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Educational Support Services and Teachers' Job Performance in Secondary Schools in Akwa Ibom State, Nigeria

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ABSTRACT

The study investigated the influence of educational support services on teachers' job performance in secondary schools in Akwa Ibom State, Nigeria. To guide this study, two research hypotheses were stated. The study adopted the cross-sectional survey design. A total sample of 721 teachers which was 20% of the population was selected from the study area. The main instruments used for data collection were questionnaire titled Educational Support Services Questionnaire (ESSQ)" and "Teachers' Job Performance Questionnaire (TJPQ)". The instruments were validated by experts and the reliability of the instrument established using Cronbach alpha and the coefficient of the sub scales ranged from .77-85 were high for the instrument to be considered reliable. Data collected were analysed using One-way Analysis of Variance (ANOVA) and the result showed that there is a significant influence of Information and Communication Technology (ICT) support services and in-service training support services on teachers' job performance in terms of lesson presentation, knowledge of subject matter, classroom management and teaching strategies. Based on the findings of the study, it was recommended that teachers should be trained and retrained on periodic basis in order for them to meet up with the challenges of education in the 21st century.

Keywords: *Educational support services, job performance, ICT, in-service training, lesson presentation, knowledge of subject matter.*

INTRODUCTION

Educational support services are those services provided to facilitate the implementation of educational policies, attainment of educational goals, and promotethe effectiveness of the educational system (FRN, 2013; 2014). They are services that can promote teacher's effectiveness in the discharge of their professional responsibilities and also improve students' learning.Mashau, Steyn, Waltt and Wolhuter (2008) describes educational 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, educational support services are provided to help schools to be effective and improve upon teaching and learning. They include all human and other resources that provide support to teachers and learners as well as other aspects of the education system (Lazarus, 1997). The Federal Republic of Nigeria (FRN, 2014) identified the aims of educational support services to include:to enhance teaching and improve the competence of teachers, provide conducive school environment for learning, make learning experiences realistic and more meaningful to the learners, make education more cost effective and to promote in-service education for teachers.The poor job performance of teachers may be attributed to the level of provision and management of educational support services. The effective management of these services requires the administrative competence of the school head. Ekpoh, Edet, and Nkama (2013) identifies poor management of educational services as one of the problems inhibiting effective job performance of the teachers.

The poor job performance of teachers in secondary schools in AkwaIbom State 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. Additionally, some of them do not have the competence in classroom management and behavioural control of students during teaching. These problems culminate into ineffective job performance which is evident in poor academic performance of students in both internal and external examinations. This presupposes that there is ineffective job performance of teachers and a corresponding lack of effective learning by students. These laudable objectives of educational support services cannot be achieved if the required services are not adequately provided and effectively managed in schools. The teachers need these services to enable them to discharge their duties effectively and be committed to their professional responsibilities as teachers. This may enhance their job performance in school. The study investigated the influence of educational support services on teachers' job performance in secondary schools in Akwa Ibom State, Nigeria.

MATERIALS/METHODS

Study Design and Location

The study adopted cross-sectional survey research design. This design according to Gay (1981); Ipole, Agba, and Okpa, (2018) attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. The design was used in the gathering of data, which facilitated the precise and impartial explanation of ICT, library, in-service education and instructional support services influence teacher's performance in selected secondary schools in Akwa Ibom State, Nigeria. The study opted for this design because it permits for drawing of inferences and generalisation of research findings. The study was carried out in Akwa Ibom State, Nigeria.

The state stretches between latitude $4^{0}31$ and $5^{0}35$ North of the equator and longitude $7^{0}35$ and $8^{0}25$ East of the Greenwich Meridian. Its neighbours are diverse. The Southern part of Akwa Ibom State is bordered by the Atlantic Ocean, Rivers state in the East, Cross River State and the Cameroons in the West, while the North is bordered by Abia State. The three major ethnic extractions in the state are Ibibio Anang, and Oron. The lists of approved higher institutions of learning in Akwa Ibom State are as follows: Federal University in Uyo, Akwa Ibom State University of Science and Technology, Ikot Akpaden and Obio Akpa campuses; State College of Education, AfahaNsit; State Polytechnic – Ikot-Osurua, Sate College of Arts and Science – Ikono, Schools of Nursing Uyo, Abak, Etinan and Ikot Ekpene; and Maritime Academy - Oron.

