

## **The Influence of the Principal's Supervisory Demonstration Strategy on Teachers' Job Performance in Nigeria Secondary Schools**

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**Abstract:** *This research investigated the influence of principal's supervisory demonstration strategy on teachers' job performance in Cross River State, Nigeria. Respondents involved six hundred and sixty (660) teachers and three thousand, three hundred senior secondary school students which were randomly selected from two hundred and thirty two (232) secondary schools in Cross River State. Data was collected with Principals' Instructional Supervisory Strategies Questionnaire (PISSQ) and Teachers' Job Performance Scale Questionnaire (TJPSQ). The result of analysis utilizing one-way analysis of variance (ANOVA) indicated that principal's demonstration strategy did not significantly influence teachers' job performance. It is recommended that regular supervision should be organized by the Ministry of Education using more robust supervisory strategies which may include classroom visitation and inspection, inspection of teachers' lesson notes, conferencing strategy, inspection of teachers' record keeping, and administrative workshop strategy.*

**Keywords:** *Cross River State secondary schools, Demonstration strategy, Demonstration strategy and teachers job performance, Secondary school teachers, Secondary school teachers' job performance, and Secondary schools, Secondary schools in Nigeria, Supervisory demonstration strategy, Teachers' job performance, and Teachers' job performance in Nigeria*

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### **I. Introduction**

The high rate of failure in the public secondary schools in the Senior Secondary Certificate Examinations over the years has caused immense agony to many families. For instance, out of 22,480 candidates who sat for 2007 May/June SSCE in Cross River State public secondary schools, only 2,088 candidates (representing 6%), had 5 credits and above including English and Mathematics (Folayojo, 1998). The situation seemed to be growing worst as the years went by. Falayojo (1998) however, cautioned that students' failure in public examinations should not be used as a yardstick for measuring standard of education. Assessment according to him was either a gate keeper by various examination bodies such as West African Examination Council (WAEC), Joint Admission Matriculation Board (JAMB), and National Business and Technical Examination Board (NABTEB) or as a gateway for movement from lower level to higher level of education.

It was generally perceived that teachers' attitude to work was one of the major factors in the decline in educational achievement. The question of poor performance of students in public examinations had been attributed to the poor performance of teachers. However, there were other contributing factors to the decline in educational achievement, such as communication problems, lack of motivation and encouragement of teachers, absence and lack of commitment on the part of teachers, insufficient number of teaching personnel, large class size, poor status accorded teaching, poor learning environment, poor student study habits, and poor attitude to schooling, changing value of the society, inadequate and ineffective supervision by both principals and officers from the Ministry of Education to mention a few (Effiong, 2006). Nompula (2012) noted in his study that showed that it was possible to integrate theory with practice within one art subject by teaching theoretical work in the context of practical work. This could be achieved by the use of supervisory demonstration strategy for teachers by their principals since most likely the principals are more experienced on the job. Maforah and Schulze (2012) noted that principals enjoyed intrinsic aspects of their work and positive interpersonal relations at their schools, this phenomenon should be taken advantage of in the supervision of their teachers for better job performance. Ralph's contextual supervision model of 1994 and exploration of feelings and emotions are put forward as measures to scaffold, respectively, the supervision and socio-emotional dimensions of becoming a teacher (Ralph, 1994, 1998; Schoeman and Mabunda, 2012), this may be applicable in supervisory demonstration strategy by principals.

In a response to critics on the quality of education and as a measure of improvement on the glaring downward trend on educational achievement, school supervision (internal or external) has become a veritable instrument for checking teachers' job performance. No doubt, the missionaries, in their education introduced

Western education in the administration and management of their schools. Inspectors, who inspected schools with a view to ensuring that their school produced primarily, morally sound Nigerians, did not ignore standard, efficiency and professionalism.

## **II. Statement of the Problem**

The poor academic performance of students in secondary schools has been a source of great concern to all stakeholders in the education sector. It is heart-rending when one considers the huge amount of money parents spend in the education of their children who don't produce commensurate performance in their academics to match the huge investments made on them. Cross River State shares in this problem of the education sector despite its huge financial involvement in the sector.

