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Instructional Leadership Practices and Teachers' Job Performance in Public Primary Schools in Osogbo Local Government Area, Osun State

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Abstract

This study assessed instructional leadership practices and teachers' job performance in public primary schools in Osogbo Local Government Area, Osun State, Nigeria. A descriptive survey research design was adopted, with a sample of 100 teachers selected through stratified sampling technique. Two validated instruments-Instructional Leadership Practices Questionnaire (ILPQ) and Teachers' Job Performance Scale (TJPS) were used for data collection. Face and content validity of the instruments were established by experts in Educational Management and Measurement and Evaluation. Reliability was determined using Cronbach Alpha method, yielding coefficients of 0.81 for ILPQ and 0.84 for TJPS. Data were analyzed using descriptive statistics of mean and standard deviation to answer the research questions. Findings revealed a positive relationship between instructional leadership practices and teachers' job performance (overall mean = 2.98), with professional development support (mean = 3.65) and curriculum supervision (mean = 3.30) as key contributors. However, school leaders face significant challenges including teacher resistance to new practices (mean = 3.83), limited time for supervision (mean = 3.65), and insufficient leadership training (mean = 3.49). The study concludes that while instructional leadership positively influences teacher effectiveness, its implementation is hindered by systemic and human factors. Recommendations include establishing structured professional development programs for school leaders, improving resource allocation for instructional support, and fostering collaborative school cultures to minimize resistance to change.

Keywords: Instructional leadership, teachers' job performance, public primary schools

Introduction

Instructional leadership is a critical concept in education that focuses on the role of school leaders, such as principals and head teachers, in improving teaching and learning outcomes within schools. It is widely acknowledged as a core function of school administrators that directly influences teaching quality and educational outcomes. Instructional leadership emphasizes fostering a positive learning environment, supporting and developing educators, and ultimately enhancing student achievement (Anunobi & Ogbonna, 2025). In the Nigerian educational discourse, it encompasses activities such as classroom supervision, provision of

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instructional materials, curriculum monitoring, and the professional development of teachers (Ogunyemi, 2022; Jaivbo-Ojigbo, 2026). These practices require school leaders to actively guide teachers' instructional processes, set school goals, and provide feedback that promotes reflective teaching and learning.

Instructional leadership is multifaceted and demanding, requiring leaders to be deeply engaged in the teaching and learning process, making them a primary ingredient of effectiveness in schools (Anunobi & Ogbonna, 2025). The concept captures different leadership styles, including top-down, autocratic, transactional, and transformational approaches grounded in standards fundamental to the selection and implementation of instructional materials and monitoring (Bada, Tengku Ariffin, & Nordin, 2020). The most widely accepted framework for measuring instructional leadership is the Principal Instructional Management Rating Scale (PIMRS) developed by Hallinger and Murphy, which consists of three major dimensions: defining the school mission, managing the instructional program, and promoting a positive school learning climate (Bada et al., 2020).

Defining the school mission involves framing and communicating clear school goals. Managing the instructional program includes supervising and evaluating instruction, coordinating the curriculum, and monitoring students' progress. Promoting a positive school learning climate involves protecting instructional time, encouraging professional development, providing incentives, and maintaining high visibility within the school (Bada et al., 2020). Through these dimensions, principals play a crucial role in ensuring instructional quality and fostering teachers' professional growth.

The importance of instructional leadership in achieving educational goals cannot be overstated. Strong instructional leadership can significantly improve teaching effectiveness, whereas weak leadership may result in inefficient teaching and poor student outcomes (Anunobi & Ogbonna, 2025). Instructional leaders influence student learning by providing purpose, direction, and motivation, and by impacting the instructional core how teachers and students interact with content (Anunobi & Ogbonna, 2025). Teachers' job performance, therefore, becomes closely linked to the quality of leadership they receive. Teachers' job performance refers to the effectiveness and efficiency with which teachers carry out duties such as lesson preparation,

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classroom management, instructional delivery, assessment, record-keeping, supervision of students, and disciplinary control (Anunobi & Ogbonna, 2025).