Participants and Procedures

The targeted population comprises 7,020 teachers from public secondary schools in Akwa Ibom State (Akwa Ibom State Secondary Education Board, 2019). Table 1 shows the spread of the study population.

Table1. *Population Distribution by Local Education Committees (Lecs) Schools and Teachers*

S/N	Local Education Committees	No. Of Schools	No. of Teachers
1	Abak LEC	12	526
2	Eket LEC	13	348
3	EssienUdim LEC	11	385
4	EtimEkpo LEC	12	261
5.	Etinan LEC	11	232
6.	NsitIbom LEC	8	269
7.	Ibesikpo/Asutan LEC	7	322
8.	NsitAtai LEC	6	135
9.	Ikono LEC	14	299
10.	Ini LEC	8	136
11.	IkotAbasi LEC	8	139
12.	MkpatEnin LEC	16	159
13.	IkotEkpene LEC	8	437
14.	ObotAkara LEC	6	121
15.	Itu LEC	8	437
16	IbionoIbom LEC	12	269
17.	NsitUbium LEC	12	173
18.	Okobo LEC	9	91
19.	Onna LEC	9	143

20.	Oron LEC	7	138
21	Mbo LEC	5	86
22.	Ukanafun LEC	6	138
23.	OrukAnam LEC	15	235
24.	Uruan LEC	9	423
25.	Uyo LEC	13	1,118
	Total	243	7,020

Source: AkwaIbom State Secondary Education Board Uyo, 2019

The stratified proportionate random sampling technique was adopted for the study. The basis for stratification was Local Education Committees (LECs). Thus, the study area was clustered into 25 strata representing the 25 LECs. Then using simple random sampling, 40% of 25 LECs was sample for the study. This gave10 LECs consisting of 104 public secondary schools. This represents 43% of the total number of schools (243) in the state. To obtain the sample size for the study, twenty percent (20%) of population of teachers in each of the ten Local Education Committees selected for the study was randomly sampled. The sampling here was done using balloting method without replacement. Seven hundred and twenty-one (721) teachers were selected for the study.Table 2 shows the sample distribution of the study.

Table2. *Sample Distribution by Lecs Schools and Teachers*

S/N	Sampled LECs (40%)	No. of Schools	No. of Teachers	No. of Teachers Sampled (20%)
1	Abak LEC	12	526	105
2	Eket LEC	13	348	70
3	EssienUdim LEC	11	385	78
4	EtimEkpo LEC	12	261	52
5	Etinan LEC	11	232	46
6	NsitIbom LEC	8	269	54
7	Uruan LEC	9	423	84
8	Uyo LEC	13	1,118	112
9	IkotEkpene LEC	8	437	88
10	Itu LEC	8	437	88
	Total	104	4,436	721

Source: AkwaIbom State Secondary Education Board Uyo, 2019

DATA COLLECTION AND PROCEDURES

This study adopted quantitative approaches in its data collection. The two instruments used for data collection were structured questionnaire titled "Educational Support Services Questionnaire (ESSQ)" and "Teachers' Job Performance Questionnaire (TJPQ)". The former was for teacher to assess management support services in their respective schools while the latter was for students to assess the performance of teachers in terms of lesson presentation, knowledge of subject matter, classroom management and teaching strategies. To ascertain the validity of the instruments, the items were subjected to face and content validity. In order to determine the reliability of the two instruments a trial test was done. The Educational Support Services Questionnaire (ESSQ) wa s administered on 50 teachers who were not part of the sample of the study. The Teachers' iJob Performance Questionnaire (TJPQ) was administered to 150 students i.e. 3 students to assess one teacher. The two instruments were administered once to the respondents. The data collected were subjected to statistical analysis using Cronbach Alpha Reliability Method.

