

**IMPACT OF INSTRUCTIONAL LEADERSHIP OF PRINCIPALSON TEACHERS’  
JOB PERFORMANCE IN GIRLS’ SECONDARY SCHOOLS OFMUNICIPAL  
ZONAL EDUCATION AREA, KANO STATE, NIGERIA.**

**BY**

**Binta Yusuf Salihu**

**SPS/13/MED/00007**

**A Dissertation Submitted to the School of Postgraduate Studies through the  
Department of Education, Bayero University, Kano, in partial fulfillment of the  
requirements for the award of Master Degree of Education (M.Ed.) in Educational  
Administration and Planning.**

**Supervisor: Prof. G.D. Azare**

**October, 2016**

## APPROVAL SHEET

This research report has been read and approved as to meeting the requirements for the award of Master of Education in (Educational Administration and Planning) of Bayero University, Kano.

### **Supervisor**

**Sign** \_\_\_\_\_

Prof.G.D. Azare      Date

### **Internal Examiner**

**Sign** \_\_\_\_\_

Prof.Aliyu Dauda      Date

### **External Examiner**

**Sign** \_\_\_\_\_

Prof.B.A. Maina      Date

### **Head of Department**

**Sign** \_\_\_\_\_

Prof.Auwal Muhammad Lawan      Date

### **P.G Coordinator**

**Sign** \_\_\_\_\_

Dr.A.M. Kaugama

Date

### **Dean School of Postgraduate studies**

**Sign** \_\_\_\_\_

Prof.S. A Babura      Date

## CERTIFICATION

I certify that this research work was conducted, written and compiled by me. I also certify that to the best of my knowledge this research work has never been presented wholly or partially for the award of any degree or publication elsewhere.

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Binta Yusuf Salihu

SPS/13/MED/00007

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Date

## **DEDICATION**

This work is dedicated my later father Alhaji Yusuf Wudil(may he rest in peace),my caring mother HajiyaFatima Adamu Aliyu,my husband Alhaji Munir Haruna, and my lovelykids Muhammad Nasir Munir and Hauwa'u Munir for yourpatience,support and understanding lead to my success today.

#### **ACKNOWLEDGEMENTS**

All praise is due to Allah the Beneficent, the Merciful who has bestowed upon me uncountable bounties amongst which is yet another golden opportunity to begin and round off a Master's Degree in Educational Administration and Planning without hitches.

My profound gratitude and appreciation goes to my Supervisor Prof.G.D. Azare, whose scholastic guidance and suggestions helped me toward completion of this research work. Furthermore, I would like to extend my appreciation to Dr.Bello A. Bello, Prof. D A. Maiwada, Prof. Aliyu Dauda, P.G.Coordinator Dr.Ahmad Kaugama, and Dean Faculty of Education Prof.M.S. Kiyawa, all the lecturers in the cluster of Educational Administration and Planning such as; Prof. A.O Fagbemi and Prof. Olubadewu, and the former H.O.D of Education Prof. Talatu M. Garba for their invaluable encouragement. Without their open-door policy, encouragement, patience and kindness, I would have no doubt have remained at infant stage, considering the stressful circumstances that surrounded the study.

To all my brothers and sisters whom i am fortunate to say, i have many to acknowledge, to late brother Bashir Yusuf, May Allah grant him Aljannatul Firdaus.I am also grateful to Nurudden Yusuf, Aisha Yusuf, Adamu Yusuf, Muzammil Yusuf, Abdurrahman Yusuf, Ummulkhairi Yusuf and those whose names could not be possible mentioned, you are standing by me in all my affairs. My gratitude to all my friends and my learning colleagues such as Bilkisu Aliyu Sagagi, Maimuna Abubakar Ismail, Shafa'atu Datti and Maryam Muhammad Aminu.

## **ABSTRACT**

*The study examined the impact of instructional leadership on teachers' job performance in Girls' Secondary School of Municipal Zonal Education Area, Kano State; in order to find out this, six objectives, six research questions with five hypotheses were used to guide the study. Descriptive survey design was used. There were 69 Girls' Secondary Schools in Kano Municipal Zonal Education Area, comprised of 509 teachers, where the sample size of 217 teachers and principals were selected by using Research Advisors Table (2006). The stratified random sample technique was used to select 10 Girls' Secondary schools (Gandun Albasa, Zoo Road, Hausawa, Sharada Salanta, Shekara, Hassana Sufi, Yakasai, GidanMakama Tukuntawa, and Sule Usman Sharada). Two questionnaires were developed by the researcher. One was "questionnaire on impact of instructional leadership on teachers' job performance for principals and other questionnaire on impact of instructional leadership on teachers' job performance for teachers" 217 questionnaires were administered to the respondents, out of which 194 were returned. Answers to the research questions were provided as appropriate. Data were analyzed using chi-square for hypotheses testing. Findings indicated that Principals of Girls' Secondary Schools in Municipal Zonal Education Area employed effective instructional leadership; there is significant impact of Principal's instructional leadership on teachers' application of appropriate teaching methods; adequate and relevant instructional materials and teachers' ability to design sound lesson planning in the schools understudy. Based on the findings the following conclusions were drawn, effective instructional leadership, teachers' ability to use appropriate teaching method, adequate and relevant instructional materials and teachers' ability to design sound lesson planning enhance students' academic performance and teachers' job performance. So also Principals' instructional supervision and Principals' ability to coordinate staff development enhance teachers' job performance greatly. Thus, based on the findings of the study, the researcher recommends that Principals should strengthen their instructional leadership; identify additional methods of collecting data; Principals should ensure that instructional materials are used properly according to students grade level; Principals should try to know if appropriate lesson planning is done; Principals should give opportunities for in-service and informal visitations should be as frequent as possible. This research work is only limited to Girls' Secondary Schools of Municipal Zonal Education area, Kano State and there is need for further studies in other Zonal Education Areas in Kano State and that of other states; An investigation to determine to what extent Vice Principals and Heads of Departments display instructional leadership and what effects this has for developing schools as learning communities; A Comparative study to examine the role of Educational Supervisor in promoting instructional leadership in schools and its effects on Schools with regard to learners' achievement. This may help to understand what Principal do that influences teachers' job performance.*

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## CHAPTER ONE: INTRODUCTION

### 1.1 Background to the study

Nigeria continues to recognize education as a powerful instrument for social change in the process of a dynamic nation building and yearning for good education in Nigeria has been the desire of every family. To this, Federal Government reviewed and adopted education as means of affecting national development. It is in this spirit that the national policy as revised in 1981, 1988, 2004 and 2006 stated that education would continue to receive special attention in the national development plans. Nigerian philosophy of education is based on integration of the individual into a sound and effective citizens among other things. Secondary education for instance is a stem on which both primary and higher education rests with overwhelming objectives. The objectives of secondary education as spelt out in the National Policy on education in [1998] revised runs thus: Secondary education shall:

- Provide all primary leavers with the opportunity for education of a higher level irrespective of sex, social status, religious or ethnic background;
- Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- Provide manpower in the applied science, technology and commerce at sub-professional grades;
- Develop and promote Nigerian languages, art and culture in the context of world cultural heritage;
- Inspire its students with a desire for self-improvement and excellence;
- Foster national unity with an emphasis on the common ties that unite us in diversity;
- Raise a generation of people who can think for of others, respect the view and feelings of others,

- Respect the dignity of labour, appreciate those values under our broad national goals and live as good citizens and
- Provide technical knowledge and vocational skills necessary for agricultural, industrial, commerce and economic development.

The basic achievement of any nation has its spring off from the secondary school education. The principal is the representative of the Federal Ministry in his school. He has direct contact with the ministry and is responsible for communicating the official expectations of his staff and students to the relevant. By the nature of his job, the principal is given different titles such as administrator, manager and instructional leader.

All organizations, simple or complex have leaders. Leadership can be viewed as power based predominantly on personal characteristics. The leader is an individual in the group, given task of direction and coordinating task to relevant group activities. Effective leadership should give direction to the effort of all workers in accomplishing the goals of the organizations.

Instructional leadership is the one of the most important factors in effective teaching, without it the school reform is impossible. How can leader develop and improve strategies to improve quality and manage the process of school reform today and tomorrow; complex school environment. Teachers are facilitators of any educational system. They are the ones entrusted with the task of breaking down desired needs of the society as specified in each subject syllabus into teachable and learnable topics in the classroom.

Fadipe and Ojedele (2000) assert that ensuring effective school management qualitative delivery of classroom instruction and effective implementation of educational Policies and programs in schools in Nigeria are among the stipulated responsibilities of the Principal. Waller (1932) stress that achievement is the prime order in the classroom at

Secondary School level. The main task of Secondary School Teacher is to evaluate the quality of achievement. This makes the teacher role to be important one in the School administration. In the process of executing this vital role, personnel bias and bureaucratic impersonality are real dilemma. Greene (1971: p: 35) said, it is widely believed that teacher is the most important in the School for his intellectual development of the young. In other view Adesina and Ogunsaju (1984: p; 33) indicated that teacher role in secondary school education can be classified into three areas:

A. The teacher is first and foremost required to give knowledge, train students in some basic skills and provide guidance for effective learning in the class.

