

## INSTITUTIONAL SUPPORT SERVICES AND SECONDARY SCHOOL TEACHERS' JOB PERFORMANCE IN OGUN EAST SENATORIAL DISTRICT, OGUN STATE

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### **Abstract**

*The poor job performance of teachers in secondary schools in the country has become a matter of serious concern to education stakeholders. The study therefore established the relationship between institutional support services and secondary school teachers' job performance in Ogun East senatorial district. The population of the study comprised all the 3095 teachers in Ogun East Senatorial District. The sample of the study was 540 secondary school teachers. Multistage random sampling technique was used in selecting the sample. Two researcher's developed instruments were used in gathering the data and the instruments are tagged "Institutional Support Services Questionnaire (ISSQ) and Teachers' Job Performance Questionnaire (TJPQ)" while the reliability coefficient were  $\alpha = .72$  and  $\alpha = .77$  respectively. The data collected were analysed using Pearson Product Moment Correlation (PPMC) and the hypotheses were tested at .05 level of significance. The result of the study revealed that there was a significant relationship between ICT services and secondary school teachers' job performance, that there was a significant relationship between in-service training and secondary school teachers' job performance, that there was a significant relationship between welfare services and secondary school teachers' task performance and that there was a significant relationship between library services and secondary school teachers' job performance. The study therefore concluded that institutional support services such as ICT service, In-service training, welfare service and library service had significant relationship with secondary school teachers' job performance in Ogun East senatorial district. It is therefore recommended that educational institutions should invest in comprehensive ICT infrastructure and provide regular ICT training for teachers. Access to modern technological tools and digital resources will help teachers improve their lesson delivery, engage students more effectively, and manage classrooms more efficiently*

**Keywords:** Support services, teachers' job performance, ICT services, in-service training, welfare services, library services.

## Introduction

The poor job performance of teachers in secondary schools in the country has become a matter of serious concern to education stakeholders. Previous studies have observed that teachers are not committed and dedicated to their professional responsibilities. Some of them do not adequately prepare their lesson plan for instructional delivery while others do not have a good grasp of the subject matter they intend to teach. Also, some teachers do not have the competence in classroom management and behavioural control of students during teaching. These problems culminate into ineffective task performance which is evident in poor academic performance of students in both internal and external examinations.

It is essential to note that the performances of teaching staff largely determine whether an education system will be successful or otherwise. Kukuru (2011) and Omolayo and Oluwafemi (2012) asserted that, the effectiveness of employees (secondary school teachers inclusive) determines the level of an organization's success. Job performance is hence, a critical variable that could influence the realization of organizational goals and objectives. Effective job performance by teachers is quite essential to a school as an organization because it leads to the achievement of both short and long term educational goals and objectives. Teachers' job performance could therefore be described as how effective a teacher discharges the assigned duties and responsibilities in the school system (Faremi, 2021). Faremi (2021) asserted that the job performance of a teacher manifests in his/her effectiveness in teaching, classroom management, students'

discipline, motivating and creating leadership roles in the school system, among others.

Adeyemi (2018) described teachers' job performance as the ability of the teachers to combine relevant inputs for the enhancement of teaching and learning process. It is also described as the duties performed by teachers such as teaching, assessing and marking students' test and examinations, records keeping and participation in school disciplinary committee at a particular period in the school system in achieving organizational goals. Teachers' job performance is the measurement of the quality of instruction given to learners by teachers in the school which is the rightly intended accomplishment of the school. Teachers' job performance refers to the degree to which a teacher(s) executes a particular role/responsibility, in accordance with specified standards (Nayyar, 2019). Teachers' job performance is intricately connected to the quality and availability of institutional support services. When institutions provide robust support systems, such as professional development programmes, adequate teaching resources, and effective administrative backing, teachers are empowered to perform their tasks more efficiently and effectively.

Institutional support services are those services provided to facilitate the implementation of educational policies, attainment of educational goals and promote the effectiveness and efficiency of the educational system. They are services that can promote teachers' effectiveness in the discharge of their professional responsibilities and also improve students'

learning. Egwu et al. (2021) described institutional support services as those specialized functions that are not typically educational themselves but are aimed at improving teaching and learning in a particular educational system. Therefore, institutional support services are provided to help schools to be effective and improve upon teaching and learning. Institutional support services provided in the secondary schools could go a long way in improving teachers' job performance. Information and communication technology services, in-service training, welfare services and library services are the institutional support services indices that were addressed in this study.