Job performance is viewed as a function of both teachers' individual competencies and the level of support provided by school leadership (Ikediugwu & Agu, 2022; Jaivbo-Ojigbo, 2026). Empirical evidence shows that when instructional leaders provide meaningful supervision and support, teachers demonstrate higher levels of effectiveness and commitment (Ikediugwu & Agu, 2022). Studies in Nigerian secondary schools further reveal that principals' instructional leadership practices are positively and significantly correlated with teachers' job performance (Unuigbe & Ezikpe, 2025; Adedeji, 2025).

Teachers' job performance is multidimensional and can be assessed through observable indicators such as instructional delivery, professional conduct, interpersonal relationships, and engagement in professional development (Anunobi & Ogbonna, 2025; Bada et al., 2020). Effective teachers prepare and present lessons adequately, utilize instructional materials appropriately, maintain disciplined and conducive classrooms, assess pupils regularly, and provide feedback to enhance learning (Anunobi & Ogbonna, 2025). They also demonstrate punctuality, commitment, accurate record-keeping, collaboration with colleagues, and positive communication with stakeholders (Bada et al., 2020).

The effectiveness of teachers is strongly influenced by the support of principals, as leadership actions significantly shape teachers' beliefs, practices, and professional growth (Bada et al., 2020). However, despite growing research in Nigeria, many studies have focused primarily on secondary school contexts (Unuigbe & Ezikpe, 2025; Adedeji, 2025), leaving a gap in research on public primary schools. In many Nigerian basic and primary schools, the implementation of instructional leadership remains inconsistent (Jaivbo-Ojigbo, 2026), particularly in contexts characterized by limited resources and professional development opportunities. In Osogbo Local Government Area of Osun State, public primary schools face challenges such as inadequate funding, insufficient supervision, and limited access to instructional support, which may affect teachers' job performance. Given that primary education forms the foundation of lifelong learning, there is a need to examine how instructional leadership practices influence teachers' job performance in public primary schools in Osogbo Local Government Area, Osun State.

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Statement of the Problem

Despite the recognized importance of instructional leadership in enhancing teachers' job performance, its implementation in public primary schools in Osogbo Local Government Area remains underexplored. School leaders often face significant challenges, including inadequate funding, insufficient supervision, and limited professional development opportunities, which may hinder their ability to provide effective instructional leadership. This raises critical questions about the extent to which instructional leadership practices influence teachers' job performance and the strategies needed to enhance these practices. Addressing these gaps is essential to fostering inclusive and effective primary education in Osogbo Local Government Area.

Purpose of the Study

The main purpose of this study is to assess the instructional leadership practices and teachers' job performance in public primary schools in Osogbo Local Government Area, Osun State. Specifically, the study aims to:

1. To examine the relationship between instructional leadership practices and teachers' job performance in public primary schools in Osogbo Local Government Area.
2. To identify the challenges faced by school leaders in implementing effective instructional leadership practices.

Research Questions

The following questions were used to guide the study:

1. What is the relationship between instructional leadership practices and teachers' job performance in public primary schools in Osogbo Local Government Area?
2. What challenges do school leaders face in implementing effective instructional leadership practices?

Methodology

This study adopted a descriptive survey research design to assess instructional leadership practices and teachers' job performance in public primary schools in Osogbo Local Government Area, Osun State. The descriptive survey design was considered appropriate because it enables the researcher to systematically collect data from respondents in order to describe existing conditions and examine patterns and relationships among variables without manipulation. The target population for the study consisted of 100 teachers in public primary schools within

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Osogbo Local Government Area. A stratified sampling technique was employed to ensure proportional representation of teachers across different school zones in the Local Government Area, thereby enhancing fairness and representativeness in the selection process.

