



Institutional Support and Teacher Performance in Secondary Schools in Akinyele Local Government Area of Oyo State, Nigeria

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Abstract

Teachers' poor job performance resulting in low achievement of students in Senior School Certificate Examinations (SSCE) necessitated this study. The study examined the relationship between institutional support (supervision of instruction, staff development and instructional materials) and teacher performance in secondary schools in Akinyele Local Government Area of Oyo State, Nigeria. The study adopted the descriptive survey research design. A total of 349 participants (comprising 328 teachers and 21 principals) were sampled through multi-stage sampling procedure. Four hypotheses were tested at 0.05 level of significance using two self-constructed instruments for data collection: 'Institutional Support Questionnaire' (0.79) and 'Teachers' Job Performance Rating Scale' (0.89). 325 teachers and 21 principals returned their questionnaires representing 99% of the questionnaire administered. Pearson product moment correlation formula was used to analyze the data obtained from the respondents. Findings showed that no significant relationship exists between instructional supervision ($r = 0.145$), staff development ($r = -0.211$) and teacher performance. A significant relationship however exists between instructional materials and teacher performance ($r = -0.588$). Finally, a significant relationship was found between institutional support and teacher performance ($r = -0.570$). The study concluded that institutional support could improve teacher performance and lead to effective achievement of school goals. Therefore, government should ensure regular staff development programmes, provision of adequate instructional materials and effective supervision of instruction to further improve the performance of teachers in the classroom.

Keywords: Institutional support, Staff development, Instructional supervision.

Introduction

The place of teaching cannot be undermined in the educational process. Learning could take place without the consciousness of the person facilitating such learning process (whereby one learns from another person without direct teaching),

however, teaching is an intentional effort that requires teachers who facilitate learning. Teaching is conceived as a communication between two or more people who influence each other by their ideas and learn something in the process of interaction (Okunogbe, 2005). It is referred to as the core assignment of teachers in any school and it is expected to be handled by professionally competent individuals (Atanda, 2013). Teaching is also, filling the mind of the learner with information and knowledge for future use. It helps people acquire the knowledge they need to become responsible citizens, earn a living, and live a rewarding life. Stressing the importance of teaching and quality of teachers, Osokoya (2003) asserted that teaching is important in any educational system because the quality of teachers determines, to a great extent, the quality of the system. Recognizing the importance of teachers in education, the Federal Government of Nigeria, (FRN, 2013) stressed that teacher education will continue to be given a major emphasis in all educational planning, since no education system can rise above the quality of its teachers.

Teachers are drivers of educational development because they play basic and dynamic roles in the educational system. It could be said that high performance of students depends upon effective teaching by their teachers. For teachers to worth their exalted position as a key factor in effective learning, they have to be role models and exhibit to their students a commitment to scholarly values and life-long learning. The increased importance in teacher's job performance has made it extremely important to identify the factors that influence teacher's job performance. Job performance refers to an act of accomplishing or executing a given task (Griffin, 2012). Teacher job performance can also be defined as duties performed by a teacher at a particular period in the school system in achieving school goals (Gunbayi, 2007). It can be measured through tasks accomplished by teachers in schools.

The effectiveness of teaching is reflected in students' performance in internal and external examinations. Though, there has been arguments that students' performance does not solely depend on teacher performance, teachers' role appears to be paramount. The learning outcomes of Nigerian secondary school students in external examinations in recent times is worrisome. Table 1 contains general performance of secondary students in Oyo State Senior Secondary School Examinations (SSCE) conducted by West African Examinations Council from 2014 through 2018.

Table 1: Percentage of candidates with credit and above in five subjects including English and Mathematics in Oyo State, Nigeria

2014	2015	2016	2017	2018
(%)	(%)	(%)	(%)	(%)
34.0	53.0	50.0	43.0	38.0

Source: WAEC, October 2018

Result in Table 1 indicates five trends of students' performance in SSCE conducted by WAEC. 34 percent of students had credit in five subjects and above including English Language and Mathematics in 2014, 53%, 50%, 43% and 38% in 2015, 2016, 2017 and 2018 respectively. Secondary school graduates are expected be able to transit to higher institutions of their interest. However, with this trend of performance, more than 50% of the candidates who sat for the examinations could not transit to higher institutions immediately.