The poor attitude toward supervision of teachers in the classroom is becoming alarming. Some of the supervisors are actually out of touch with modern supervision techniques. They have estranged themselves from the actual instructional realities of the classroom and as a result, their activities as supervisors tend to be of very little value to the teachers and students. At the same time, some of the teachers have developed negative attitudes towards the supervision and thus cannot benefit much from the exercise.

Work performance of teachers in secondary schools in Cross River State to an extent depends on principals supervisory techniques. This is so because supervisory technique aims at correcting observed lapses of teachers with a view to achieving the stated goals and objectives. To this extent, principals have been known to constitute problem to effective teaching by their supervisory techniques, these have affected teachers' job performance in one way or the other. This position is supported by earlier studies (Effiong, 2006; Amah, 2005; Okon, 2006; Adeniran, 2002; Akinwunmi, 1992).

### **Purpose of the Study**

The Specific objective of this study is:

To determine the extent to which the principal's supervisory demonstration strategy influences teachers' job performance

### **Research Questions**

To what extent does principal's demonstration strategies influence teachers' job performance?

### **Statement of Hypothesis**

There is no significant influence between principal's demonstration strategy on teachers' job performance

### **Significance of the Study**

The study is significant in the sense that the findings may have implications for secondary school principals, teachers, students, the state and the country at large. The study is designed to provide useful information for principals in the supervision of teachers in secondary schools for improvement of instruction. It is hoped that the findings of this study would improve the instructional effectiveness of teachers so that they can contribute to the attainment of educational goals in Cross River State.

The findings of this work could be of help to the external supervisors from the Ministry of Education whose manner of inspection is dreaded by both the principals and the teachers. Again, the students stand to reap the immense benefits as teachers' job performance will be affected positively through correct usage of instructional supervisory strategies by principals. Finally, it is also vital as it would add to the existing studies and literature relating to the principals instructional supervisory strategies and teachers' job performance.

## **II. Literature Review**

Principal's demonstration involves teaching and learning activities presented by the principal who is skilled and experienced for the purpose of the illustration of educational materials, procedures or strategies in order to improve instruction (Eze, 2006). Eze (2006) in his study discovered that the principals as supervisors found little or no time to practice teaching demonstration and providing other supervisory services for instructional improvement. In a survey study of perception and actual performance of instructional supervision by the principals of selected secondary schools in Kaduna State of Nigeria, Effiong (2006) concluded that the principals had a high and positive perception of instructional supervision but that their performance of instructional supervision was not above average.

In the ordinary sense, it is not possible for anyone or supervisor to be competent enough in the various subjects of the school; Schon (2000) advised that it was the duty of the principal to plan and organize for teaching demonstration and not oblige to do all the teaching. Although experienced teachers or experts in various fields could take the principals' initiated demonstration, it was advised that he/she should have expert

knowledge at least in two of the commonly taught subjects and also have a broad understanding of the current methodologies of teaching if he/she desired improvement from teachers. About this, Peters (1999) reiterated that whatever the reason, the principal (supervisor) should not detach himself completely from teaching as it was quite necessary for him to show example and keep abreast with the cognitive level and demand of his students. In adults, teaching demonstration lessons as part of the supervisory strategy had been discovered to be one of the most effective tools in stimulating teachers' growth.

Mbipom (2006) opined that demonstration was useful in improving teachers competency when it involved innovation such as the use of new equipment or a new textbook or module and a new orthography. Such a demonstration offer viewer skills required in carrying out their role's responsibilities.

### **III. Theoretical Framework**

#### **Leadership theory**

Leadership inquiries and studies started at Ohio State University in the 1940s. Many of the investigations clearly indicated that both personality and situation factors were vital to leadership. Prominent among the contributors to this theory were Robert R. Blake and Jane S. Monton, Chester I. Bernard and Andrew W. Halpin.

Supervision may be defined as the instructional leadership. Supervision connotes leadership because it is the superior that supervises the subordinates. Adesina (1990) explained that, some consider the leader as the person contributing the best ideas in the group, or possessing maximum knowledge of the situation, or offering the best guidance. Thus the leader is the person who gets things done by enlisting the efforts of other people. The leader in any situation must have both social and psychological attributes in order to succeed on the job. The effective leader is the person who is not only able to make his subordinates to do what they have to do, but who also recognizes that these subordinates must be motivated to ensure that the goals and objectives of the institution or organization or system are met.

