Central Nigeria?"

Objective of the Study

The main objective of this study was to investigate influence of collaborative instructional leadership of principals and teachers on students' academic performance in secondary schools in North Central Nigeria. Specifically, the study sought to ascertain the extent of influence of jointly:

- framing the schools' goals by principals and teachers on students' academic performance in secondary schools in North Central Nigeria.
- supervising instruction by principals and teachers on students' academic performance in secondary schools.
- protecting instructional time by principals and teachers on students' academic performance in secondary schools.

Research Questions

The following research questions were posed to guide the study:

- To what extent does jointly framing schools' goals by principals and teachers influence students' academic performance in secondary schools in North Central Nigeria?
- To what extent does jointly supervising instruction by principals and teachers influence students' academic performance in secondary schools?

- To what extent does jointly protecting instructional time by principals and teachers influence students' academic performance in secondary schools?

Statement of Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

- Jointly framing schools' goals by principals and teachers has no significant influence on students' academic performance in secondary schools.
- Jointly supervising instruction by principals and teachers has no significant influence on students' academic performance in secondary schools.
- Jointly protecting instructional time by principals and teachers has no significant influence on students' academic performance in secondary schools.

Methodology

This study adopted survey research design and covered the entire North Central, Nigeria, comprising six states (Benue, Kogi, Kwara, Nasarawa, Niger, and Plateau) and Federal Capital Territory (FCT), Abuja. The population for the study was 16671, comprising 972 principals and 15699 teachers from 972 public secondary schools in the sampled states in North Central Nigeria. The sample for this study was 391 subjects, consisting of 36 principals and 355 teachers from North Central Nigeria. The sample size was drawn using Taro Yamen formula for sample size determination.

Multi-stage sampling technique, which involves selecting samples in stages, was used. Simple Random Sampling technique was used to select three (3) states from the six (6) states and FCT in North Central, Nigeria. Three (3) Local Government Areas (LGAs) each were selected from the three (3) states, using Simple Random Sampling Technique. Also, Simple Random Sampling Technique was used to select 4 Senior Secondary Schools from each of the 9 LGAs, giving a total of 36 sampled schools. Proportionate Stratified Random Sampling was used to determine the number of respondents in each of the selected schools. The instrument used for data collection was a self-developed structured 15-item questionnaire titled 'Influence of Collaborative Instructional Leadership on Students' Academic Performance Questionnaire (ICILSAPQ)' with response modes of Very High Extent (VHE) = 4 points, High Extent (HE) = 3, Low Extent (LE) = 2 and Very Low Extent (VLE) = 1. It was validated by three experts. To establish the internal consistency of the instrument, a trial test was conducted in Enugu State (outside the study area), using 45 respondents: 5 principals and 40 teachers from five secondary schools who were not part of the sample to be studied. The data collected from the trial testing of the instrument were subjected to statistical analysis, using the Cronbach Alpha Correlation Coefficient method to determine the reliability of the instrument and a reliability coefficient of 0.87 was obtained, indicating that the instrument was reliable to be used for the study. The descriptive statistics of mean and standard deviation were used to answer the research questions, while Chi-square (χ^2) statistic was used to test the hypotheses at 0.05 level of significance. The cut-off point of 2.50 was used for decision making. Mean scores of less than 2.50 were considered as not having the desired influence while mean scores of 2.50 and above were considered as having the desired influence. Inferential statistic of Chi-square (χ^2) statistic was used to test the hypotheses at 0.05 level of significance.

Results and Discussion

391 copies of questionnaire were distributed to respondents and they were all retrieved, implying the use of 391 responses from secondary schools in North Central Nigeria for this

study. The data collected were analysed, interpreted and presented in two phases. Phase one involved the description and interpretation of the findings of three research questions using the mean and standard deviation; and phase two involved the use of Chi-square (χ^2) statistic in testing the three earlier postulated hypotheses at 0.05 level of significance.

Analysis of Research Questions

Research Question One

To what extent does jointly framing schools’ goals by principals and teachers influence students’ academic performance in secondary schools in the North Central Nigeria?

Table 1: Mean Ratings and Standard Deviations of Respondents on Influence of Jointly Framing Schools’ Goals by Principals and Teachers on Students’ Academic Performance in Secondary Schools in North Central Nigeria

No .	Items	N	VH E	HE	LE	VLE	Mea n	SD	Decision
1.	Principals and teachers encourage students to perform better through setting measurable goals.	391	158	131	43	59	2.99	1.111	High Extent
2.	Principals and teachers jointly developing academic programmes enhances students’ academic performance.	391	180	122	59	30	3.17	.992	High Extent
3.	Principals and teachers jointly setting high academic expectations for students leads to improved performance of students.	391	171	135	56	29	3.16	.971	High Extent
4.	Principals and teachers focusing on data of past and current students’ performances enables them set higher goals for the students.	391	192	111	51	37	3.19	1.034	High Extent
5.	Principals and teachers developing goals that are easily translated into classroom objectives for teaching and learning elicits better academic results from the students.	391	173	122	66	30	3.13	.998	High Extent