The reliability coefficient for the ESSQ was 0.85 while the reliability coefficient for the TJPQ was 0.77. The reliability coefficients were high enough for the two instruments to be considered reliable for the study. The research instruments were self-administered by four researchers. Participation in the research was risk-free, anonymous, voluntary, confidential and based on informed consent of all participants. Ethical clearance was obtained from Akwa Ibom State Secondary Education Board Uyo. A key was developed which served as a guide for coding the data collected for analysis. The items on the questionnaires were sorted out according to the variables they are

meant to measure (Appendix C) with 4 points. Modified Likert type scale items on the questionnaire that are positively worded were scored 4 points for very Strongly Agree (SA), 3 points for Agree (A), 2 points for Disagree (D) and 1 point for Strongly Disagree (SD) responses respectively. For negatively worded items, the scoring technique were reversed.

DATA ANALYSIS

Quantitative data collected were subjected to scrutiny before coding and analysis. The data analysis was performed using International Business Machine (IBM) Statistical Packages for Social Sciences (SPSS) version 20. The descriptive statistics of the variables is shown in Table 3.

Table3. *Descriptive Statistics of the Variables*

Variables	N	Mean	Std. Deviation
ICT support services	721	13.22	4.32
In-service education	721	12.67	3.76
Institutional support services	721	13.02	3.22
Lesson presentation	721	13.91	4.298
Knowledge of subject matter	721	13.51	4.391
classroom management	721	12.02	2.584
Teaching strategies	721	13.77	4.362

Source: Field work (Sept, 2019)

RESULTS AND DISCUSSION

Hypothesis One

There is no significant influence of ICT support services on teachers' job performance. The independent variable is ICT support services categorized into three groups such as adequate, moderately inadequate and not adequate ICT support services while the dependent variable is teacher's job performance with four dimensions such as lesson presentation, knowledge of subject matter, classroom management and control and teaching strategies. To test this hypothesis, One-way analysis of variance was used and the result is presented in Table 4&5. The result showed that for ICT support services and lesson presentation ($F = 7.319, p<.05$), for ICT support services and knowledge of subject matter ($F = 3.05, p<.05$), for ICT support services and classroom management ($F = .913, p>.05$) and for ICT support services and teaching strategies ($F = 8.500, p<.05$). Since p(.000) is less than p(.05) for three dimensions assessed in the hypothesis, this means that there is a significant influence of ICT support services in terms of lesson presentation, knowledge of subject matter, and teaching strategies. Hence, the null hypothesis is rejected for ICT support services and lesson presentation, knowledge of subject matter, and teaching strategies but retained for classroom management since p(.403) is greater than p(.05). A post hoc test was carried out using Scheffe's test. The result as presented in Table 5 showed that the mean value of those with adequate ICT support services is greater than those who moderately adequate and not adequate support services for lesson presentation, knowledge of subject matter, and teaching strategies. This means that teachers who are given adequate ICT support services performs better than those who are not in terms of their lesson presentation, knowledge of subject matter and teaching strategies.

Table4. *Descriptive Statistics of the Variables of ICT Support Services and Teachers Job Performance*

Teachers job performance	ICT Support services	N	Mean	Std. Deviation
Lesson presentation	Not adequate	270	13.24	4.989
	Moderately adequate	330	14.06	3.488
	Adequate services	121	14.98	4.411
	Total	721	13.91	4.298
Knowledge of subject matter	Not adequate	270	13.06	5.398
	Moderately adequate	330	13.64	3.185
	Adequate services	121	14.19	4.646
	Total	721	13.51	4.391
Classroom management	Not adequate	270	11.89	2.752
	Moderately adequate	330	12.04	2.450
	Adequate services	121	12.27	2.553
	Total	721	12.02	2.584

Teaching strategies	Not adequate	270	13.09	5.038
	Moderately adequate	330	13.86	3.393
	Adequate services	121	15.02	4.802
	Total	721	13.77	4.362

Source: Field work (Sept, 2019)

Table5. One-Way Analysis (ANOVA) Result of the Influence of ICT Support Services on Teachers' Job Performance

Variables	Sources of variation	SS	Df	MS	F	Sig.
Lesson presentation	"Between Groups	265.709	2	132.854	7.319	.001
	Within Groups	13033.065	718	18.152		
	Total	13298.774	720			
Knowledge	Between Groups	116.991	2	58.496	3.051	.048
	Within Groups	13767.158	718	19.174		
	Total	13884.150	720			
Classroom management	Between Groups	12.196	2	6.098	.913	.402
	Within Groups	4795.449	718	6.679		
	Total	4807.645	720			
Teaching strategies	Between Groups	319.833	2	159.916	8.580	.000
	Within Groups"	13381.554	718	18.637		
	Total	13701.387	720			