Ferguson (1992) revealed that effective teachers have positive impacts on students examination score. Sanders (1988) and Wenglinsky (1992) asserted that the most important factor affecting the academic growth students is the effectiveness of individual classroom teachers. This indicates that the role of teachers in determining students' academic performance cannot be over-emphasized.

However, teachers do not perform their assigned roles in isolation of the school setting; their performance could be a function of enabling institutional support in the school. This study investigated whether institutional support such as instructional supervision, staff development and instructional materials have any relationship with teachers' performance. Atanda and Jaiyeoba (2011) investigated the effects of school based quality factors on secondary school students' achievement in English language in South-western and North-central Nigeria and reported that supervision of instruction had a significant relationship with students' academic performance in English language. Ikegbusi and Eziamaka (2016) also found that both internal and external supervision of instruction have positive effects on teacher effectiveness in secondary schools. Ughamadu (2015) confirmed that external supervision improves not only teaching and academic environment, but also promotes effective learning of pupils. Usman, Bushra, and Talat, (2018) affirmed that supervisory practices of principals are helpful in attaining better performance of teachers and their overall growth.

When supervision of instruction exerts positive influence on teachers, their morale rises. Schacter and Thum (2004) asserted that high teacher morale could have positive effects on their job performance and produce a richer and more effective learning experience for students. School administrators can, therefore, encourage effective performance of their teachers by identifying their needs during supervisory exercises and trying to satisfy them. When there are laudable education plans, meaningful school programmes, capable staff and enough facilities, what remains is an

effective administrative leadership to coordinate all these for maximum achievement by the school. The key to effective leadership is the ability to lead effectively, coordinate a complex situation and show concern for available human and material resources. This emphasises the significant role of school principals in steering the affairs of their schools towards the achievement of laudable educational goals by facilitating the availability and utilisation of instructional materials.

The usefulness of instructional materials in facilitating effective performance of teachers cannot be undermined. Ikerionwu (2000) referred to instructional materials as objects or devices which help the teacher to make a lesson clearer to learners and invariably makes the teacher's task simpler. Ibode (2004) explained instructional materials as anything that the teacher himself uses during the teaching process for effective job performance. This implies that instructional materials could be resources teachers can use to achieve their instructional objectives. The provision of instructional materials in the right quantity and quality and their effective utilization is a major input required to ensure high teachers performance (Adesoji, 2006). This implies that students taught with instructional materials could outperform those taught without instructional materials. Ogaga, Igori, and Egbodo (2016) revealed that selection of relevant instructional materials, availability and ability of the teacher to utilise them had significant relationship with the teaching and learning of social studies. However, Tuimur and Chemwei (2015) explained that teachers lacked sufficient instructional materials for effective teaching of emerging issues in primary schools. A similar situation could be what is obtainable in secondary schools where the utilisation and improvisation of instructional materials could also be facilitated by skills acquired through training and staff development programmes.

Staff development can be defined as the process of providing opportunities for employees to improve their knowledge, skills, and performance in line with the goals and values of the organization. It is indispensable if the goals of the organization are to be realized and needs of the employees met. Staff development has been described as professional growth, in-service education, continuing education, recurrent education, on-the-job staff training, human resources development, staff improvement, renewal and talent management (Atanda, 2018; Atanda, and Imam, 2016; Emechebe, 2008).

The relationship between teachers' performance and staff in-service development schemes such as seminars and periodic workshops cannot be over emphasized. Ekpoh, Edet and Nkama (2013) revealed that teachers who participated in staff development programmes displayed higher knowledge of subject matter and were more effective in classroom management, teaching methods and evaluation of student's work. This is in consonance with Mahgoub and Elyas (2014) whose study found significant difference between teacher's performance before and after the development of teacher performance. This confirms that the development of teacher performance improved teaching activities among the trainers. Similarly, Hervie and Winful's (2018)

study revealed that poor performance of teachers was due to lack of frequent in-service training, lack of teaching and learning materials, lack of incentives and motivation, and improper supervision.