Cluster Mean and Standard Deviation	3.13	1.021	High Extent
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The data presented in Table 1 reveal that all the 5 items had mean values of 2.99, 3.17, 3.16, 3.19 and 3.13 with corresponding SD of 1.111, .992, .971, 1.034 and .998, respectively, indicating that their mean values were above the cut-off point of 2.50. Since the mean ratings of all the five items were above the cut-off point of 2.50, it implies that students setting measurable goals, principals and teachers jointly developing academic programmes, setting data-based higher goals for students, principals and teachers having joint higher academic expectations for students, and principals and teachers jointly developing practicable goals influence students' academic performance. The cluster mean of 3.13 with the SD of 1.02 indicate that jointly framing schools' goals by principals and teachers, to a high extent, influence students' academic performance in secondary schools in North Central Nigeria.

Research Question Two

To what extent does jointly supervising instruction by principals and teachers influence students' academic performance in secondary schools?

Table 2: Mean Ratings and Standard Deviations of Respondents on Influence of Jointly Supervising Instruction by Principals and Teachers on Students' Academic Performance in Secondary Schools in North Central Nigeria

No.	Items	N	VH E	HE	LE	VL E	Mea n	SD	Decision
6.	Principals' supervision of teachers' instruction by periodic visitations to class makes students to do better.	391	175	119	55	42	3.10	1.060	High Extent
7.	Teachers providing regular teaching feedbacks to students enhance students' performance.	391	191	117	63	20	3.25	.939	High Extent
8.	Principals' supervision of students' learning periodically through continuous assessment records improves students' performance.	391	169	120	62	40	3.08	1.050	High Extent
9.	Teachers' supervision of students' learning through assignments and tests enhances students' academic performance.	391	172	109	66	44	3.05	1.080	High Extent
10.	Principals and teachers reviewing students' results periodically encourages	391	181	129	41	40	3.20	.977	High Extent

students to perform better in their examinations.

Cluster Mean and Standard Deviation **3.14 1.021 High Extent**

The data presented in Table 2 reveal that all the 5 items 6 – 10 had their mean values of 3.10, 3.25, 3.08, 3.05 and 3.20 with corresponding SD of 1.060, .939, 1.050, 1.080, and .977, respectively, indicating that their mean values were above the cut-off point mean of 2.50. Since the ratings of all the five items were above the cut-off point of 2.50, it implies that principals’ supervision of teachers, teachers providing regular feedbacks to students, principals’ supervision of students’ learning, teachers’ supervision of students’ learning, and joint review of students’ results influence students’ academic performance. The cluster mean of 3.14 with corresponding SD of 1.021 indicate that jointly supervising instruction by principals and teachers, to a high extent, influence students’ academic performance in secondary schools in North Central Nigeria.

Research Question Three

To what extent does jointly protecting instructional time by principals and teachers influence students’ academic performance in secondary schools?

Table 3: Mean Ratings and Standard Deviation of Respondents on the Influence of jointly protecting instructional time by principals and teachers on students’ academic performance in secondary schools in North Central Nigeria

No	Items	N	VH E	HE	LE	VL E	Mean	SD	Decision
11.	Principals and teachers monitoring lesson hours together enhances students’ performance.	391	91	222	43	35	2.94	.88	High Extent
12.	Principals and teachers encouraging students to attend classes timely enables students to cover their lessons and improve on their academic performance.	391	159	129	63	40	3.05	1.04	High Extent
13.	Principals and teachers monitoring prep hours encourages students’ faster learning, thereby improving their academic performance.	391	175	136	50	30	3.17	.968	High Extent

14.	Principals and teachers encouraging students to do their assignments in time makes students study harder and improve their academic performance.	391	191	122	58	20	3.26	.928	High Extent
15.	Principals ensuring teachers' regular and timely attendance to lessons enhances teaching and learning in schools and this improves students' academic performance.	391	98	200	62	31	2.92	.900	High Extent
Cluster Mean and Standard Deviation							3.07	0.943	High Extent

The data presented in Table 3 reveal that all the 5 items had their mean values of 2.94, 3.05, 3.18, 3.26, and 2.92 with corresponding SD of .88, 1.04, .968, .928 and .900, respectively, indicating that their mean values were above the cut-off point of 2.50. Since the mean ratings of all the five items were above the cut-off point of 2.50, it implies that principals and teachers jointly monitoring lesson hours, encouraging students to attend classes timely, jointly monitoring prep hours, students doing their assignments timely, and timely attendance to lessons by principals and teachers influence students' academic performance. The cluster mean of 3.07 with the SD of 0.94 indicate that jointly protecting instructional time by principals and teachers, to a high extent, influence students' academic performance in secondary schools in North Central Nigeria.

Test of Hypotheses

The hypotheses of the study were tested using chi-square (χ^2) test at 0.05 level of significance

Hypothesis One

Jointly framing schools' goals by principals and teachers has no significant influence on students' academic performance in secondary schools.