Source: Field work (Sept, 2019)

Table6: *Scheffe's Post HOC Comparison Result of the Influence of ICT Support Services on Teachers Job Performance*

Dependent Variable	(I) ICT support service	(J) ICT support service	Mean Difference (I-J)	Std. Error	Sig.
lesson presentation	Not adequate	"Moderately adequate	-.820	.350	.065
		Adequate services	-1.734*	.466	.001
	Moderately adequate	Not adequate	.820	.350	.065
		Adequate services	-.915	.453	.131
	Adequate services	Not adequate	1.734*	.466	.001
		Moderately adequate	.915	.453	.131
Knowledge of subject matter	Not adequate	Moderately adequate	-.581	.359	.271
		Adequate services	-1.135	.479	.061
	Moderately adequate	Not adequate	.581	.359	.271
		Adequate services	-.554	.465	.493
	Adequate services	Not adequate	1.135	.479	.061
		Moderately adequate	.554	.465	.493
teaching strategies	Not adequate	Moderately adequate	-.775	.354	.092
		Adequate services	-1.940*	.472	.000
	Moderately adequate	Not adequate"	.775	.354	.092
		Adequate services	-1.164*	.459	.041
	Adequate services	Not adequate	1.940*	.472	.000
		Moderately adequate	1.164*	.459	.041

Source: Field work (Sept, 2019)

Hypothesis Two

There is no significant influence of in-service training on teachers' job performance. The independent variable is in-service training categorized into three groups such as adequate, moderately inadequate and not adequate in-service training while the dependent variable is teacher's job performance with four dimensions such as lesson presentation, knowledge of subject matter, classroom management and control and teaching strategies.To test this hypothesis, One-way analysis of variance was used and the result is presented in Table 7 &8.

The result showed that for in-service training and lesson presentation ($F = 9.105, p<.05$), for in-service training and knowledge of subject matter ($F = 6.07, p<.05$), for in-service training and classroom management ($F = 1593.00, p<.05$) and for in-service training and teaching strategies ($F = 17.142, p<.05$). Since p(.000) is

less than p(.05) for all the four dimensions assessed in the hypothesis, this means that there is a significant influence of in-service training on teachers job performance . Hence, the null hypothesis is rejected. A post hoc test was carried out using Scheffe's test. The result as presented in Table 9 showed that the mean value of those with adequate in-service training is greater than those who moderately adequate and not adequate in-service education for all the four dimensions assessed. This means that teachers who are given adequate in-service training performs better than those who are not in terms.

Table7. *Descriptive Statistics of the Variables of in-Service Training and Teachers Job Performance*

Teachers job performance	in-service training	N	Mean	Std. Deviation
Lesson presentation	Not adequate	266	13.33	5.559
	"Moderately adequate	343	13.87	3.347
	Adequate	112	15.38	2.926
	Total	721	13.91	4.298
Knowledge of subject matter	Not adequate	266	13.68	5.109
	Moderately adequate	343	13.30	3.308
	Adequate	112	15.76	5.365
	Total	721	13.51	4.391
Classroom management	Not adequate	266	9.13	1.541
	Moderately adequate	343	13.18	.819
	Adequate	112	15.34	.476
	Total	721	12.02	2.584
Teaching strategies	Not adequate	266	12.83	5.056
	Moderately adequate	343	13.88	3.272
	Adequate"	112	15.63	4.879
	Total	721	13.77	4.362

Source: Field work (Sept, 2019)

Table8. *One-Way Analysis (ANOVA) Result of the Influence of In-Service Training and Teachers Job Performance*

Variables	Source of variation	SS	df	MS	F	Sig.
lesson presentation	"Between Groups	328.946	2	164.473	9.105	.000
	Within Groups	12969.827	718	18.064		
	Total	13298.774	720			
Knowledge of subject matter	Between Groups	30.517	2	15.259	6.7071	.000
	Within Groups	13853.632	718	19.295		
	Total	13884.150	720			
classroom management	Between Groups	3923.455	2	1961.728	1593.007	.000
	Within Groups	884.190	718	1.231		
	Total	4807.645	720			
lesson	Between Groups	624.414	2	312.207	17.142	.000
	Within Groups"	13076.972	718	18.213		
	Total	13701.387	720			