B. He is to help in the administration of school.

C. He is required to provide conducive emotional climate which will facilitate learning in the classroom.

Teachers that possess knowledge, abilities and skills to monitor assimilation of information, and to contribute their overall development and upbringing, variety of teaching strategies helps instructors to create smooth flow of instruction and it helps students to take responsibility of their own learning and enhances the process of teaching and learning. Teachers at all levels utilized of instructional materials both audio and visuals such as flash cards, posters, charts, tape recorder, radio, television, computers among others. These serve as supplement to normal processes of instruction and improve learning and also well-equipped library in the school enhances teachers' job performance. Lesson plan communicates to learners what they would learn and how they will assess, and helps instructors to organize content, materials, time, instructional strategies and assistance in the classroom.

Professional development for school administrator focuses on increasing their ability to recognize and foster excellent teaching and learning. School administrator need to understand the integral role of professional development in the school and how to organize the school

day to provide staff with opportunities for on-going professional development. The basic of instructional supervision is the way teachers to learn specific intellectual and behavioral skills to be taught by the Principal. These skills of curriculum innovation, implementations and experimentations as well as skills of teaching, continuous assessment practice etc.

In this capacity, instructional leader is better able to strive for excellence in education by working with teachers, parents and even the community as a whole to redefine educational objectives and set school wide inclusive or district wide goals for improvement. Additional responsibilities in this role requires the instructional administrator to provide necessary resources for students as well as continuing education opportunities for teachers and, staff ,thereby ensuring that the institution remains update on the latest approaches and techniques for learning.

Acting as an instructional resource, the administrator may:

- Establish clear goals for the students, teachers and staff
- Allocate resources
- Manage the curriculum to ensure it coincides with goals
- Evaluate teachers based on the new parameter

On this background, the study would examine the impact of instructional leadership on teachers' job performance in Girls' Secondary School of Municipal Zonal Education Area, Kano state, Nigeria.

## **1.2 Statement of Problem**

Teachers' job performance is the way in which teachers behave in the process of teaching and learning, it is known to be related with teacher effectiveness. It is said that good performance

of students depends upon teacher effectiveness. The indices of teachers' job performance in school are sound lesson plan, record of working, scheme of work, utilization of relevant materials, application of effective teaching methods and classroom management. Teachers often find change difficult, researchers have suggested various reasons for teachers' resistance to change, including a lack of congruency between teacher and educational philosophy and innovation (Briscoe, 1991; Rich 1990); lack of adequate training and/or support (Joyce & Showers, 1988; Mathison, 1992); school climate and principal influence (Fullan Hargreaves, 1997); and practical issues such as availability of materials, class size, and time (Sleeter, 1992). Despite these possible causal indications, there are steps that can be taken to resolve some of the resistance issues.

Teachers want their students to succeed, and given the proper training and support, they are willing to do what is necessary to improve student achievement. School leaders can provide teachers with regular feedback on student progress. Since changes last depend on the effectiveness of their efforts, teachers need tangible evidence that students are growing and improving. Assessment result and observation feedback are just two ways that teachers can be informed of progress being made. Support coupled with pressure is essential for continuing educational improvements (Guskey, 2002). Support allows teachers dealing with anxiety and possible failures to cope more easily, while pressure is sometimes necessary to motivate those less willing to change. Leaders play a key role in assisting and encouraging teachers to make the sustained changes necessary for increased student achievement. Findley and Findley state that "if a school to be effective one, it will be because of the instructional leadership of the Principal" (P.102). To this end, the study would investigate the impact of instructional leadership on teachers' job performance in Girls' Secondary Schools of Municipal Zonal Education Area, Kano state, Nigeria.

### **1.3 Objectives of the Study**

The study tried to achieve the following objectives:

1. Find out type of instructional leadership style employ by Principals in Girls' Secondary Schools in Kano Municipal Zonal Education Area;
2. Examine the impact of Principals' instructional leadership on the ability of teachers to employ effective teaching methods in the Girls Secondary Schools in Kano Municipal Zonal Education Area;
3. Determinethe impact of Principals' instructional leadership on teachers' ability to useadequate and relevant materials for effective teaching in Girls Secondary schools in Kano Municipal Zonal Education Area;
4. Ascertain the impact of Principals' instructional leadership on ability of teachers to design sound lesson plan for effective teaching in Girls' Secondary schools in Kano Municipal Zonal Education Area;
5. Assess the impact of Principals' instructional leadership ontheir ability to coordinate staff development program in the Girls Secondary schools in Kano Municipal Zonal Education Area;
6. Examine the impact of Principals'instructional supervision on teachers' job performance in Girls' Secondary Schoolsin Kano Municipal Zonal Education Area;

### **1.4 Research Questions**

The study tried to provide the answers to the following questions:

1. What type of instructional leadership Principals in Girls' Secondary Schools in Kano Municipal Zonal Education Area employed?
2. Is there impact of Principals' instructional leadership on ability of teachers to employ effective teaching methods in the Girls' Secondary Schools in Kano Municipal Zonal Education Area?
3. Is there impact of Principals' instructional leadership on teachers' ability to use adequate and relevant instructional materials for effective teaching in Girls' Secondary Schools in Kano Municipal Zonal Education Area?
4. Is there impact of Principals' instructional leadership on ability of teachers to design sound lesson plan in Girls' Secondary schools in Kano Municipal Zonal Education Area?
5. Is there impact of Principals' instructional leadership on their ability to coordinate staff development program in Girls' Secondary Schools in Municipal Zonal Education Area?
6. Is there impact of Principals' instructional supervision on teachers' job performance in Girls' Secondary Schools in Kano Municipal Zonal Education Area?

### **1.5 Research Hypotheses**

The following research hypotheses would be tested:

**H01:** There is no significant impact of Principal's instructional leadership and teachers' effective application of appropriate method of teaching in Girls' Secondary Schools in Kano Municipal Zonal Education Area.

**HO2:** There is no significant impact of Principals' instructional leadership and teachers' effective application of adequate and relevant materials Girls Secondary Schools in Kano Municipal Zonal Education Area.

**HO3:** There is no significant impact of Principals' instructional supervision and teachers' job performance in the Girls Secondary Schools in Kano Municipal Zonal Education Area.

**HO4:** There is no significant impact of Principals' instructional leadership on their ability coordinate staff development program in Girls' Secondary Schools in Kano Municipal Zonal Education Area.

**HO5:** There is no significant impact of Principals' instructional supervision on teachers' job performance in Girls Secondary Schools in Kano Municipal Zonal Education Area.

### **1.6 Significance of the Study**

The findings of this study would be of benefit to educational leaders, Girls' Secondary Schools Principals, prospective and practicing teachers, Government agencies, parastatals and boards working with schools, community schools organizations, non-formal organizations, parents, and other interested stakeholders. It was also important to students who wish to undergo training in Faculty of Education in Nigerian institutions of higher learning and could also be of great benefit to Principals of Girls' Secondary Schools on the instructional leadership strategies that can impact and improve teachers' job performance. Moreover the study would be of benefit to the School Managers as the findings would serve as a mirror for reflection to them on their role as supervisors and expert in curriculum and instructions. It would shade more light about the fact that no leader can function alone in his group and hopes to attain the group goals. Since leadership is the product of interaction between leaders and followers, not position or status. Leaders and group members influence each other and

impact on group performance. It was also hopeful that the findings of this study would arouse interest and curiosity of others to conduct further studies in this area, thereby becoming a means of generating more empirical evidences within Nigeria context.

### **1.7 Scope and Delimitation of the Study**

The study concerned with impact of instructional leadership on teachers' job performance in Girls' Secondary Schools of Municipal Zonal Education Area, Kano State, Nigeria. Impact of instructional leadership on teachers' job performance would cover Principals and teachers of Girls' Secondary Schools in Kano Municipal Zonal Education Area. Other Principals and teachers from other Zonal Education Areas in Kano State were delimited from this study.

## CHAPTER TWO: REVIEW OF RELATED LITERATURE

### 2.1 Introduction

In this chapter, researcher gives emphasis on the theoretical framework whereas contingency management leadership theory was reviewed, conceptual framework on instructional leadership then enlargement of our understanding on instructional leadership, whereas the discussion would turn to examine Principal involvement in instruction, some key element of instructional leadership, staff development, Principal instructional supervision, teachers' job performance: effective teaching method; adequate and relevant instructional materials; sound lesson plan, reviews of empirical studies and summary and uniqueness of study.