Table 4: Chi-Square Test of Influence of Jointly Framing Schools' Goals by Principals and Teachers on Students' Academic Performance in Secondary Schools in North Central Nigeria

	Df	χ^2	Sig.	Alpha Level	Remark
Chi-square	13	378.75	0.000	0.05	S, R

Number of Valid Cases

391

Df = degree of freedom, χ^2_{α} = chi-square calculated, Sig. = P-value; $P < .05$, S= Significant, R= rejected

Table 4 shows a Chi-square significant value of 0.000 which is less than the 0.05 level of significance and with 13 degree of freedom. Therefore, the hypothesis which states that jointly framing schools' goals by principals and teachers has no significant influence on students' academic performance in secondary schools was rejected. This indicates that jointly framing schools' goals by principals and teachers have significant influence on students' academic performance in secondary schools in North Central, Nigeria.

Hypothesis Two

Jointly supervising instruction by principals and teachers has no significant influence on students' academic performance in secondary schools.

Table 5: Chi-Square Test of Influence of Jointly Supervising Instruction by Principals and Teachers on Students' Academic Performance in Secondary Schools in North Central Nigeria

	Df	χ^2_{α}	Sig.	Alpha Level	Remark
Chi-square	13	372.15	0.000	0.05	S, R
Number of Valid Cases	391				

Df = degree of freedom, χ^2_{α} = chi-square calculated, Sig. = P-value; $P < .05$, S= Significant, R= rejected

Table 5 shows a Chi-square significant value of 0.000 which is less than the 0.05 level of significance and with 13 degree of freedom. Therefore, the hypothesis which states that jointly supervising instruction by principals and teachers has no significant influence on students' academic performance in secondary schools was rejected. This indicates that jointly supervising instruction by principals and teachers has significant influence on students' academic performance in secondary schools.

Hypothesis Three

Jointly protecting instructional time by principals and teachers has no significant influence on students' academic performance in secondary schools.

Table 6: Chi-Square Test of Influence of Jointly Protecting Instructional Time by Principals and Teachers on Students' Academic Performance in Secondary Schools in North Central Nigeria

	Df	χ^2_{α}	Sig.	Alpha Level	Remark
Chi-square	13	401.63	0.000	0.05	S, R

Number of Valid Cases	391
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Df = degree of freedom, $\chi^2\alpha$ = chi-square calculated, Sig. = P-value; P < .05, S= Significant, R= rejected

Table 6 shows a Chi-square significant value of 0.000 which is less than the 0.05 level of significance and with 13 degree of freedom. Therefore, the hypothesis which states that jointly protecting instructional time by principals and teachers has no significant influence on students' academic performance in secondary schools was rejected. This indicates that jointly protecting instructional time by principals and teachers has significant influence on students' academic performance in secondary schools.

Discussion of Findings

The first finding of the study revealed that jointly framing schools' goals by principals and teachers has significant influence on students' academic performance in secondary schools in North Central Nigeria. This finding of the study is corroborated by earlier findings of [18] that treatment students in goal-setting experienced significantly higher academic self-perceptions on the School Attitude Assessment Survey and significantly higher gains in grade point averages over the control group. It is also consistent with [3] that there was unanimous concurrence among the research interview participants that goal setting had a role to play in the employee effectiveness and in ultimately improving organisational effectiveness.

The study also found that jointly supervising instruction by principals and teachers has significant influence on students' academic performance in secondary schools in North Central Nigeria. The finding is in agreement with the findings by [4] which indicated that teachers perceived supervision of instruction as involving monitoring and assisting teachers to improve instruction as well as making teaching and learning more effective; [13] that regular instructional supervision had a significant bearing on students' academic performance in secondary schools; and by [16] that interaction between teachers and instructional supervisors influenced to a great extent teachers' classroom performance.

The third finding revealed that jointly protecting instructional time by principals and teachers has significant influence on students' academic performance in secondary schools in North Central Nigeria. This finding is supported by the finding of [2] that intervention using time management training technique significantly enhanced the academic adjustment of deviant in-school adolescents; and that by [9] who found that there was a significant and positive relation between time planning, time management and academic performance of the students; and as well as that by [11] who found that time management was highly related to the academic performance of the university students.

Conclusion

In view of the findings of this study, it was concluded that collaborative instructional leadership of principals and teachers in terms of jointly framing schools' goals; supervising instructions and protecting instructional time influence students' academic performance in secondary schools in North Central Nigeria.

Recommendations

Based on the findings of the study the following recommendations were made:

- i. Principals and teachers should be actively involved in framing schools' goals to improve and sustain students' academic performance in secondary schools in North Central Nigeria. This will influence students' performance through setting of measurable goals.
- ii. Principals and teachers should be actively involved in supervising the students on one hand, and principals supervising teachers on the other hand, to improve and sustain students' academic performance in secondary schools in North Central Nigeria. This will reduce absenteeism and truancy among students and improve their performance.
- iii. Principals and teachers should be actively involved in supervising the lesson and preparation periods of the students to improve and sustain students' academic performance in secondary schools in North Central Nigeria. This will curb truant behaviour among students and enhance their behaviour.

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