

MANAGERIAL FACTORS AND TEACHERS' JOB PERFORMANCE IN ILORIN SOUTH LOCAL GOVERNMENT AREA, KWARA STATE

¹ZUBAIR, M. O., ²ISIKA BABATUNDE AKANMU & ³SHOWUNMI Abdulazeez A. PhD

^{1,2&3}Department of Educational Management, University of Ilorin, Ilorin, Nigeria.

¹zubair.om@unilorin.edu.ng, 0703 1082695 ²isiaka.b.a@unilorin.edu.ng 0703 567 3108

³showunmi.aa@unilorin.edu.ng, 08098456793

Abstract

This study investigated the relationship between managerial factors and teachers' job performance in private secondary schools in Ilorin South Local Government Area, Kwara State. The research design adopted for this study was a descriptive design of a correlational type. The population of this study comprised all 992 teachers in 88 private secondary schools in Ilorin South Local Government Area of Kwara State. Using a random sampling technique, 278 out of 992 teachers were selected for this study. Questionnaires titled "Managerial Factors Questionnaire" (MFQ) and "Teachers' Job Performance Questionnaire" (TJPQ) were used to obtain data for the study. Cronbach's Alpha measure of internal consistency was used to ascertain the reliability of the questionnaires, and reliability coefficients of 0.87 and 0.71 were obtained for MFQ and TJPQ, respectively. Descriptive statistics, including the mean rating and standard deviation, were used to answer the research questions raised. Inferential statistics, specifically Pearson product-moment correlation (PPMC), were used to test the hypotheses. The findings revealed that the level of managerial factor implementation and teachers' job performance were moderate, and there was a significant relationship between instructional supervision, school leadership, performance evaluation, and teachers' job performance in private secondary schools in Ilorin South, Kwara State. Based on the findings of the study, it was recommended that private school administrators should sustain the concerted efforts they give to managerial factors in school and further improved it by ensuring that staff are accurately rated in their assessment and should be clear as much as possible on what is expected of them.

Keywords: Managerial factor, job performance, instructional supervision, performance evaluation and school leadership

Introduction

Education is commonly seen as an essential tool for advancing national and economic development in any nation. It lays the groundwork for societal growth, providing individuals with the necessary knowledge, skills, and attitudes for meaningful participation in socio-economic change (UNESCO, 2015). In Nigeria, the government has made significant efforts to ensure that every citizen receives quality education, with a governance structure where the federal government oversees tertiary institutions and state governments manage primary and secondary education. Nevertheless, the unprecedented rise in student enrolment across all educational levels, coupled with the government's limited ability to cater to all students' needs, has led to a more liberal education sector. This shift has opened the door for private sector involvement, resulting in the establishment of private schools to satisfy unmet educational demands. These institutions operate with the dual aim of achieving educational outcomes and generating profit (Ololube, 2016).

Private secondary schools have notably thrived in this liberalized environment, primarily servicing middle and upper-class families. These establishments often act as commercial ventures, offering educational services for profit (Uchendu, Nwafor, & Nwaneri, 2015). The profitability of the sector has led to an increase in private school owners, heightening competition and fostering innovative strategies to attract and retain students. In line with globalization and the demands of 21st-century learning, private schools in Nigeria have grown both in number and in the variety of services offered (Onyemaechi, 2013). However, the successful operation of these schools and the achievement of profit alongside academic excellence depend heavily on effective management practices. Central to these practices are the strategies employed

by schools to enhance teacher performance, which is a critical factor in determining educational quality (Dunu, 2023). Thus, aspects such as instructional supervision, school leadership, and performance appraisal are vital in influencing teacher effectiveness, particularly in private schools where accountability is emphasised.

Instructional supervision serves as a key management tool that involves ongoing assessment of teaching strategies, collaborative planning, and the adoption of research-informed pedagogical approaches. It nurtures a school culture where teachers collaborate toward common instructional objectives (Glickman, Gordon, & Ross-Gordon, 2014). This supervision is crucial in aligning curriculum, instructional methods, and assessments with the school's mission, ensuring that educators are accountable for student learning outcomes by monitoring classroom attendance, instructional quality, and compliance with curriculum standards. Without consistent and supportive supervision, achieving educational goals becomes challenging. Accordingly, effective instructional supervision is essential for promoting both teacher effectiveness and student success (Arong & Ogbadu, 2010).