Data were collected using two structured instruments developed in line with the objectives of the study and relevant literature. These instruments were the Instructional Leadership Practices Questionnaire (ILPQ) and the Teachers' Job Performance Scale (TJPS). The ILPQ was designed to measure key dimensions of instructional leadership such as defining school mission, supervision of instruction, curriculum coordination, monitoring of pupils' progress, and promotion of professional development. The TJPS measured teachers' job performance across indicators including instructional delivery, lesson preparation, classroom management, assessment practices, professional conduct, and interpersonal collaboration. The instruments were structured on a four-point Likert scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

To ensure the validity of the instruments, face and content validity were established through expert review by two specialists in Educational Management and one expert in Measurement and Evaluation. Their observations, corrections, and recommendations were incorporated to improve the clarity, relevance, and alignment of the items with the constructs being measured. The reliability of the instruments was determined using the Cronbach Alpha method to ascertain internal consistency. A pilot study was conducted among teachers in public primary schools outside the study area but with similar characteristics to the study population. The reliability coefficients obtained were 0.81 for the ILPQ and 0.84 for the TJPS, indicating that the instruments were reliable and suitable for the study. Data collected were analyzed using descriptive statistics, specifically frequency counts, percentages, mean, and standard deviation, in order to answer the research questions. The criterion mean of 2.50 served as the basis for interpreting the level of instructional leadership practices and teachers' job performance in the selected schools.

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Results

Research Questions 1: What is the relationship between instructional leadership practices and teachers' job performance in public primary schools in Osogbo Local Government Area?

Table 1: Relationship between Instructional Leadership Practices and Teachers' Job Performance

S/N	Item Description	Mean	S.D	Remarks
1	Curriculum supervision improves my teaching effectiveness.	3.30	1.00	Agree
2	Professional development support enhances my skills.	3.65	1.10	Agree
3	Resource allocation supports my instructional activities.	2.55	1.15	Agree
4	Regular feedback from leaders improves my performance.	2.68	1.20	Agree
5	Collaborative decision-making fosters my job satisfaction.	2.72	1.25	Agree
	Overall Mean Weight	2.98		Positive Relationship

Table 1 presents the analysis of responses on the relationship between instructional leadership practices and teachers' job performance in public primary schools in Osogbo Local Government Area. The item "Professional development support enhances my skills" recorded the highest mean score of 3.65 (S.D = 1.10), suggesting that teachers strongly perceive professional development opportunities provided by school leaders as a major factor contributing to improved job performance. This was followed by "Curriculum supervision improves my teaching effectiveness" with a mean score of 3.30 (S.D = 1.00), indicating that effective supervision of curriculum implementation enhances teachers' instructional delivery. Similarly, "Collaborative decision-making fosters my job satisfaction" (Mean = 2.72, S.D = 1.25), "Regular feedback from leaders improves my performance" (Mean = 2.68, S.D = 1.20), and "Resource allocation supports my instructional activities" (Mean = 2.55, S.D = 1.15) were all rated above the benchmark of 2.50. Although resource allocation recorded the lowest mean score among the items, it still met the acceptance criterion, indicating that teachers acknowledge its contribution to their performance. The overall mean weight of 2.98 further confirms that instructional leadership practices have a positive relationship with teachers' job performance in public primary schools in Osogbo Local Government Area. The relatively moderate standard deviation values suggest that responses were fairly consistent among teachers. Therefore, the findings

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imply that effective instructional leadership practices, particularly professional development support and curriculum supervision, are associated with improved teachers' job performance.

Research Questions 2: What challenges do school leaders face in implementing effective instructional leadership practices?

Table 2: Challenges Faced by School Leaders in Implementing Effective Instructional Leadership Practices

S/N	Item Description	Mean	S.D	Remarks
1	Lack of adequate funding for instructional resources.	3.32	2.04	Strongly Agree
2	Insufficient training for instructional leadership roles.	3.49	2.14	Strongly Agree
3	Limited time for instructional supervision.	3.65	2.39	Strongly Agree
4	Resistance from teachers to adopt new practices.	3.83	2.51	Strongly Agree
5	Poor communication between leaders and teachers.	3.21	2.72	Strongly Agree
	Overall Mean Weight	3.46		Significant Challenges

The data in Table 2 presents the challenges faced by school leaders in implementing effective instructional leadership practices, as perceived by the respondents. All listed items received an overall remark of "Strongly Agree," indicating a high level of consensus on the severity of these obstacles. The most pressing challenge identified is "Resistance from teachers to adopt new practices," which recorded the highest mean score of 3.83. This suggests that teacher pushback is a primary barrier to instructional change. This is closely followed by "Limited time for instructional supervision" (3.65) and "Insufficient training for instructional leadership roles" (3.49), pointing to structural and capacity issues within the leadership framework. While "Poor communication between leaders and teachers" scored the lowest relative mean (3.21), it still falls within the "Strongly Agree" range, confirming it as a significant, albeit slightly less acute, hindrance. The overall weighted mean of 3.46 confirms that school leaders face significant challenges in executing their instructional leadership duties effectively.