#### 2.2.1 Theoretical framework: Contingency Leadership/Management Theory

**Origin:** The contingency leadership/management theory was developed by a number of academics who look at the organizational contingent circumstances as determinant of, as well as the application of any kind of theory in managing organizations. Fred.E.Fiedler is generally considered as the father of the contingency management leadership theory. The history of contingency theories goes back to over 100 years, with foundational ideas rooted in the mechanical thought of Taylorism. Later, management science began to recognize the influence of sometimes irrational human perceptions on worker performance. This led to contingency theories to adapt leadership behavior to the situation. Taxonomies and contingencies are the roots of leadership.

#### **Assumptions:**

The followings are the assumptions of this great theory:

1. There is no one best leadership style or management theory that is always applicable in managing all sorts of organizations. But rather it is the contingent organizational circumstances that determine the best approach to be employed.
2. There is positive relationship between the leadership approach or management style and the productivity of the organization (output).
3. For effectiveness of the organizational management, the study, nature, kind, quantity and quality of the organization input, the processing and output is relevant.
4. All segments in the organizations (sub-systems) have to work harmoniously for the Organization to succeed.

**Advantages:**

1. It promotes the productivity of the organization. It may enhance through harmony and cooperation before it can be realized.
2. There is possibility of applying appropriate leadership style/management approach in managing affairs of organizations.
3. The study of organizations which assumed very vital can acquaint managers with different circumstances, norms, values and attitudes among members of an organization.
4. There is possibility of understanding relationship among input, processing and output of organization.

**Disadvantages:**

1. There might be delay in action.
2. There is possibility of making mistakes in applying leadership style.

### **Relevance of Theory in Managing School Organization:**

Bearing in mind that school is a system and has characteristics of open system; the contingency theory could be seen as very relevant especially in the following ways:

1. One could assume that there is no one best leadership styles in managing different kindof schools. Schools as we know them are of different kinds, levels, locations and ownership. There are primary, secondary and tertiary levels of schooling .There are also boys, girls and co-educational schools.
2. The kind of management approach or leadership style that the head teacher employs can positively relate to effectiveness of school.
3. For the effectiveness of school organization the head teacher should study the schoolinput (e.g. teachers, students, instructional materials, school facilities, financial resources etc.)the processing (e.g. teaching & learning, guidance and counseling activities or service laboratory experimentation, extra-curricular activities etc.) and output as well as different kind of a skilled manpower school is producing.

#### **2.2.2 Conceptual Framework**

Instructional leadership encompasses “those actions to promote growth in students “learning” (Devoe, 1984, pp.14-20) and comprises the following tasks, setting school-wide goals, providing the resources needed for learning to occur; supervising and evaluating teachers, coordinating staff development programming creating collegial relationships with and among teachers (Wildy and Dimmock,1993,p.44).The instructional leader clearly describes the role of Principal in the quest for excellence in education. To achieve this quest, it will take more than a strong Principal with concrete ideas. According to Richardson et al. (1989), he or she must lead toward educational achievement, must be a person who makes instructional quality top priority of the school, and must be able to bring that vision realization.

Most writers acknowledge that there is no single definition of instructional leadership nor specific guidelines or direction as to what an instructional leader does (Flath, 1989). However, they create their own definitions and, as a result, meanings vary considerably from one researcher to another.

This lack of consistency in definition then becomes part of the problem. However, to enlarge our understanding, the discussion now turns to examine principal involvement in instruction.

### **2.3 Principal Involvement in Instruction**

When principals involve themselves directly in the school's instruction, classroom practices and students have been found to improve (Supovitz, May, 2010; Fink & Resnick, 2001; Nelson & Sassi, 2006; Hallinger, Bickman, Davis, 1996). Effective school leadership today must combine the traditional school leadership duties such as teacher evaluation, budgeting, scheduling, and maintenance with a deep involvement with specific aspects of teaching and learning. Effective instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement (Cotton, 2003). Research conducted by King (2000), Spillane, Halverson, and Diamond (2000) confirms that this important role extends beyond the scope of the school principal to involve other leaders as well.

The key players in instructional leadership include the following:

1. Central office personnel (superintendent, curriculum coordinators, etc.).
2. Principal and assistant principals
3. Instructional coaches

### **2.3.1 Some key elements of instructional leadership include the following:**

1. Prioritization: teaching and learning must be at top of the priority list on consistent basis. Leadership is a balance of management and vision (NAEPSP, 2001). While leaders cannot neglect other duties, teaching and learning should be the area where most of the leaders' scheduled time is allocated.
2. Scientifically based reading research (SSBR): instructional leaders must be well informed of SSBR and effective reading instruction in order to assist in the selection of instructional materials and monitor implementation policy. Leaders' participation in professional development sessions will provide a focus for monitoring.
3. Focus on alignment of curriculum, instruction, assessment, and standards: if student achievement is the goal and that goal is measure by standard –based assessments the curriculum, instruction and assessment must aligned with standards. If there is a disconnect among these elements, student achievement will not be evident. Alignment is ongoing process as standards, curriculum and assessment cycle through improvements.
4. Data Analysis: in their focus on improving achievement, effective leader use multiful source information to assess performance (NAESP, 2001).decisions at all levels must be based on pertinent data. Centraloffice staff can use data to help principals become more effective instructional leaders and to make decisions regarding policy and curriculum. Principals can use data to help guide the instructional strategies. Coaches can also assist teachers in using data to establish student grouping arrangements and pin point specific student intervention needs.
5. Culture of continuous learning for adults: effective instruction is skill that can never be perfected. All teachers benefit from additional time and support to improve their instruction. Research indicates that effective principals have “a view of instructional

improvement as an ongoing process”(Chase & Kane,1983).Leaders that maintain learning as a priority will provide released time for teachers to attend relevant training. They follow up by monitoring and providing the support that sustains the new learning.

The expectations set by the leaders regarding priorities, SSBBR, alignment, data use, and continued learning will impact classroom instruction and student achievement. The leaders at all levels of the system have a clear and important role on supporting that improvement efforts.Principals’ instructional leadership in this study are:

- i. Coordinating staff development program
- ii.principals’ instructional supervision

### **2.3.2 Staff Development**

If learning is a long life pursuit and if our goal is to improve the quality of education, then educators, too, need to be continuously educated. Ways in which educators can receive an ongoing education are through school in-service days, workshops, university classes, staff meetings, school visitations, conferences, and travel or professional reading.

Principals can focus a school on instructional improvement through meaningful in-in-service.

Glickman (1990) sums up the element of effective in-service

1. Concrete, continual, relevant, and “hands on” activities
2. Follow-up assistance
3. Peer observation
4. School leader participation at in-service
5. Post observation analysis and conferencing focused on skills introduced in workshops
6. Classroom experimentation and modification of implemented skills
7. Release time provision for teacher leaders
8. Individualized activities

## 9. Teacher planned in-service (pp.312-313)

When planning for in-service, it is helpful to understand that teachers' thinking concerning in-service topics will vary from concrete to abstract levels. Teachers may view in-service activities as providing information for implementation, as a collaborative venture, or as time to refocus or to be informed. Principals by respecting and considering these varying levels in teachers to become "the agents rather than the objects of staff development" (Glickman, 1990, p.33).

### **2.3.3 Principal instructional supervision**

Supervising and evaluating instruction comprises activities that provide instructional support to teachers, monitor classroom visits, and aligning classroom teaching practice with school goals (Hallinger & Murphy, 1985). There is general consensus that in order to support teachers in their instructional tasks Principals should have had adequate teaching experiences and some may feel that Principals engage in some teaching (Enueme & Egwunyenga, 2008:13, Glanz (2006:xv). Glanz (2006:65) consolidates this view by stating that principals should perceive themselves as teachers of teachers. "They should have walked-the walk so to speak. This view is based on the notion that in order to support and communicate good teaching practice to teachers. It is important that principal should have undergone similar experiences. It is through these experiences that they would be able to gain the knowledge and skills to support their teachers. Added to this, having teaching experience will also assist the Principal to gain legitimacy in the eyes of teachers and importantly enable the principal to understand instructional challenges by teachers (Glanz, 2006:xv, Enueme & Egwunyenge, 2006:13).

Supervision and evaluation of educators' performance is a very contentious issue, mainly so because it is subjective and can, to a large extent, be dependent on the person who is doing the evaluating. It would seem that supervision is more effective when it is carried out for support

purposes rather than for evaluative purposes. Supervision has been as a helping function, whereas evaluation has been traditionally been viewed as one of judging and rating. Blasé and Blasé (1998) conclude from their study of effective instructional leaders that those principals who are most successful plan carefully for teachers to have adequate feedback, information and assistance for their professional growth and development.

There are varieties of reasons for educators to be evaluated. Looock, Grobler & Mystery (2006:63) list four functions which educator evaluation can be fulfill:

- A formative function for development of professional teaching skills;
- A summative function for selection and as a basis for grading and promotion;
- A socio-political function such as providing motivation in order to improve effectiveness or to promote certain preferred teaching actions; and
- An administrative function for exercise of authority.