Information and communication technology service is one of the institutional support services that could enhance secondary school teachers' job performance. Worldwide, the advent of information technology communication (ICT) was seen by many practitioners and policymakers as being important for improving performance of teachers (Olokoba et al., 2014). Ogwo (2020) noted that the use of ICT in teaching and learning in senior secondary school today can assist in reducing the teachers' workloads through its use for lesson preparation, instructional delivery as well as teaching and learning evaluation. He further buttressed that secondary school teachers will become learning facilitator, collaborator, coach, mentor, knowledge navigator and co-learner and not only a dispenser of knowledge. The educational reform policies were aimed at integrating the use of ICT tools in the Nigerian school system. Wadi and Sonia (2020) opined that proper and effectiveness of information and

communication technology tools in Imo State secondary schools will definitely improve the quality of education in several ways such as increasing teachers' motivation and engagement, facilitating the acquisition of learner's basic knowledge and skills and also to enhance teachers training. Fajama (2020) stressed that the effectiveness and success of an institution lies on the quality of people (teachers/learners) who form and work within the institution. This is an exciting method of technological developments incorporated into the Nigeria classroom so well implemented as to enable teachers and students to do what has been impossible in the educational system (Osuala, 2019).

In-service training is another indicator of institutional support services expected to be provided by the management of institutions in order to enhance teachers' job performance. In-service training plays a pivotal role in promoting teachers' task performance by equipping them with updated knowledge, skills, and innovative teaching strategies. This training programme provide teachers with opportunities to improve their pedagogical techniques, adapt to evolving curriculum requirements, and incorporate modern technology into their classrooms. Aitken (2014) described in-service training as the ongoing training of practicing teachers. This is typically arranged by school boards that employ them. Training of teachers is an essential means through which they can improve on their previous knowledge thereby making them more productive. In-service also enables them to perform effectively as well as be versatile in skills utilization. It provides opportunities to retain employed workers to perform new

and changed jobs. Akudo (2023) posited that inadequate provision of in-service training in educational institutions could reduce their enthusiasm in the teaching profession and this could affect their morale, attitude to work, commitment and satisfaction.

Welfare service is one of the ways through which the institution provides support services to their personnel for optimum performance. Welfare services are critical in influencing teachers' job performance by directly impacting their motivation, job satisfaction, and overall well-being. When teachers are provided with adequate welfare services, such as competitive salaries, health benefits, housing allowances, and retirement plans, they feel valued and supported, which enhances their commitment and performance. Manzini and Gwandure (2011) argued that, welfare services can be used to secure the labour force by providing proper human conditions of work and living through minimizing the hazardous effect on the life of the workers and their family members. Welfare services may be provided by supplementing the income of the workers by providing services such as housing, medical assistance, canteens and recreation facilities (Mishra & Manju, 2007).

Library service is another indicator of support services that could be rendered by an institution. Library services play a significant role in boosting teachers' job performance by providing access to a wealth of resources and information essential for effective teaching and professional growth. A well-equipped library supports teachers by offering textbooks, journals, research publications,

and digital resources that aid in lesson preparation, curriculum development, and staying updated with current trends in education. With these resources, teachers can deliver more comprehensive and engaging lessons, ultimately improving students' understanding and performance. Ogunshola (2008) cited in Atanda and Abikoye (2023) opined that the development of education is synonymous with the development of the library and library services. Therefore, library services are very relevant to the achievement of effective teacher job commitment in public secondary schools. The well-stocked libraries would enhance teacher job commitment in secondary schools as teachers would not need to be stressed for them to access relevant and updated textbooks and other reading materials to form their lesson notes. Teachers could also use the library in their leisure time to read and make other career consultations for effective commitment to the teaching profession in secondary schools.

### **Objectives of the Study**

The main objective of the study was to find out the relationship between institutional support services and secondary school teachers' job performance in Ogun East Senatorial District. The specific objectives of the study were to;

1. examine the relationship between Information and Communication Technology Service and secondary school teachers' task performance in Ogun East Senatorial District
2. establish the relationship between in-service training and secondary school teachers' task performance in Ogun East Senatorial District

3. assess the relationship between welfare services and secondary school teachers' task performance in Ogun East Senatorial District
4. investigate the relationship between library services and secondary school teachers' task performance in Ogun East Senatorial District

### **Hypotheses**

The following hypotheses guided the study

- Ho<sub>1</sub>:** There is no significant relationship between Information and Communication Technology (ICT) service and secondary school teachers' task performance in Ogun East Senatorial District.
- Ho<sub>2</sub>:** There is no significant relationship between in-service training and secondary school teachers' task performance in Ogun East Senatorial District.
- Ho<sub>3</sub>:** There is no significant relationship between welfare services and secondary school teachers' task performance in Ogun East Senatorial District.
- Ho<sub>4</sub>:** There is no significant relationship between library services and secondary school teachers' task performance in Ogun East Senatorial District.