Therefore, a principal should be a reservoir of alternative solutions to problems that may arise from time to time due to peculiar situations. To corroborate this assertion, Obilade (1987) opined that it was important that leadership became situational. Hence, for school administrators, supervision of any form must be by an adaptive individual who could vary his or leadership style as the situation demanded. The most effective style of instructional supervision depended on its suitability to the contingency at hand.

The leadership theory asserted that for subordinate performance to be effective, the leader must adopt leadership style that will encourage it. The theory posited that performance is effective if a situational style was adopted (by the leader). The inference from this theory was that if subordinates' performance was perpetually ineffective, there was no specific style to enhance the performance of the subordinates.

The implication and application of this theory to principals and the job performance of secondary school teachers is that the principal should provide practical and practicalisable leadership to the teachers in under his administration. This kind of practical leadership could involve the use of demonstration strategies to show the teachers how they could do their jobs better and achieve their job objectives, thus enhancing their job performance.

### **IV Research Methodology**

#### **Study Area**

The research was conducted in Cross River State, with three educational zones, namely Calabar, Ikom and Ogoja. Cross River is situated in the tropics sharing common boundaries with Cameroon Republic in the East, Benue State in the North, Abia and Ebonyi in the West, and Akwa Ibom in the South. It lies between latitude 4<sup>0</sup>27 and 5<sup>0</sup>32, and along longitude 7<sup>0</sup>23. The State has 390 pre-primary schools, 1000 primary schools, 232 post-primary schools and 20 technical schools (Cross River State Ministry of Education, 2008).

#### **Population of Study**

The population of the study is made up of all principals of public secondary schools in Cross River State, Nigeria. Information available at the State Ministry of Education showed that there were a total of two hundred and thirty two (232) school principals in public schools in 2008/2009 academic session. The data also showed that there were five thousand, three hundred and eighty two (5382) teachers with nine thousand, five hundred and thirty three (9,533) students in the senior secondary school sector in the entire state. These formed the population of this study.

#### **Sampling Technique**

The technique adopted to draw the sample for this study was stratified random sampling. The basis for stratification was education zones of the state. The secondary schools in the state were grouped according to the three educational zones. Based on this, simple random sampling ('hat and draw') was used to select the principals. Since there is one principal leading each school, the names of the schools according to their

educational zones were written on pieces of paper, folded and dropped into 'an empty can'. Thereafter, the schools were drawn from the empty can without replacement. The same process was utilized to randomly select the teachers to assess the principals and senior secondary students to assess the job performance of their teachers. (Permission was obtained both from parents and teachers of the students before they were interviewed by the researcher).

### Sample Size

The sample for the study comprised two hundred and twenty school (220) principals, six hundred and sixty (660) teachers and three thousand three hundred (3,300) senior secondary school students from two hundred and twenty (220) public secondary schools. Out of these, 78 principals consisting 35.5% of the sample were from Ikom educational zone, 76 principals consisting 35.5% of sample were from Calabar educational zone, while 66 principals consisting 30% of the sample were from Ogoja educational zone.

### Instrumentation

Two (2) questionnaires were used in collecting data for the study. Principals' instructional supervisory strategies questionnaire (P.I.S.S.Q.) and Teachers' Job Performance Scale (T.J.P.S.). The P.I.S.S.Q. was designed to elicit information from the teachers based on the variables, while T.J.P.S. was designed to elicit information from the students based on the teachers' job performance variables such as maintenance of discipline, classroom organization and management, instructional ability and students assessment and evaluation.

The questionnaire (all of the questions) took the form of four-point likert scale with the following responses: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

### Process of Testing Hypothesis

This study has one (1) hypothesis. The generated null hypotheses were tested in order to solve the study problem. The variables for the hypothesis and the appropriate test statistical tool are indicated thus:

Hypothesis

There is no significant influence of the principal's demonstration strategy on the teachers' job performance.