Although different purposes of evaluating teaching personnel may exist, the focus of the instructional leader in performance evaluation would be on promoting growth and development in respect of teachers which, in turn would improve learners achievement (Gupton, 2003:109-112; Bush, Joubert, Kiggundu & Van Rooyen, 2009:4).

#### **2.4 Teachers' job Performance**

Teachers' job performance is the way teachers behave in the process of teaching. It is known to be related with teacher effectiveness. The main aim of schooling on the part of learner, what they learn, however, depends to large extent on how well the teacher performs in the classroom. Blasé et al (2010:132) in their research confirmed that teachers can make substantial difference to student achievement. Indices of teachers' job performance for the purpose of this study as follows:

- Effective teaching method
- Adequate and relevant instructional materials
- Sound lesson plan

#### **2.4.1 Effective Teaching Method**

Choice of teaching method depends on what fits you- your educational philosophy, classroom, demographic, subject area (s) and school mission statement. Teaching theories primarily fall into two categories or “approaches”- teacher centered and student – centered. Effective teaching strategies are one of the cornerstones of classroom success. A teaching method comprises the principles and methods include class participation, demonstration, recitation, memorization or combination of this etc. the choice of teaching method or method to be used depends largely on skills that are being taught and it may also be influenced by the attitude and enthusiasm of the students.

#### **2.4.2 Instructional Materials in Teaching**

The success of instructional procedures for a given instruction, instructional procedure to achieve desired objectives it must be properly harnessed through adequate and proper use of facilities instructional materials including textbook, educational media (library media print, non-print, and electronic resources), computer software, videotapes, film, DVDS, and instructional television programs represent fundamental resources for school for enhancing instruction, furthering the pursuit of knowledge, and providing experience of educational significance for class groups or for individual students. It is the shared responsibility of the state and district to provide an adequate number and range of instructional materials and resource in a variety of formats that are appropriate, timely and essential to the attainment of

specified educational objectives. It is also responsibility of the state and district to provide instructional materials there free of bias, stereotypes, distribution and prejudices.

### **Use of instructional materials**

Principal shall ensure that instructional material are used to provide instruction to studentenrolled at the grade level (6) for which the material are designed and for effectivelycommunicating to parent the manner in which material are used to implement the curricularobjectives of school.

### **2.4.3Sound lesson plan**

A well develop lesson plan reflects the needs of the students. It cooperates best practice for the educational field. The lesson correlates with teacher philosophy of education, which is what the teacher feels is the purpose of educating the students. A Lesson plan must correlates with the textbooks provides teachers with the limited for choice for a particular unit. The teacher takes great care and selects the most appropriate book for students.

## **2.5 Review of Empirical Studies**

Several studies have conducted by other researchers in other parts of the world in different areas relating to the principal's instructional leadership summaries of which are as follows:

1. Joseph Blasé and Jo Blasé, Effective instructional leadership: Teachers' perspective on how Principal promote teaching and learning in schools. (Journal of Educational Administration 2000).

In sum, talking with teachers to promote reflection and promoting growth are the major two dimension of effective instructional leadership, as reported by teachers according to the result ofthe findings.Overall,data indicate that of the instructional leadership strategies described

above have strong “enhancing effects” on teachers, emotionally ,cognitively ,and behaviorally. It was also noted that Principals who are defined as effective instructional leaders by teachers tended to use a wide range of the strategies described in this article. These strategies were used frequently and seemed to enhance one another.

Moreover, Principals’ leadership reflected a firm belief in teaching in teacher choice and discretion, on-threatening and growth orientated interaction, and sincere and authentic interest. Teachers were not forced to teach in limited ways, nor were they criticized by their instructional leaders. Put differently, the findings suggest that effective instructional leaders should avoid restrictive and intimidating approaches to teachers, as well as “dog and pony shows” based on a narrow definition of teaching; administrative control must give way to the promotion of collegiality among educators. The findings, which expand the research that demonstrates direct effects on teachers and classroom instruction (cf.sherpard, 1996) and which focus precisely on the Principal’s work behavior and its effects, suggest that effective instructional leadership is embedded in school culture; it is expected and routinely delivered. The findings also emphasize that effective instructional leadership integrates collaboration, peer coaching, inquiring, collegial study groups, and reflective discussion into a holistic approach to promote professional dialogue among educators.

The above empirical study related with my study in the sense that, overall data indicated that Principal instructional strategies described have strong “enhancing effects” on teachers emotionally, cognitively and behaviorally. Likewise in my study showed entire hypotheses were rejected there is significant impact of Principals’ instructional leadership on teachers’ job performance generally in Girls’ Secondary Schools, in Kano Municipal Zonal Education Area.

2. The Influence of the instructional leadership of Principals on change in Teachers' Instructional Practices. Paul N. Lineburg (2010). Dissertation submitted to the faculty of the Virginia Polytechnic Institute and State University.

Data were analyzed with the constant comparative method (Maykut & Morehouse, 1994). The constant comparative method is an inductive approach to data analysis. Data were analyzed after each interview (Merriam, 1998). I was searching for changes teachers made in their instructional practices and the influences on these changes. The purpose of this study was to measure how high school Principal influence change in teachers instructional practices; however other factors influencing classroom instruction surfaced and these are included in the report of the findings. The researcher hopes to influence what Principals are doing as instructional leaders and add to the understanding what it means to be a leader of instruction. Information collected in this study could be, useful in planning staff development for principal preparation programs.

The Principal was found as an influence on teachers' instructional practices, and other variables were found on teachers. Eight principals mentioned their own actions as an influence on teachers. They engage in several leadership strategies they believed influenced teachers in their schools. These strategies in several leadership strategies included: (a) Communicating goals, (b) issuing directives, (c) professional development, (d) providing incentives, (e) providing resources, (f) providing support, and (g) supervising instruction. Issuing directives and providing support were found in the initial theory. Four teachers mentioned the Principal influence as an influence. All five leadership strategies contained in the theory were found as an influence. Two teachers stated that their Principal's provision of resources influenced change. Communication goals, supervising instruction, and providing incentives were mentioned by one teacher each. In theory promoting professional

development was the most common strategy used by Principals. Results partially supported this aspect of the theory, Four Principals explained how they promoted professional development, but no teacher mentioned the Principal promoting professional development.

There were 15 other influences on change in teachers' instructional practices. Building and classroom structural features were the only variable included in the theory. Not found in the study. Collegiality among the teachers was the largest influence. Eight teachers and five Principals stated that colleagues influenced teachers to change Instructional practices. Teachers reported that colleagues affected their teaching more than any other variable.

There were several influences found in the data that were not in the theory. They were (a) students, (b) central office staff, (c) outside influence, (d) school improvement plan, (e) literacy coaching (f) assistant principal, (g) technology resource teacher, and (h) family members. Among these; students and central office staff were mentioned more frequently than others. Students were mentioned by ten people and central office by six people. The school improvement plan and outside influences were reported by three people. Two people identified a literacy coach as an influence. An assistant Principal, technology, resources teacher, and a teachers' daughter were mentioned by one teacher each. The Principal was found as an influence on teachers' instructional practice and other variables were found on teachers in the above empirical study. In my study it was found principal have great impact on teachers' job performance in Girls Secondary Schools in Kano Municipal Zonal Education Area.

## **2.6 Summary and Uniqueness of the Studies**

The literature presented have extensively exhausted in providing insight into the past or previous writings that may have direct or related bearing to the topic of the study. The studies have writers as they conducted studies in various areas related to the principals

instructional leadership with relationship to the Influence of Instructional Leadership of Principals on Change in Teachers Practices and Effective Instructional Leadership on Teachers Perspectives on how Principal Promote Teaching and Learning in Schools were quite different from this dissertation .This isbecause nobody has so far conducted any study on “Impact of Instructional Leadership on Teachers’ Job Performance” and in fact the study would focus on “Girls’ Secondary Schools of Municipal Zonal Education Area, Kano State, Nigeria”.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter would describe the research design, population and sample, data collection instrument, procedures for data collection and procedure for data analysis in this study respectively.

### **3.2 Research Design**

The research design for this study was a survey research. Survey is a study in which a random sample is taken from a defined population (Sambo, 2005). The main justification for selecting this research design is concerned with the events that are currently taking place. Since Principals' instructional leadership and teachers' job performance is something ongoing or current and continuous, this could best be examined using descriptive survey.

### **3.3 Population of the Study**

The population of this study comprised of Girls' Secondary Schools Principals and teachers, in Kano Municipal Zonal Education Area, there were 509 teachers and 69 Principals in Girls Secondary Schools in Kano Municipal Zonal Education Area. However, it was the intention of research to consider both Principals in Girls' Senior and Senior Secondary Schools and their teachers as population of the study.