Tuimur and Chemwei (2015) found that many of the primary school social studies teachers had not attended any in-service courses to induct them on how to teach emerging issues in the current primary curriculum. It implies that such teachers are likely to be deficient in essential skills required to drive effective teaching; therefore, Ogunbiyi (2004) recommends that teacher's attendance at in-service programmes or workshops will sharpen teachers skills and enable them to know more about the recent developments in their subject areas. This will improve their job performance as well as students' learning outcomes. Yewande (2000) recommended that workshop programmes should be organized periodically on teaching strategies in order to avail teachers the opportunity to further improve their skills and job performance.

It is against this background that this study investigated the relationship between institutional support (supervision of instruction, instructional materials and staff development) and teacher performance in secondary schools in Akinyele Local Government Area of Oyo State.

Statement of the Problem

Recent students' performance in the Senior School Certificate Examinations falls below the expectation of stakeholders. In most cases, teachers are blamed for poor job performance as it hinders the achievement of secondary education goals. In spite of several studies on some aspects of working conditions of staff, student attitude to learning, staff development and supervision of instruction as they affect students and teachers' performance there is still need for improvement in the teaching-learning process as secondary schools have not recorded 100 percent success in external examinations.

Hypotheses

1. There is no significant relationship between instructional supervision and teacher performance in Akinyele Local Government Area of Oyo State.
2. There is no significant relationship between instructional materials and teacher performance in Akinyele Local Government Area of Oyo State.
3. There is no significant relationship between staff development and teacher performance in Akinyele Local Government Area of Oyo State.
4. There is no significant relationship between institutional support (instructional supervision, staff development and instructional materials) and teacher performance in Akinyele Local Government Area of Oyo State.

Methodology

The study adopted the descriptive survey research. The target population for this study comprised of all the 692 public secondary school teachers and 35 principals in the 35 secondary schools in Akinyele Local Government Area of Oyo State.

The sample for the study was selected through a multi-stage procedure. The first stage involved sampling of 60% of the total number of public secondary schools in Akinyele Local Government Area through the simple random sampling technique. The percentage was chosen for reasonable generalisation of findings. This gave a sample size of 21 schools comprising of 477 teachers and 21 principals as population. At the second stage, a sample of 70% of the population of teachers was made through proportionate to size technique given 328 teachers while the principals of the 21 schools were enumerated. 325 teachers and 21 principals returned their questionnaires.

Two self-constructed questionnaires, Institutional Support Questionnaire (ISQ) and Teachers' Job Performance Rating Scale (TJPRS), were used for data collection. The Institutional Support Questionnaire (ISQ) was administered on teachers while the Teachers' Job Performance Rating Scale (TJPRS) was administered on principals. Their reliability coefficients were 0.79 and 0.89 respectively. The hypotheses raised were tested using the Pearson correlation coefficient at 0.05 significance level.

Results

Hypothesis 1: There is no significant relationship between instructional supervision and teacher performance in Akinyele local Government Area of Oyo State.

Table 2: Correlation between instructional supervision and teacher job performance

Variables	N	Mean	SD	R	P	Remark
Teacher Performance	346	98.45	13.056	.145	.520	Not Significant
Instructional supervision		11.49	2.779			

Table 2 shows correlation between instructional supervision and teachers' job performance. The r value of 0.145 shows 14.5% a weak relationship and a P value of 0.520 which is greater than 0.05 means that there is no significant relationship between teacher performance and instructional supervision. Hypothesis 1 is not rejected.

Hypothesis 2: There is no significant relationship between instructional materials and teacher performance in Akinyele Local Government Area of Oyo State.

Table 3: Correlation between instructional materials and teacher performance

Variables	N	Mean	SD	r	P	Remark
Teacher Performance	346	98.45	13.056	-.588	.006	Significant
Instructional materials		15.63	2.582			

Table 3 indicates the correlation between instructional material and teacher performance. The r value of $-.588$, which shows a 58.8% strong relationship and a P value of 0.006, which is less than 0.05, suggests that there is a significant relationship between teacher performance and instructional materials. Therefore, hypothesis 2 is rejected.