### **Methodology**

#### **Research Design**

The correlational research design of survey type was adopted. The reason for adopting

the correlational research design was because the study examined the relationship between institutional support services and secondary school teachers' job performance.

### **Population and Sample**

The population of the study comprised all the 3095 teachers in Ogun East Senatorial District. The sample of the study was 540 which represent 17.45% of the entire population of secondary school teachers. Multistage random sampling technique was used in selecting the sample.

### **Instrumentation**

Two researchers developed instrument were used in gathering the data and the instruments were tagged "Institutional Support Services Questionnaire (ISSQ) and Teachers' Job Performance Questionnaire (TTJQ)" while the reliability coefficient were  $a = .72$  and  $a = .77$  respectively.

### **Method of Data Analysis**

The data collected were analysed using Pearson Product Moment Correlation (PPMC) and the hypotheses were tested at .05 level of significance.

### **Results and Discussion of Findings**

**Ho<sub>1</sub>:** There is no significant relationship between Information and Communication Technology (ICT) services and secondary school teachers' job performance in Ogun East Senatorial District.

**Table 1: Relationship between ICT services and Secondary School Teachers' Job Performance**

Variables	N	Mean	SD	df	r	P-value
ICT Services		15.840	2.238			
	540			538	.607	.019
Teachers' Job Performance		4.106	.719			

The table 1 above showed the relationship between ICT services and secondary school teachers' job performance. The correlation coefficient of .607 revealed that a positive and high relationship exists between ICT services and secondary school teachers' job performance. The null hypothesis was rejected. Additionally, the p-value is .019, which is less than the conventional significance level of 0.05. This means the observed relationship is statistically

significant and unlikely to have occurred by chance. Therefore, there was a significant relationship between ICT services and secondary school teachers' job performance in Ogun East senatorial district.

**Ho<sub>2</sub>:** There is no significant relationship between in-service training and secondary school teachers' job performance in Ogun East Senatorial District.

**Table 2: Relationship between In-service Training and Secondary School Teachers' Job Performance**

Variables	N	Mean	SD	df	r	P-value
In-service Training		17.390	2.109			
	540			538	.607	.021
Teachers' Job Performance		4.106	.719			

The table 2 above showed the relationship between in-service training and secondary school teachers' task performance. The correlation coefficient of .466 revealed that a positive and moderate relationship exists between in-service training and secondary school teachers' task performance. The null hypothesis was rejected. Additionally, the p-value is .021, which is less than the conventional significance level of 0.05. This means the observed relationship is

statistically significant and unlikely to have occurred by chance. Therefore, there was a significant relationship between in-service training and secondary school teachers' job performance in Ogun East senatorial district.

**Ho<sub>3</sub>:** There is no significant relationship between welfare services and secondary school teachers' job performance in Ogun East Senatorial District

**Table 3: Relationship between Welfare Services and Secondary School Teachers' Job Performance**

Variables	N	Mean	SD	df	r	P-value
Welfare Services		20.711	2.274			
	540			538	.898	.014
Teachers' Job Performance		4.106	.719			

The table 3 above showed the relationship between welfare services and secondary school teachers' job performance. The correlation co-efficient of .898 revealed that a positive and high relationship exists between welfare services and secondary school teachers' task performance. The null hypothesis was rejected. Additionally, the p-value is .014, which is less than the conventional significance level of 0.05. This means the observed relationship is statistically significant and unlikely to have

occurred by chance. Therefore, there was a significant relationship between welfare services and secondary school teachers' job performance in Ogun East senatorial district.

**Ho<sub>4</sub>:** There is no significant relationship between library services and secondary school teachers' job performance in Ogun East Senatorial District.