### **3.4 Sample and sampling Technique**

#### **3.4.1 Sample Size**

A total of number of two hundred and seventy (217) teachers were selected as a sample of the study using sample size table by research advisors (2006). The total number of Principals used

as sample for this study was ten (10) Girls' Secondary Schools of Municipal Zonal Education Area, Kano State.

### **3.4.2 Sampling Technique**

The schools would be selected on stratified random sampling technique. The subjects (teachers) and Principals selection were proportionately selected based on simple random sampling technique.

### **3.5 Data Collection Instrument**

The instrument for data collection in this study was questionnaire. It required subject to respond to certain questions or items. Respondents were requested to represent their feelings or opinions by indicating as appropriate according to specific instructions. It was a set of questions related to aims and objectives of the study.

The questionnaires were developed by researcher. There were two types of questionnaire. One which was questionnaire on the impact of instructional leadership on teachers' job performance for Principal (QILTJPP) and other Questionnaire on impact of instructional leadership on teachers' job performance for teachers (QILTJPT).

#### **3.5.1 Scoring Procedures:**

The scale used for measuring object categories has numeral assign to them, category item might be:

1=strongly agree

3=disagree

2=agree

4=strongly disagree

### **3.6 Validation of Instrument**

It is imperative that researcher concerns himself with the question of reliability and validity of his instrument as no study can be better than the instrument on which it is based.

#### **3.6.1 Validity of the Instrument**

The face and content validity of the instrument was established by taking it to expert in the unit of Test and Measurement in education department for scrutiny to ensure its validity for usage.

#### **3.6.2 Reliability of the Instrument**

The reliability of the instrument was established by test-retest method through a pilot study of the subjects. The reliability co-efficient for test retests were 0.72 and 0.67. These indicated that data was highly reliable for the study.

#### **3.6.3 Pilot Study**

Subject who comprised of 5 Principals and 20 teachers randomly selected from other Secondary Schools outside the research area. The data obtained from the first and the second administrations were correlated using Pearson Product Moment Correlation (PPMC).

### **3.7 Procedure for Data collections**

The procedure involved for data collection for this research study was by the researcher herself. The questionnaires were administered by the researcher with the help of research assistance, one staff of the schools. Respondents filled the questionnaire within some hours, through the help of research assistance.

### **3.8 Procedure for Data Analysis**

In analyzing the data collected, frequency distributions and Chi-square were adopted. These techniques were chosen because it is more appropriate for my topic” Impact of Instructional Leadership on Teachers’ Job Performance in Girls’ Secondary Schools of Municipal Zonal Education Area”. Chi-square is the appropriate statistical method for analysis that assesses whether or not the frequency of occurrence of discrete events (i.e. categories of events).

## CHAPTER FOUR: DATA PRESENTATION AND ANALYSES

### 4.1 Introduction

This chapter presented the data collected and analyzed from the primary source. The specific research tool used for analyses of this data is statistical package for social science (S.P.S.S). Specifically the chapter elucidates questionnaires administered to teachers and Principals of ten(10) Girls' secondary Schools of Municipal Zonal Education Area. The answers to the research questions were designed based on the specific research problems and objectives of the study. The hypotheses tested and the implications generated out of the analyses. Summary of the findings of the study have been presented in this chapter.

### 4.2 Presentation of Data

Out of total number of 217 copies of questionnaires, 10 copies of questionnaire were given to the Principals, 207 administered to teachers in the schools under study. 194 questionnaires were returned, that's to say 89.4% returned. Thus, the analysis will be done on the 194 returned questionnaires. As shown on the table below.

**Table 4.2.1 shows percentage of Administered Questionnaires.**

Questionnaires	Quantity	Percentage (%)
Administered Questionnaires	217	100
Returned Questionnaires	194	89.4

### 4.3 Analyses of Data

The analyses of the research hypotheses were tabulated using Chi-square statistical method.

**Table 4.3.1 shows significant impact of Principals’ instructional leadership on the teachers’ application of appropriate teaching methods in Girls’ Secondary Schools in Kano Municipal Zonal Education Area.**

<b>Categories</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
Appropriate teaching method	40	106	19	29	<b>194</b>
Student centered method of instruction	25	88	70	11	<b>194</b>
Team work like group project	20	80	50	44	<b>194</b>
Possess knowledge through	05	137	47	05	<b>194</b>
Adequate coverage of the syllabus	50	70	35	39	<b>194</b>
<b>Total</b>	<b>140</b>	<b>481</b>	<b>221</b>	<b>128</b>	<b>970</b>

**Field survey, 2015**

Table above shows the responses from respondents on the significant impact Principals’ instructional leadership on teachers’ application of appropriate teaching method in Girls’ Secondary Schools in Municipal Zonal Education Area, 140 respondents strongly agree that there is significant impact of Principal instructional leadership on teachers’ effective application of appropriate teaching methods, while 481 respondents agree, 221 disagree and 128 disagree.

**Table 4.3.3 shows the significant impact Principals’ instructional leadership on teachers’ ability to use adequate and relevant instructional materials for effective teaching in Girls’ Secondary Schools Kano Municipal Zonal Education Area.**

<b>Categories</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
Adequate teaching and learning materials	60	60	60	14	<b>194</b>
Encourage teachers to improvising instructional materials	56	37	70	31	<b>194</b>
Provide uniform continuous assessment	40	20	100	34	<b>194</b>
<b>Total</b>	<b>156</b>	<b>117</b>	<b>230</b>	<b>79</b>	<b>582</b>

**Field Survey, 2015**

The table above shows responses of the respondents on significant impact of Principals’ instructional leadership on the ability of teachers to use adequate and relevant instructional materials for effective teaching in the schools under study. 156 respondents strongly agreed there is significant impact of Principal’s instructional leadership on the teachers’ ability to use adequate and relevant materials, 117 agreed, 230 disagreed and 79 strongly disagreed.

**Table 4.3.5 shows significant impact of Principals’ instructional leadership on the ability of teachers to design sound lesson plan in Girls’ Secondary Schools in Kano Municipal Zonal Education Area.**

<b>Categories</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
Submission of lesson plan	41	94	33	26	<b>194</b>
Uniform continuous assessment	33	88	40	33	<b>194</b>
Create environment conducive for teaching and learning	40	68	57	29	<b>194</b>
Comply with laid down CA standard	150	20	10	14	<b>194</b>
Use time table of specification to generate test items	100	87	06	01	<b>194</b>
<b>Total</b>	<b>364</b>	<b>357</b>	<b>146</b>	<b>103</b>	<b>970</b>

**Field Survey, 2015**

The table above shows responses on the significant impact of Principals’ instructional leadership on teachers’ ability to design sound lesson plan. 364 respondents strongly agreed there is significant impact of Principals’ instructional leadership on the ability of teachers to design sound lesson plan in Girls’ Secondary Schools in Kano Municipal Zonal Education Area, while 357 agreed, 146 disagreed and 103 strongly disagreed.

**Table 4.3.7 show significant impact of Principals’ instructional leadership on their ability to coordinate staff development program in Girls’ Secondary Schools in Kano Municipal Zonal Education Area.**

<b>Categories</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total</b>
Organizes teaching activities	29	10	55	100	<b>194</b>
Mentor new staff	26	94	47	27	<b>194</b>
Participation in seminars, workshops and conference for staff	26	36	90	42	<b>194</b>
<b>Total</b>	<b>81</b>	<b>140</b>	<b>192</b>	<b>169</b>	<b>582</b>

**Field Survey, 2015**

The table above shows responses on the significant impact of Principals’ instructional leadership on their ability to coordinate staff development program in Girls’ Secondary schools in Kano Municipal Zonal Education Area. 81 respondents strongly agreed there is significant impact of Principals’ instructional leadership on the Principal’s ability coordinate staff development program in Girls’ Secondary Schools in Kano Municipal Zonal Education Area, 140 agreed, 192 disagreed and 169 strongly disagreed.

**Table 4.3.9 shows significant impact of Principals’ instructional leadership on teachers’ job performance in Girls’ Secondary Schools in Kano Municipal Zonal Education Area.**

<b>Categories</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Total</b>
Goes round to ensure teachers maintain class	50	100	27	17	<b>194</b>
Provide recognition for excellence and achievement	50	130	07	07	<b>194</b>
Encourage staff participation in planning school activities	80	70	22	22	<b>194</b>
<b>Total</b>	<b>180</b>	<b>300</b>	<b>56</b>	<b>46</b>	<b>582</b>

**Field survey, 2015**

The table above shows in the responses of the respondents on significant impact of Principals’ instructional leadership on teachers’ job performance in Girls’ Secondary Schools in Kano Municipal Zonal Education Area. 180 Strongly agree, while 300 respondents agree, 56 Disagree and 46 strongly disagree.