School leadership closely ties to instructional supervision and has a significant impact on various aspects of school function, including student success, teacher motivation, discipline and the overall school environment (Franklin, 2016). Strong leadership entails inspiring, guiding, and supporting teachers in ways that enhance their performance. Alghazo and Al-Anazi (2016) highlighted that transformational leadership styles, which prioritise motivation, staff empowerment, and innovation, are particularly effective in educational settings. Leadership that encourages teacher participation in decision-making and fosters innovation can cultivate a high-achieving school culture; conversely, poor leadership can stifle initiative and lower staff morale. As such, effective leadership is crucial for creating a supportive, dynamic teaching environment that aligns with the school's objectives.

Performance appraisal is another important managerial factor impacting teacher effectiveness. This process entails evaluating a teacher's job performance against set standards, aiming to recognize achievements and pinpoint areas for growth (Ruddin, 2015). Toppo and Prusty (2012) noted that performance appraisal functions as both an accountability measure and a professional development tool. It provides essential feedback that can inform professional growth, improve teaching practices, and ensure that individual contributions align with institutional goals. When executed fairly and consistently, performance appraisals can incentivize teachers to enhance their skills, ultimately improving the success of the school.

Amos and Loko (2015) asserted that teacher performance encompasses the effective use of teaching resources, classroom management, and student engagement in learning. Umar (2018) expands on this by indicating that performance includes both task-related activities, like lesson planning, student assessment, and classroom discipline, and broader roles, such as participation in staff meetings, extracurricular activities, and collaboration among peers. Importantly, Umar (2018) differentiates between task performance, contextual performance, and adaptive performance, noting that many private school teachers are primarily assessed on task performance. This limited perspective overlooks crucial aspects of adaptability and contextual engagement that are vital for comprehensive educational success. The consequences of such narrow assessments can include teacher burnout, high turnover rates, and a lack of school pride among educators.

To tackle these challenges, it is vital to adopt a comprehensive understanding of teacher performance that includes task, contextual, and adaptive roles. These performance areas are influenced by management practices such as instructional supervision, leadership, and performance appraisal, all executed by school administrators. In Kwara State, particularly in Ilorin South Local Government Area, it is timely and relevant to explore these relationships further. Consequently, this study aims to investigate the connections between managerial factors and teachers' job performance in private secondary schools in this region. Managerial factors were assessed through variables such as instructional supervision, school leadership, and performance appraisal, while teacher performance was evaluated based on task, contextual, and adaptive criteria.

Enhancing student learning outcomes and overall school effectiveness in private secondary schools necessitates high teacher performance. However, field observations and informal discussions with teachers in Ilorin South indicate noticeable deficiencies in teacher performance, evident through tardiness, incomplete syllabus coverage, and a lack of awareness regarding professional responsibilities. These signs suggest underlying systemic issues potentially tied to poor managerial practices. Therefore, examining how instructional supervision, leadership, and performance appraisal affect teacher job performance is not only warranted but critical for improving educational quality in the Ilorin South Local Government Area, Kwara State.

Previous research supports the significance of this investigation. Uyanne et al. (2020) looked at the effects of motivation on teacher effectiveness in Ilorin West Local Government Area, while Osaikhiuwu (2014) examined institutional factors influencing academic performance at a Nigerian university. Furthermore, Chimezie-Mathew and Assumpta (2022) analysed supervisory strategies and their effects on teacher effectiveness in Anambra State. Despite these contributions, a gap remains in the literature regarding how managerial factors specifically impact teacher performance in private secondary schools in Ilorin South. This study filled that void by exploring these variables' interactions and providing evidence-based recommendations for policy and practice.

Aim and Objectives of the Study

The aim of this study was to investigate the relationship between managerial factors and teachers' job performance in private secondary schools Ilorin South Local Government Area, Kwara State. Specifically, the objectives of the study are to:

- i. examined the level of managerial factors implementation in private secondary schools in Ilorin South Local Government Area, Kwara State;
- ii. investigated the level of teachers' job performance in private secondary schools in Ilorin South Local Government Area, Kwara State;
- iii. determined the relationship between instructional supervision and teachers' job performance in private secondary schools in Ilorin South Local Government Area, Kwara State;
- iv. ascertained the relationship between school leadership and teachers' job performance in private secondary schools in Ilorin South Local Government Area, Kwara State; and
- v. investigated the relationship between performance appraisal and teachers' job performance in private secondary schools in Ilorin South Local Government Area, Kwara State.

Research Questions

The following research questions were raised to guide the study.