**Table 4: Relationship between Library Services and Secondary School Teachers' Job Performance**

Variables	N	Mean	SD	df	r	P-value
Library Services		18.940	1.731			
Teachers' Job Performance	540	4.106	.719	538	.519	.020

The table 4 above showed the relationship between library services and secondary school teachers' job performance. The correlation coefficient of .519 revealed that a positive and high relationship exists between library services and secondary school teachers' job performance. The null hypothesis was rejected. . Additionally, the p-value is .020, which is less than the conventional significance level of 0.05. This means the observed relationship is statistically significant and unlikely to have occurred by chance. Therefore, there was a significant relationship between library services and secondary school teachers' task performance in Ogun East senatorial district.

platforms, and tools for collaborative learning, enhance teachers' efficiency and effectiveness in delivering lessons, managing classrooms, and assessing students. The result of the study corroborates the finding of Mugizi and Amwine (2020) who found that the utilization of ICT tools positively influenced teachers' job performance in public secondary schools. The finding of the study was in line with that of Watkins (2010) who revealed that the use of ICT resources in teaching result to high academic achievements among students. Similarly, a study by Amadi and Siminialayi (2021) examined the relationship between ICT tools and teachers' job performance in public secondary schools in Port Harcourt Metropolis, Nigeria. The findings indicated that ICT competencies have a high positive relationship with teachers' job performance, suggesting that proficiency in ICT tools can enhance teaching effectiveness.

**Discussion of Findings**

The first hypothesis revealed that there was a significant relationship between ICT services and secondary school teachers' job performance. ICT services, including access to digital resources, online teaching

The second hypothesis revealed that there was a significant relationship between in-service training and secondary school teachers' task performance. In-service training provides teachers with the opportunity to acquire new skills, update their knowledge on current educational trends, and adopt innovative teaching strategies, all of which directly impact their job performance. The result corroborate with the finding of Akinlolu et al. (2023) who found that in- service training significantly improves teachers' task performance in Nigerian secondary schools by enhancing their pedagogical knowledge and instructional methods. Teachers who participated in continuous professional development programmes reported higher confidence in delivering lessons, managing classroom dynamics, and utilizing diverse teaching aids. Similarly, Nebolisa and Uzor (2020) investigated the relationship between in-service training programmes and teachers' job performance in public secondary schools in Anambra State. Their findings indicated a significant, strong, and positive relationship between teachers' participation in in- service training programmes and their job performance, highlighting the importance of continuous professional development.

The third hypothesis revealed that there was a significant relationship between in-service training and secondary school teachers' task performance. The result revealed the essential role those welfare services, such as competitive salaries, health benefits, housing allowances, and job security, play in improving teachers' motivation, job satisfaction, and overall performance. Teachers who are provided with adequate welfare services are more likely to feel

valued and supported, which leads to greater commitment to their roles and more effective teaching practices. The result corroborate with the findings of Eze et al. (2023) who concluded that Nigerian secondary schools showed that the provision of adequate welfare packages, including regular salaries, health benefits, and opportunities for career advancement, significantly enhanced teachers' job performance. Teachers who benefited from these welfare services reported higher job satisfaction, reduced stress, and a stronger sense of loyalty to their institutions, which positively influenced their teaching effectiveness.

The fourth hypothesis revealed that there was a significant relationship between library services and secondary school teachers' task performance. This result emphasizes the vital role that library services play in enhancing teachers' professional development and their instructional capabilities. Access to well-equipped and organized libraries provides teachers with the necessary resources, such as textbooks, journals, research papers, and digital materials, which are crucial for lesson planning, curriculum development, and keeping up with current educational trends. The result agreed with the findings of Akinyemi and Adekunle (2022) who found that teachers who had access to well-stocked school libraries were able to better prepare lessons, incorporate a wider range of teaching materials, and provide more diverse learning experiences for students.

### **Conclusion**

The study concluded that institutional support services such as ICT service, In-service training, welfare service and library

service had significant relationship with secondary school teachers' task performance in Ogun East senatorial district.

### Recommendation

- The study therefore recommended that;
- i. educational institutions should invest in comprehensive ICT infrastructure and provide regular ICT training for teachers. Access to modern technological tools and digital resources will help teachers improve their lesson delivery, engage students more effectively, and manage classrooms more efficiently
  - ii. it is essential to offer ongoing in-service training programmes to teachers to enhance their pedagogical skills and knowledge.
  - iii. schools and educational policymakers should prioritize teachers' welfare by offering competitive salaries, health benefits, housing allowances, and opportunities for career advancement.
  - iv. schools should enhance library services by ensuring that libraries are well-stocked with relevant textbooks, research journals, and digital resources. Furthermore, libraries should provide access to online databases and e-books, allowing teachers to access up-to-date information and materials for lesson planning, research, and professional development.

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