#### **4.3.1 Answer to the Research Questions**

##### **Question one: What type of instructional leadership the Principals in Girls' Secondary Schools of Municipal Zonal Education Area, employed?**

The respond to first question study indicated that Principals of Girls' Secondary Schools in Municipal Zonal Education Area employed effective instructional leadership. They have working knowledge of instructional strategies, understand the needs of their students and teachers and provide recognition for excellence. Assistant Principal can effectively share instructional leadership rolesto increases a school's success as a learning organization for students and educators.

##### **Question two: Is there impact of Principals' instructional leadershipon teachers'ability toemploy effective teaching method in Girls' Secondary schools in Kano Municipal Zonal Education Area?**

In the answer to second research, it has observed from the study school Principals impact teachers' ability to employ effective teaching methods through their facilitation, guidance and support of their effective instructional strategies Principal's instructional leadership in the schools understudy encourages teachers on proper application of effective teaching methods, goes round to ensure that teachers employ students-centered method of instruction, encourages teachers to give team work like group projects; teachers possess knowledge thorough and adequate coverage of the syllabus. It was observed that some schools havedisplayed projects of students and art craft on the classroom walls and some school's library withthe students' names boldly written on them. These observations are on line with the Craig (2002)where she opined that students' differences and learning needs can better accommodate byteachers who use variety of teaching practices.

**Question three: Is there impact of Principals' instructional leadership on the teachers' ability to employ adequate and relevant instructional materials for effective teaching in Girls Secondary Schools in Kano Municipal Zonal Education Area?**

It has been observed that from the study Principals in the schools under study provide adequate teaching and learning materials, encourage the teachers to improvise instructional materials, provide uniform continuous assessment standard and create an environment within the schools conducive to teaching and learning as success of any learning process depends largely on instructional procedure to achieved desired objectives.

**Question four: Is there impact of Principals' instructional leadership on ability of teachers to design sound lesson in Girls Secondary Schools in Kano Municipal Zonal Education Area?**

Administrators try to know if the appropriate planning for lesson is done. They help the instructors to organize content, materials, time, instructional strategies, and assistance in the classroom through the Principal requires the submission of the lesson, note, and scheme of work regularly this in line with Gentile, (1987) instruction has taken place when the teacher is able to design a lesson that achieves the objectives. This means everything the teacher and the student do during the lesson is related to the objectives. Birdwalking is term coined by Medeline Hunter that refers to the inability of teacher to focus on the objectives of the lesson (Gentile, 1987).

**Question five: Is there impact of instructional leadership on the Principals' ability to coordinate staff development program in Girls' Secondary Schools in Kano Municipal Zonal Education Area?**

The quality of teachers learning related to the quality of classroom instruction. Therefore one of the important aspects of instructional leadership in the schools under study are; Principals organize teaching activities in the schools under study for teachers and staffs and mentor new staff into the community. The study shows that leadership ensure that staff development effort has the appropriate financial resources, adequate time set appropriate aside to plan, conduct and implement the programs, and time for staff to practice the new skills. Teachers are involved in the identification of their own development activities to gain the greatest acceptances, collaboration of teachers and supervisor will enhance the staff development program.

**Question six: Is there impact of Principals' instructional supervision on teachers' job performance in Girls' Secondary Schools in Kano Municipal Zonal Education Area?**

Research question respond on instructional supervision. From the findings, it has been observed that a supervision of instruction is by a developmental process with the main purpose of improving the instructional program generally, and teaching specifically. Principal visits classroom to analyses instruction with the teachers and also arrange time to meet with teachers.

The study shows that most Principals are concerned with the poor performance of their students in external examination and inter quizzes and debates competition, in view of this problem was traced back to the type of instruction teachers are given to the students and so made it mandatory to give close supervision of instruction by visiting classroom in order to guide the teachers in instructional implementation; diagnose and solve instructional problems as well as help teachers develop skills in using instructional strategies.

### 4.3.2 Hypotheses Testing

**HO1: There is no significant impact of Principals' instructional leadership on ability of teachers employ effective application of appropriate teaching method in Girls' secondary schools in Municipal Zonal Education Area.**

**H1: There is significant impact of Principals' instructional leadership on the ability of teachers to employ effective application of appropriate teaching methods in Girls' Secondary School in Municipal Zonal Education Area.**

#### **Interpretation of Data**

The test showed  $X^2$  calculated is greater than  $X^2$  value 21.03 ( $X^2$  Cal 149.709  $\geq X^2$  cri. 21.03) at degree of freedom df 12, the null hypothesis which stated that "There is no significant impact of Principals' instructional leadership on teachers' effective application of appropriate method of teaching method is therefore rejected. The rejection was due to the difference found at 0.05 level of significance (2 tail test).

**HO2: There is no significant impact of Principals' instructional leadership on teachers' ability use adequate and relevant instructional materials for effective teaching in Girls' Secondary Schools in Kano Municipal Zonal Education Area.**

**H2: There is a significant impact of Principals' instructional leadership on teachers' ability to use adequate and relevant instructional materials in Girls' Secondary schools in Kano Municipal Zonal Education Area.**

#### **Interpretation of Result**

The test showed  $X^2$  calculated value 86.556 is greater than  $X^2$  Critical value 12.59 ( $86.456 \geq$

12.59) at degree of freedom df 6, the null hypothesis which state that “there is no significant impact of Principals’ instructional leadership on teachers’ ability to use adequate and relevant instructional materials for effective teaching in the school understudy is therefore rejected. Therejection was due to the significant difference found at 0.05 level of significance.

**HO3: There is no significant impact of Principals’ instructional leadership on the ability of teachers to design sound lesson planning Girls’ Secondary Schools in Kano Municipal Zonal Education Area.**

**H3: There is significant impact of Principals’ instructional leadership on the ability of teachers to design sound lesson plan in Girls’ Secondary Schools in Municipal Zonal Education Area.**

#### **Interpretation of Result**

The test showed that  $X^2$  calculated value 341.991 is greater than  $X^2$  critical 21.03 ( $X^2$  cal 476.14  $\geq$  21.03) at degree of freedom 12, the null hypothesis which stated “there is no significant impact of Principals’ instructional leadership on the ability of teachers to design sound lesson plan is rejected. The rejection was due to significant difference found at 0.05 level of significance (2 tail test).

**HO4: There is no significant impact of Principals’ instructional leadership on their ability to coordinate staff development program in Girls’ Secondary Schools in Kano Municipal Zonal Education Area.**

**H4: There is significant impact of Principals’ instructional leadership on their ability to coordinate staff development program in Girls’ Secondary Schools in Kano Municipal Zonal Education Area.**

### **Interpretation of Result**

The test showed  $X^2$  calculated value 146.976 is greater than chi-square critical value 12.59 at degree of freedom df 6, the null hypothesis which stated “there is no significant impact of Principals’ instructional leadership on their ability to coordinate staff development program in the schools under study” is rejected. The rejection was due to significant difference found at 0.05 level of significance (2 tail test).

**H05: There is no significant impact of instructional supervision on teachers’ job performance in Girls’ Secondary schools in Kano Municipal Zonal Education Area.**

**H5: There is significant impact of instructional supervision on teachers’ job performance in Girls’ Schools in Kano Municipal Zonal Education Area.**

### **Interpretation of Result**

The result showed  $X^2$  calculated 46.639 is greater than  $X^2$  critical value 12.59 ( $X^2$  46.639  $\geq$  12.59), at degree of freedom df 6, the null hypothesis which stated “There is no significant impact of instructional supervision on teachers’ job performance in the schools under study is rejected. The rejection was due to significant impact found at 0.05 level of significance (2 tail test).

**1.4 The Major Findings of the study:** the data presented and analyzed above led to the attainment of objectives of the study. The summary of the main findings of the study are:

1. Principals of Girls’ Secondary Schools in Municipal Zonal Education Area employed effective instructional leadership.

2. There is significant impact of Principals' instructional leadership on the ability of teachers to employ effective appropriate teaching methods in Girls' Secondary Schools in Municipal Zonal Education Area.
3. There is significant impact of Principals' instructional leadership on teachers' ability to use adequate and relevant instructional materials for effective teaching in Girls' Secondary Schools in Municipal Zonal Education Area.
4. There is significant impact of Principals' instructional leadership on ability of teachers to design sound lesson planning in Girls' Secondary Schools in Municipal Zonal Education Area.
5. There is significant impact of Principals' instructional leadership on their ability to coordinate staff development program in Girls' Secondary Schools in Municipal Zonal Education Area.
6. There is significant impact of Principals' instructional supervision on teachers' job performance in Girls' Secondary Schools in Municipal Zonal Education Area.

#### **4.5 Discussions of the Findings**

The study examined impact of instructional leadership on teachers' job performance in Girls' Secondary Schools of Municipal Zonal Education Area, Kano state. Among the Principals' instructional leadership are coordinating staff development programs, instructional supervision. Indices of teachers' job performance in this study are: teachers' effective application of appropriate teaching methods, application of adequate and relevant instructional materials and teachers' ability to design sound lesson plan.