Hypothesis 3: There is no significant relationship between staff development and teacher performance in Akinyele Local Government Area of Oyo State.

Table 4: Correlation between staff development and teacher job performance

Variables	N	Mean	SD	R	P	Remark
Teacher Job Performance	346	98.45	13.056	-.211	.360	Not Significant
Staff development		16.11	3.288			

Table 4 reveals a correlation between development and teacher performance with r value of -0.211 , which shows 21.1% weak relationship and a P value of 0.001 which is less than 0.005 and implies that there is no significant relationship between teacher performance and staff development. Thus, hypothesis 3 is not rejected.

Hypothesis 4: There is no significant relationship between institutional support (instructional supervision, staff development and instructional materials) and teacher performance in Akinyele Local Government area of Oyo State.

Table 5: Correlation between institutional supports and teacher performance

Variables	N	Mean	SD	r	P	Remark
Teacher Performance	346	98.45	13.056	-.570	.042	Significant
Institutional supports		88.07	8.15			

Table 5 shows a correlation between institutional support (instructional supervision, staff development and instructional materials) and teacher performance. The r value of -0.570, which shows 57% strong relationship, and a P value of 0.042, which is less than 0.05, suggests that there is significant relationship between institutional support and teacher performance. Therefore, hypothesis 4 is rejected.

Discussion of Results

Results obtained from the analysis of hypothesis one showed that there is no significant relationship between instructional supervision and teacher job performance. This could mean that the instructional supervision was not effective. The supervisory method could be strict and not improvement oriented for better job performance by teachers. This contrasts with the findings in previous studies by Ikeegbusi and Eziamaka, (2016) which established a significant relationship between the variables.

The results also show that there is a significant relationship between instructional materials and teacher job performance and corroborate the findings of Olayinka (2016); Ogaga, Igori and Egbodo (2016). This suggests that instructional materials are useful in improving students' knowledge, abilities and skills and contribute to their overall development and upbringing. Instructional materials also clarify important concepts to arouse and sustain students' interest as well as provide students with the opportunity to share experiences necessary for new learning to take place.

The findings of hypothesis three showed that there is indeed no significant relationship between staff development and teacher performance in Akinyele Local Government Area of Oyo State. This did not confirm previous findings by Ekpoh et al, (2013) which revealed a significant relationship between staff development and teachers' job performance. Ekpoh et al (2013) recognized the important role that staff development plays in raising teachers' performance and their interest in the subject they teach. They further stressed the need for teachers to be regularly provided with opportunities to improve their knowledge of the subject they teach and their teaching skills. This is based on the recognition that we are living in a rapidly changing world such that whatever knowledge and skills teachers learnt in their pre-service training becomes stale very fast, as new challenges and realities emerge in the socio-economic and political environment.

Result of hypothesis four shows the existence of a significant relationship between institutional support (instructional supervision, staff development and instructional materials) and teacher job performance. This implies that the staff development programmes, availability of instructional materials and instructional supervision which exist in the schools play a significant role in teacher job performance. The result appears to suggest that a more conducive institutional support will result in better teacher job performance.

Conclusion

The findings of this study affirm the importance of instructional materials in facilitating effective performance of teachers in secondary schools. This implies that the more relevant instructional materials are provided the better the performance of teachers. In addition, institutional support (instructional supervision, instructional material and staff development) have significant joint relationship with teacher performance.

Recommendations

1. Based on the findings of this study the following recommendations are made.
2. Government should endeavour to provide instructional materials to facilitate effective performance of secondary school teachers. This will in turn facilitate improved academic performance of students in both internal and external examinations.
3. The school leadership should be creative in facilitating improvisation of instructional materials by teachers in the absence of ready-made instructional materials from the government.
4. Teachers are also encouraged to be creative and to use the knowledge of instructional technology taught them while undergoing teacher training. They should be committed to the teaching profession by being resourceful in making their teaching interesting through the use of instructional materials.
5. Since the three types of institutional support have significant relationship with teacher performance, staff development should not be taken for granted. Regular refresher courses should be floated for teachers in the relevant areas.
6. Finally, instructional supervision should not be undermined. School administrators should be friendly in their approach as this could facilitate improved teacher performance.

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