Independent variable: Principal's demonstration strategy

Dependent variable: Teachers' job performance

Statistical tool: Analysis of variance (ANOVA)

ANOVA used as statistical tool for this study because it is a tool for making an inferential conclusion based on results of analysis.

## V Result and Discussion

For the purpose of this study (i.e. testing of the two hypotheses, the dependent variable (Teachers' job performance) was split into four sub-variables (Maintenance of discipline, Classroom management, Instructional ability and Student evaluation). The results of the four sub-variables were aggregated to form the single variable, Teachers' job performance).

**Table 1** Descriptive Result for All Variables in the Study

S/N	Variables	N	X	SD
1	Demonstration strategy	220	37.39	4.43
2	Total job performance	220	326.35	20.27

**Table 2** Descriptive statistics of the influence of principal's demonstration strategy on teacher's job performance

Variable	Categories of demonstration strategy	N	X	SD
Total job performance	High	73	328.01	16.75
	Average	84	325.83	26.16
	Low	63	325.13	14.30
	Total	220	326.35	20.27

## VI. Hypothesis One

There is no significant influence of principal's demonstration strategy on teacher's job performance

**Table 3** One-way ANOVA of influence of principal's demonstration strategy on teacher's job performance

Variables	Source of Variation	SS	df	MS	F
Principals Demonstration strategies	Between group	318.708	2	159.354	0.386
Teachers' job performance	Within group	89657.637	217	413.169	
	Total	89976.345	219		

\* Significant at  $\alpha = 0.05$ , critical  $f = 3.04$

Results of analysis in Table 1 shows that the F-ratio for One-way ANOVA of influence of principal's demonstration strategy on teacher's job performance is 0.386, which is less than the critical  $f$  (3.04) at  $\alpha = 0.05$ . This means that there is no significant influence of principal's demonstration strategy on teacher's job performance in terms of classroom management, instructional ability and student evaluation. The null hypothesis is therefore accepted since there is no significance in terms of Total Job performance.

## VII. Discussion of Findings

The result of the analysis of this hypothesis was not significant; it means there is no significant influence of the principals' demonstration strategy on the teachers job performance in terms of maintenance of discipline, classroom management, instructional ability and student evaluation. The null hypothesis was accepted. The result of this finding contradict the findings of Peters (1999) who in his study opined that demonstration lessons as a supervisory process or strategy had been discovered to be one of the most effective tools in stimulating teachers' growth.

The result of these finding also contradicts the findings of Effiong (2006), Amah (2005), Okon (2006), Adeniran (2002) and Akinwunmi (1992). Their results revealed that demonstration strategy was among supervisory practices that enhance teachers' job performance. The findings of Froster (1999) revealed that most teachers, who were asked to respond on how their supervisors provided them the opportunity to watch demonstration lessons at least in a term, 84% of them wished to be given the opportunity.

Schon (2000) advised that it was the duty of the principal to plan and organize for teaching demonstration and not oblige to do all the teaching. Although experienced teachers or experts in various fields could take the principals' initiated demonstration, it was advised that he should have expert knowledge at least in two of the commonly taught subjects and also have a broad understanding of the current methodologies of teaching if he/she desired improvement from teachers.

Froster (1999) conducted a research which, among other things aimed at determining the perception of teachers and actual performance of principal's supervisory responsibilities. He found that among teachers, who were asked to respond on how supervisors provided them the opportunity to watch demonstration lessons at least once in a term, 84% of them wished to be given the opportunity again, meaning that such a thing was uncommon in our schools.

## VIII. Conclusion and Recommendation

The summary of the findings indicated that there was no significant influence of the principal's demonstration strategy on the teachers' job performance. This could be because this technique is largely new to teachers in this part of the world and teachers have not been able to relate with it. Based on the findings of this research, the following recommendations were made:

Regular supervision should be organized by the Ministry of Education using more robust supervisory strategies which may include classroom visitation and inspection, inspection of teachers' lesson notes, conferencing strategy, inspection of teachers' record keeping, and administrative workshop strategy. These are more common supervisory strategies that teachers in Nigeria may be more able to relate with. Adequate learning facilities/equipment laboratories and classrooms should be provided to secondary schools to enhance teachers' job performance.

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