The results of the findings showed, entire hypotheses were rejected; this indicated there is significant impact of Principals' instructional leadership on teachers' job performance in Girls Secondary Schools in Kano Municipal Zonal Education Area. It showed that Principals in Girls' Secondary Schools in Kano Municipal Zonal Education Area employ effective instructional leadership. Effective Principals are seen to be leaders who emphasize and promote the school's teaching and learning activities and this has been broadly identified as the Principal's instructional leadership role (Van Denter & Kruger, 2008:245).

A significant impact of Principals' instructional leadership found in hypothesis one(1), on teachers' ability to employ effective teaching method in Girls' Secondary Schools in Municipal Zonal Education Area, that is to say Principals' facilitation, support and guidance helped teachers to develop instructional strategies which improve students' achievement.

Similarly, hypothesis two (2) test result showed a significant impact of Principals' instructional leadership on teachers' ability to use adequate and relevant instructional materials for effective teaching in Girls Secondary Schools in Kano Municipal Zonal Education Area. Adequate and relevant instructional materials were provided and highly used by the teachers in the schools under study.

Likewise, a significant impact of Principals' instructional leadership on teachers' ability to design sound lesson plan found in hypothesis three(2), this in line with Blasé et al (2010:132) found that, classroom instruction that develop specific learners abilities, thereby reliably improving learners' achievements.

Correspondingly, the result of hypothesis four (4) indicated a significant impact of instructional leadership of Principals on their ability to coordinate staff development program, this showed that, Principals in Girls secondary schools in Municipal Zonal Education Area targeted appropriate professional development.

In the same vein, hypothesis number five (5) result found out that, a significant impact exists on Principals' instructional supervision on teachers' job performance in Girls' Secondary Schools in Kano Municipal Zonal Education Area. Teachers learned specific intellectual and behavioral skills taught by the Principals. It was found that Principals are of the opinion that it is important for Principals to make their presence felt. (Blasé' et al, 2010:18).

Conclusively, it must be noted that Principals' instructional leadership impact teachers' job performance in Girls' Secondary Schools in Municipal Zonal Education Area. Effectiveschools were led by Principals who displayed instructional leadership behavior and followed by instructional practices that endanger teachers' development, improvement and motivated teachers and learners engage enthusiastically in the teaching and learning process.

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter entails summary, conclusion and recommendations.

### **5.2 Summary**

This study examined the impact of instructional leadership on teachers' job performance in Girls' Secondary Schools of Municipal Zonal Education Area, Kano State. In order to find this, six objectives, six research questions and five hypotheses were used by the study. The study was limited to Girls' Secondary Schools of Municipal Zonal Education Area and it concerned with impact of instructional leadership on teachers' job performance. One theory was reviewed i.e. contingency leadership management theory; the role of principal today instructional leader or manager; becoming an effective instructional leadership i.e. knowledge base, tasks, and skills needed.

Two empirical studies were reviewed and findings summarized one by Joseph Blasé and Jo Blasé the University of Georgia, Athens, USA on "Effective Instructional Leadership: Teachers Perspective on how Principals Promote Teaching and Learning in Schools and second by Paul N. Luneburg a dissertation submitted to the faculty of Virginia Polytechnic Institute and State University on Influence of Instructional Leadership of Principals on Change in Teachers Instructional Practices. Descriptive survey design was used for the research work; population of the study comprised of sixty nine (69) Girls' Secondary Schools in Municipal Zonal Education Area, out of which ten (10) schools were selected, and two hundred and seventeen (217) teachers from selected Girls' Secondary Schools of Municipal Zonal Education Area, Kano State. The Research Advisors Table (2006) was used to select the sample size of 217 teachers, 194 questionnaires was returned out of 217 administered; the

schools were selected based on stratified random sampling technique within the population of the schools. In order to collect data for this study, two sets of research structured questionnaires were developed. One was Questionnaire on Impact of Instructional Leadership on Teachers' job Performance for Principal (QIILJTTP) and other Questionnaire on Impact of Instructional Leadership on Teachers' job Performance for teachers (QIILJPT). A chi-square technique was employed to test five null hypotheses. These results showed that the entire five hypotheses were rejected.

### **5.3 Conclusions**

Based on the findings of this study, the following conclusions were drawn on "Impact of Instructional Leadership on Teachers' job performance in Girls' Secondary Schools of Municipal Zonal Education Area, Kano state." Both Principals and teachers were of the opinion that effective instructional leadership, application of appropriate teaching methods, adequate and relevant instructional materials and teachers' ability to design sound lesson planning enhance students' academic performance and teachers' job performances, so also Principals' ability to coordinate staff development and Principals' instructional supervision impact teachers' job performance greatly.

### **5.4 Recommendations**

#### **5.4.1 Recommendations from the Study**

Based on the findings of the study, the following recommendations have been offered:

1. Principals should strengthen their instructional leadership in order to impact the performances of the teachers in their schools. Principals should work with teaching staff to analyze state assessment and curriculum mastery.
2. Identify additional methods for collecting data to use for effective teaching strategies.

3. Principals should ensure that instructional materials used to students enrolled at the grade(s) for which materials are designed to implement curricular objectives of the schools.
4. Principals should try to know if the appropriate planning is done, this means everything teacher and student do during the lesson is related to the objectives.
5. Principals should provide the opportunities to go for in-service training like open and distance learning. They should encourage one of them, to go where resource person can give lecture to teachers on how to improve on their job performance.
6. Informal visitation should be as frequent as possible, discuss with teachers issues of instruction in order to help teachers to achieve both qualitative and quantitative delivery of instructions, also encourage and welcome teachers' ideas and suggestions as long as it geared toward improvement in academic standards.

#### **3.4.2 Recommendations for further studies**

The following areas may be considered for future research into instructional leadership:

1. This research work is only limited to Girls' Secondary Schools of Municipal Zonal Education Area, Kano State. There is need for further studies in other Zonal Education Areas, in Kano State and of other states.
2. An investigation to determine to what extent Vice Principals and Heads of Departments display instructional leadership and what effects this has for developing schools as learning communities.
3. A comparative study to examine the role Educational Supervisors in promoting instructional leadership in schools and its effects this has on schools with regard to learners' achievement.

These may help to understand what principal do that influences teachers' job performance.

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## APPENDIX I

Questionnaire on Impact of Principals' Instructional Leadership on Teachers' Job Performance for Teachers (QIPILTJPT).

FOR TEACHERS

Dear respondents,

This questionnaire is designed to collect data on impact of instructional leadership on teachers' job performance as part of a study to meet partial requirement for the award of the degree of Master in (educational administration and planning) of the Department of Education Bayero University, Kano.

### SECTION A

#### BACKGROUND INFORMATION

1. Current Position

- a. Principal [ ]
- b. Vice Principal [ ]
- c. Senior master [ ]

2. How long have you being the service?

- a. 1-5years [ ]
- b. 6-ss10years [ ]
- c. 11years and above [ ]

3. Type of school:

- a. Day [ ]
- b. Boarding [ ]
- c. Day and boarding [ ]

## SECTION B

Please use the following rating scale to answer the questions by ticking the appropriate column:

1. Strongly Agree 2. Agree 3. Disagree 4. strongly disagree

S/N	PRINCIPAL'S INSTRUCTIONAL LEADERSHIP	4	3	2	1
1.	Encourages teachers on proper application of effective appropriate teaching methods.				
2.	Provides recognition for excellence and achievement.				
3.	Encourages staff participation in planning school activities.				
4.	Provides adequate teaching/learning materials.				
5.	Encourages that teachers improvise instructional materials.				
6.	Goes round to ensure that teachers maintain classroom control.				
7.	Goes round to ensure that teachers employ students-centered methods of instruction.				
8.	Principal requires the submission of lesson plan, note and scheme of work for regularly.				
9.	Encourages teachers to give students team work like group projects				
10.	Provides uniform continuous assessment standard for all staff.				
11.	Creates an environment within the school that is conducive to teaching and learning.				
12.	Organizes teaching activities in the school for teachers and staff.				
13.	Mentor new staff into the community.				

Questionnaire on Impact of Principals' Instructional Leadership on Teachers' Job Performance for Principals. (QIPILTJPP).

FOR PRINCIPALS,

Dear respondents,

This questionnaire is designed to collect data on impact of instructional leadership on teachers' job performance as part of a study to partial requirements for the award of the degree of Master of Education in (educational administration and planning) of the Department of Education Bayero University, Kano.