- i. What is the level of managerial factors implementation in private secondary schools in Ilorin South Local Government Area, Kwara State?
- ii. What is the level of teachers' job performance in private secondary schools in Ilorin South Local Government Area, Kwara State?

Research Hypotheses

- H₀:** There is no significant relationship between managerial factors and teachers' job performance in Ilorin South Local Government Area, Kwara State.
- H₀₁:** There is no significant relationship between instructional supervision and teachers' job performance in private secondary schools in Ilorin South Local Government Area, Kwara State.
- H₀₂:** There is no significant relationship between school leadership and teachers' job performance in private secondary schools in Ilorin South Local Government Area, Kwara State.
- H₀₃:** There is no significant relationship between performance appraisal and teachers' job performance in private secondary schools in Ilorin South Local Government Area, Kwara

Methodology

The research design that was adopted for this study is survey research design of correlational type. The population of this study comprised all the 992 teachers in 88 private secondary schools teachers in Ilorin South Local Government Area, Kwara State. Using Research Advisor's Table, 278 out of 992 teachers were selected in private secondary schools, Ilorin South Local Government Area, Kwara State. The table recommended a 278 sample when the population is 1000 which is a closer figure to the population of this study.

Random sampling technique was used to sample 278 teachers out of 992 teachers in private secondary schools in Ilorin South Local Government Area Kwara State. Lucky Dip was adopted to select 68 out of 88 schools using the recommendation of Research Advisor's sample size. The instrument used in the collection of data for this study was questionnaire. Two set of questionnaires titled "Managerial Factors Questionnaire" (MFQ) and "Teachers' Job Performance Questionnaire" (TJPQ) administered on the teachers were used to gather the data for this study. The questionnaires were validated by experts in the Department of Educational Management, University of Ilorin. Cronbach's Alpha measure of internal consistency was used to test the reliability of the instrument and coefficients of 0.87 and 0.71 were obtained for MFQ and TJPQ respectively. Descriptive statistics of mean rating and standard deviation were used to answer the research questions raised to guide the study while inferential statistics of Pearson product-moment correlation (PPMC) was used to test the formulated hypotheses at 0.05 level of significance.

Results

Research Questions One: What is the level of managerial factors implementation in private secondary schools in Ilorin South Local Government Area, Kwara State?

Table 1: Mean and standard deviation of managerial factors

<i>Variables</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Decision</i>
Instructional Supervision	258	3.4465	.26407	High
School Leadership	258	3.3946	.31778	High
Performance Evaluation	258	3.3814	.32190	High
Managerial Factor	258	3.4075	.16476	High

Benchmark: Low (1.00-2.00); Average (2.01-3.00); High (3.01-4.00)

Table 1 showed the level of managerial factors implementation in private secondary schools in Ilorin South Local Government Area, Kwara State was high with a mean score of 3.41. Based on this analysis, instructional supervision, school leadership and performance evaluation with mean scores of 3.45, 3.40 and 3.38 respectively were all found to be high.

Research Questions Two: What is the level of teachers' job performance in private secondary schools in Ilorin South Local Government Area, Kwara State?

Table 2: Mean and standard deviation of teachers' job performance

<i>Variables</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Decision</i>
Task Performance	258	2.7395	.77132	Average
Contextual Performance	258	2.8566	.73494	Average
Adaptive Performance	258	2.5194	.75435	Average
Teachers' Job Performance	258	2.7052	.52055	Average

Benchmark: Low (1.00-2.00); Average (2.01-3.00); High (3.01-4.00)

Table 2 revealed that the level of teachers' job performance in private secondary schools in Ilorin South Local Government Area, Kwara State was average with a mean score of 2.71. Specifically, task, contextual and adaptive performance with mean scores of 2.74, 2.86 and 2.52 respectively were all found to be average.

Ho: There is no significant relationship between managerial factors and teachers' job performance in Ilorin South Local Government Area, Kwara State.

Table 3: Managerial factors and teachers' job performance

<i>Variable</i>	<i>N</i>	<i>X</i>	<i>SD</i>	<i>r-value</i>	<i>p-value</i>	<i>Decision</i>
Managerial Factor	258	3.4075	.16476	.663	.027	Significant
Teachers' Job Performance	258	2.7052	.52055			

Significant @ $p < .05$

Table 3 showed the calculated p-value .663 to be significant at 0.05 level of significance ($0.027 < 0.05$). This implies that the earlier stated null hypothesis that there is no significant relationship between managerial factors and teachers' job performance was rejected. This implies that there was a significant relationship between managerial factors and teachers' job performance in Ilorin South Local Government Area, Kwara State.