Source: Field work (Sept, 2019)

Table9. *Scheffe's Post HOC Comparison Result of the Influence of In-Service Training on Teachers' Job Performance*

Dependent Variable	(I) In-service Training	(J) In-service Training	Mean Difference (I-J)	Std. Error	Sig.
lesson presentation	"Not adequate	Moderately adequate	-.537	0.347	.303
		Adequate	-2.040*	.479	.000
	Moderately adequate	Not adequate	.537	.347	.303
		Adequate	-1.503*	.463	.005
	Adequate	Not adequate	2.040*	.479	.000
		Moderately adequate	1.503*	.463	.005
Knowledge of	Not adequate	Moderately adequate	.387	.359	.560

subject matter		Adequate	-.380	.495	.989
	Moderately adequate	Not adequate	2.00	.359	.001
		Adequate	-2.46	.478	.002
	Adequate	Not adequate	.075	.495	.989
		Moderately adequate	.462	.478	.628
classroom management	Not adequate	Moderately adequate	-4.056*	.091	.000
		Adequate	-6.211*	.125	.000
	Moderately adequate	Not adequate	4.056*	.091	.000
		Adequate	-2.156*	.121	.000
	Adequate	Not adequate	6.211*	.125	.000
		Moderately adequate	2.156*	.121	.000
teaching strategies	Not adequate	Moderately adequate	-1.053*	.349	.011
		Adequate	-2.794*	.481	.000
	Moderately adequate	Not adequate	1.053*	.349	.011
		Adequate	-1.742*	.464	.001
	Adequate	Not adequate	2.794*	.481	.000
		Moderately adequate"	1.742*	.464	.001

Source: Field work (Sept, 2019)

Discussion of Findings

Hypothesis one that stated that there is no significant influence of ICT support services on teachers' job performance was rejected. This implies that ICT support services influences teacher's job performance in terms of lesson presentation, knowledge of subject matter, and control and teaching strategies in Akwa Ibom State, Nigeria. The study revealed that laptops and internet services are provided for secondary school teachers in Akwa Ibom State. Though this particular support service is enjoyed mostly by teachers in urban centres.However, it was discovered that teachers in rural areas still depend on the traditional methods of teaching in their day-to-day interaction with the students. The provision of ICT services to teachers have enhanced their performance in terms of writing of lesson notes and teaching. The findings of the study were in line with that of Watkins (2010), who revealed that the use of ICT resources in teaching result to high academic achievements among students. The result also collaborated with that of Copeland (2012) who stated that there is a significant high level of performance by students taught using inquiry method of teaching and low level of performance by those taught in a traditional way.

Hypothesis two that stated that there is no significant influence of in- service training on teachers' job performance was rejected. This implies that in- service education influences teacher's job performance in terms of lesson presentation, knowledge of subject matter, and control and teaching strategies. This could be due to the fact that in-service education provides teachers with the opportunity of improving their techniques; skills and methodology as well as equipping them with useful innovative information that can help them function appropriately. Where teachers are exposed to in-service form of training, their attitude changes, and their perception about their work as well as their commitment is improved. The knowledge they may have acquired from this form education helps them in preparing better lesson plans, classroom management skills as well as improve in the use of instructional facilities which are vital in facilitating teachers job performance. The findings of the study were in line with that of Full an (2009) that shows that effective job delivery of teachers is a function of the training received in the job. The result also was in line with that of Ekpoh, Edet and Nkama (2013) that investigated the influence of staff development programmes and secondary school teachers' job effectiveness in Uyo Metropolis, Nigeria. The findings of the study indicated that teachers who participated in staff development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods, and evaluation of students work.

Conclusion and Recommendations

Based on the results of the study, it was concluded that provision of educational support services in the form of ICT support services, and in-service support services influences teachers' job performance especially in terms of lesson presentation, knowledge of subject matter and teaching strategies. The study recommended that Information and Communication Technology (ICT) should be provided in order

to help them utilize modern ways of teaching and learning schools. In-addition, teachers should be trained and retrained on periodic basis in order for them to meet up with the challenges of education in the 21st century.

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