## **SECTION A**

### **BACKGROUND INFORMATION**

1. Current Position

a. Principal [ ]

b. Vice Principal [ ]

c. Senior master [ ]

2. How long have you being in the service?

a. 5 years [ ]

b. 10 years [ ]

c. 11 years and above [ ]

3. Type of school:

a. Day [ ]

b. Boarding [ ]

c. Day and boarding [ ]

## SECTION B

Please use the following rating scale to answer the questions by ticking the appropriate column:

1. Strongly Agree 2. Agree 3. Disagree 4. strongly disagree

S/N	TEACHERS' JOB PERFORMANCE	4	3	2	1
1.	Employs effective application of appropriate teaching methods				
2.	Possess thorough knowledge and understanding of teaching subjects				
3.	Adequate use of instructional materials				
4.	Creative and innovation in their teaching				
5.	Improvise instructional materials				
6.	Maintain control of his/her students and class				
7.	student – centered teaching methods employ				
8.	Prompt recording and submission of lesson plan, note and scheme of work for endorsement				
9.	Encourages team work among students by giving them group projects				
10.	Comply with the laid down CA assessment standard				
11.	Adequate coverage of the syllabus				
12.	Use table of specification to generate test items				
13.	Adequate use of the right instructional materials				
14.	Teaches in conducive teaching and learning environment				
15.	Peer mentoring of new staff				
16.	Attend seminars, workshops and conferences				

### APPENDIX III

Values of chi-Square at the .05 (5%) and .01(1%) levels of significance

Degree of Freedom	.05	.01
1	3.86	6.64
2	5.99	9.21
3	7.82	11.34
4	9.49	13.28
5	11.07	15.09
6	12.59	16.81
7	14.07	15.09
8	15.51	16.81
9	16.92	18.48
10	18.31	20.09
11	19.68	21.67
12	21.03	23.21
13	22.36	24.72
14	23.68	26.22
15	25.00	27.69
16	26.30	29.14
17	27.59	30.58
18	28.87	32.00
19	30.14	33.41
20	31.41	34.80

Source: Borrough, G.E.R (1971) Design and Analysis in Educational Research

**APPENDIX IV**

**ResearchAdvisors(2006) Table**

Required Sample Size

Confidences=95%

Population Size

Margin Error

	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10
20	19	20	20	20
30	28	29	29	30
50	44	47	48	50
75	63	69	72	74
10	10	10	10	10
19	20	20	20	19
28	29	29	30	28
44	47	48	50	44
63	69	72	74	63
400	196	265	318	384
500	<b><u>217</u></b>	306	377	475
600	234	340	432	565
700	248	370	481	653
800	260	396	526	739
1, 000	278	440	606	906
1,200	291	474	674	1067
1,500	306	515	759	1297
2,000	322	563	869	1655
2, 500	333	597	952	1984

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## APPENDIX V

**Table 4.2.2 showing in detail administration of questionnaires**

Name of schools	No of administered Questionnaires	No of returned Questionnaires	No of Questionnaires administered to principal in each school	No of questionnaires administered to each teacher in school
GGSSS Sharada	22	22	1	1
GGSSS G/Albasa	25	14	1	1
GGASSS Zoo Road	23	19	1	1
GGSSS Shekara	21	19	1	1
GGSSS Hausawa	21	19	1	1
GGSSS Hassana Sufi	21	10	1	1
GGJSS Sharada(Sule Usman)	21	18	1	1
GGJSS Takuntawa	21	21	1	1
GGSSS Yakasai	21	21	1	1
GGSSS Gidan Makama	21	21	1	1
<b>TOTAL</b>	<b>217</b>	<b>184</b>	<b>10</b>	
		194		

**Source: Field Survey, 2015**

## APPENDIX VI

The Chi-Square formulae is  $X^2 = \sum \frac{(F_O - F_E)^2}{F_E}$

$F_E$

Where:

$\sum$ =Summation

$F_E$ =Observed frequency

$F_O$ =Expected frequency

R=Number of rows

C=Number of columns

The statements of the hypothesis is

$H_0$ :  $X_1$  and  $X_2$  are independent variables

$H_1$ :  $X_1$  and  $X_2$  are dependent variables

The decision rules is to reject null hypothesis ( $H_0$ ) if  $X^2_{cal} \geq X^2_{cri}$  and ( $H_1$ ) alternate hypothesis and vice versa

To find the degrees of freedom (df)

We use formulae

$(R-1)(C-1)$

Number of rows minus one multiply by number of columns minus one

**Table 4.3.2 shows the computed chi-square of ( $H_0$ ) hypothesis**

$$X^2 = \sum \frac{(F_O - F_E)^2}{F_E}$$

$F_E$

**Table 4.3.2 Shows computed chi- square of hypothesis one (1).** The table shows a tabular presentation of the chi-square formulae computed and the end result i.e. the chi-square calculated was to be compared with chi-square critical value.

Table 4.3.2 shows the computed chi-square of (HO1)hypothesis one.

O	E	O-E	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E
40	28	+12	144	5.143
25	28	-3	9.00	0.322
20	28	-8	64	2.286
05	28	-23	529	18.892
50	28	+22	484	17.286
106	96.2	+9.8	96.04	0.998
88	96.2	-8.2	67.24	0.699
80	96.2	-16.2	262.44	2.781
137	96.2	+40.8	1664.64	17.304
70	96.2	-26.2	686.44	7.136
19	44.2	-25.2	635.04	14.367
70	44.2	+25	625	14.045
50	44.2	+5.8	33.64	0.761
47	44.2	+2.8	7.84	0.177
35	44.2	-9.2	84.64	1.914
29	25.6	+3.4	11.56	0.452
11	25.6	-14.6	213.16	8.327
44	25.6	+18.4	338.56	13.225
'05	25.6	-20.	424.36	16.577
39	25.6	+13.4	179.56	7.014
	<b>Total</b>			<b>149.709</b>

Source: from the researcher's data bank

**Table 4.3.4 shows the computed chi-square of HO2**

O	E	O-E	(O-E) <sup>2</sup>	(O-E) <sup>2</sup>
60	52	+8	64.00	1.231
56	52	+4	16.00	0.308
40	52	-12	144	2.769
60	39	+21	441	11.31
37	39	-2	4.00	<b>0.103</b>
20	39	-19	361.00	9.256
60	76.7	-16.7	278.89	3.636
20	76.7	-56.7	3214.89	41.92
100	76.7	+23.3	542.89	7.078
14	26.3	-12.3	151.29	5.752
31	26.3	+4.7	22.09	0.839
34	26.3	+7.7	59.29	2.254
<b>Total</b>				<b>86.456</b>

**Source: from the researcher's data bank**

**Table 4.3.6 shows computed chi-square of HO3**

E	O	(O-E)	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E
41	72.8	-31.8	1011.24	13.891
33	72.8	-39.8	1584.04	21.759
40	72.8	-32.8	1075.84	14.778
150	72.8	+77.2	5959.84	81.866
100	72.8	+27.2	739.84	10.163
94	71.4	11	510.76	71.154
88	71.4	+16.6	275.56	3.859
68	71.4	-3.4	11.56	0.162
20	71.4	-51.4	2641.96	37.000
87	71.4	+15.6	243.36	3.408
33	29.2	+3.8	14.44	0.495
40	29.2	+10.8	116.64	3.995
57	29.2	+27.8	772.84	26.467
10	29.2	-19.2	368.64	12.625
06	29.2	-14.6	213.16	7.300
26	20.6	+5.4	29.16	1.416
33	20.6	+12.6	153.76	7.464
40	20.6	+12.4	70.56	3.425
14	20.6	-6.6	43.56	2,115
01	20.6	-19.6	384.16	18.649
<b>Total</b>				<b>341.991</b>

Source: from the researcher data bank.

Table 4.3.8 shows computed chi-square of HO4

O	E	(O-E)	(o-E) <sup>2</sup>	(O-E) <sup>2</sup> /E
29	27	+2	4.00	0.148
26	27	-1	1.00	0.037
26	27	+1	1.00	0.037
10	47.7	-37.7	1421.21	29.794
94	47.7	+46.3	2143.69	44.941
36	47.7	-11.7	136.89	2.869
55	64	-9	81	1.266
47	64	-17	289	4.516
90	64	+26	676	10.563
100	56.3	+43.7	1909.69	33.919
27	56.3	-29.3	858.49	15.248
42	56.3	-14.3	204.49	3.632
	<b>Total</b>			<b>146.976</b>

Source: from the researcher's data bank

**Table4.3.10 shows computed chi-square of HO5**

<b>O</b>	<b>E</b>	<b>(O-E)</b>	<b>(O-E)<sup>2</sup></b>	<b>(O-E)<sup>2</sup>/E</b>
50	60	-10	100	1.667
80	60	+10	100	1.667
80	60	+20	400	6.667
100	100	0	0	0.000
130	100	+30	900	9.000
70	100	-30	900	9.000
27	18.7	+8.3	68.89	3.684
07	18.7	-11.7	136.89	3.684
22	18.7	+3.3	10.89	0.582
17	15.3	+1.7	2.89	0,189
07	15.3	-14.6	213.16	13.93
20	15.3	+6.7	44.89	2.934
	<b>TOTAL</b>			<b>46.639</b>

**Source: from the researcher's data bank**