Discussion of Findings

The findings of this study revealed that instructional leadership practices have a positive influence on teachers' job performance in public primary schools in Osogbo Local Government Area. Teachers generally perceived that curriculum supervision, professional development support, regular feedback, collaborative decision-making, and resource allocation contribute

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meaningfully to their effectiveness in the classroom. The finding aligns with the position of Anunobi and Ogbonna (2025), who emphasized that instructional leadership plays a central role in enhancing teaching effectiveness by influencing how teachers interact with instructional content and classroom practices. According to them, strong instructional leadership fosters a supportive school climate, encourages professional development, and strengthens teachers' capacity to perform their duties efficiently. This implies that the positive perception recorded in the present study may be attributed to the role of head teachers in providing direction, motivation, and instructional guidance to teachers.

Furthermore, the result is consistent with the work of Bada, Tengku Ariffin, and Nordin (2020), who argued that principals' roles in supervising instruction, coordinating curriculum, and promoting a positive learning climate significantly enhance teachers' professional performance. Their study emphasized that leadership actions such as monitoring instructional practices and encouraging collaboration create an environment where teachers feel supported and motivated. The current finding therefore supports the theoretical framework of instructional leadership, particularly the dimensions of managing the instructional program and promoting a positive school climate, as critical drivers of teacher effectiveness.

The findings of this study indicate that school leaders in public primary schools in Osogbo Local Government Area face significant challenges in implementing effective instructional leadership practices. This finding is consistent with Jaivbo-Ojigbo (2026), who observed that limited financial resources and inadequate professional development opportunities are major obstacles to effective instructional leadership in Nigerian schools. Without access to sufficient instructional materials and targeted training, school leaders struggle to provide meaningful supervision, support teachers' professional growth, and maintain high-quality instructional standards. Consequently, these resource and capacity limitations can negatively impact teachers' job performance and students' learning outcomes.

Furthermore, the finding aligns with the work of Ikediugwu and Agu (2022), who reported that challenges such as teacher resistance to change, time constraints, and ineffective communication significantly affect the implementation of instructional leadership practices in public schools. Their study highlighted that principals' ability to influence teaching and learning is contingent not only on their leadership skills but also on the cooperation of teachers, adequate time

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allocation, and effective channels of communication. The presence of these challenges in Osogbo Local Government Area underscores the complexity of instructional leadership in resource-constrained environments.

Conclusion

This study concludes that instructional leadership practices have a positive relationship with teachers' job performance in public primary schools in Osogbo Local Government Area. Teachers perceive that curriculum supervision, professional development support, regular feedback, collaborative decision-making, and resource allocation contribute meaningfully to their effectiveness. However, the realization of these benefits is constrained by significant challenges confronting school leaders, particularly teacher resistance to new practices, limited time for instructional supervision, and insufficient training for leadership roles. These findings underscore that while instructional leadership remains a critical lever for improving teacher quality and student outcomes, its effectiveness in resource-constrained contexts depends on addressing the structural, financial, and human capacity barriers that impede school leaders' ability to fulfill their instructional roles optimally.

Recommendations

Based on the findings, the following recommendations are proposed:

1. The Ministry of Education and relevant stakeholders should organize regular, structured professional development programs for head teachers and aspiring school leaders.

2. Government and education authorities should prioritize the provision of adequate instructional materials, funding, and infrastructural support to public primary schools.

3. School leaders should adopt participatory leadership approaches that actively involve teachers in planning, goal-setting, and curriculum implementation.

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