Ho₁: There is no significant relationship between instructional supervision and teachers' job performance in private secondary schools in Ilorin South Local Government Area, Kwara State.

Table 4: Instructional supervision and teachers' job performance

<i>Variable</i>	<i>N</i>	<i>X</i>	<i>SD</i>	<i>r-value</i>	<i>p-value</i>	<i>Decision</i>
Instructional Supervision	258	3.4465	.26407	.238	.004	Significant
Teachers' Job Performance	258	2.7052	.52055			

Significant @ $p < .05$

Table 4 showed the calculated P-value .238 not to be significant at 0.05 level of significance ($0.004 < 0.05$). This implies that the earlier stated null hypothesis that there is no significant relationship between instructional supervision and teachers' job performance was rejected. This implies that there was a significant relationship between instructional supervision and teachers' job performance in private secondary schools in Ilorin South Local Government Area, Kwara State.

Ho₂: There is no significant relationship between school leadership and teachers' job performance in private secondary schools in Ilorin South Local Government Area, Kwara State.

Table 5: School leadership and teachers' job performance

<i>Variable</i>	<i>N</i>	<i>X</i>	<i>SD</i>	<i>r-value</i>	<i>p-value</i>	<i>Decision</i>
School Leadership	258	3.3946	.31778	.746	.006	Significant
Teachers' Job Performance	258	2.7052	.52055			

Significant @ $p < .05$

Table 5 showed the calculated p-value .746 not to be significant at 0.05 level of significance ($0.006 < 0.05$). This implies that the earlier stated null hypothesis that there is no significant relationship between school leadership and teachers' job performance was rejected. This implies that there was a significant relationship between school leadership and teachers' job performance in private secondary schools in Ilorin South Local Government Area, Kwara State.

Ho₃: There is no significant relationship between performance evaluation and teachers' job performance in private secondary schools in Ilorin South Local Government Area, Kwara State.

Table 6: Performance evaluation and teachers' job performance

<i>Variable</i>	<i>N</i>	<i>X</i>	<i>SD</i>	<i>r-value</i>	<i>p-value</i>	<i>Decision</i>
Performance Evaluation	258	3.3814	.32190	.108	.000	Significant
Teachers' Job Performance	258	2.7052	.52055			

Significant @ $p < .05$

Table 6 showed the calculated p-value .108 to be significant at 0.05 level of significance ($0.000 < 0.05$). This implies that the earlier stated null hypothesis that there is no significant relationship between performance evaluation and teachers' job performance in private secondary schools was rejected. This implies that there was a significant relationship between performance evaluation and teachers' job performance in private secondary schools in Ilorin South Local Government Area, Kwara State.

Discussion of Findings

The level of managerial factors implementation in private secondary schools in Ilorin South Local Government Area, Kwara State was high. The findings of this study implied that the level to which principals: check teachers' scheme of work every term; check students' exercise book; record information during lesson observation; involved teachers in decision making on instructional activities in schools; supervises instructional processes; provide clear information on teachers' performance are done to a very high extent in private secondary schools in Kwara State.

The level of teachers' job performance in private secondary schools in Ilorin South Local Government Area, Kwara State was average. The result of this study implied that the extent to which teachers: managed to plan their work so that it will be done on as and when due; keep in mind the result that they have to achieve; separate main issues from side issues at in schools; took on challenging work tasks, when available; worked at keeping their job knowledge up to date; came up with creative solutions to new problems; adapted to the stressor and problems in their job; look for innovative ideas to solve new problems in their job; and took on responsibility all the time in private secondary schools was to a moderate extent. The result of this study was similar to the findings of the study carried out by Yusuf (2023) which revealed the level of teachers' job performance in private secondary schools to be average in Kwara State.

Result showed that a significant relationship exists between managerial factors and teachers' job performance in private secondary schools in Ilorin South Local Government Area, Kwara State. The result of this study implied that instructional supervision, school leadership and performance evaluation practices do influence the level of teachers' performance in private secondary schools, Kwara State.

It was also revealed that there was a significant relationship between instructional supervision and teachers' job performance in private secondary schools in Ilorin South Local Government Area, Kwara State. The finding of this study implied that checking of students' scheme of work, checking of students' exercise book, visitation of classes during instructional processes, and checking of teachers' lesson note as being practiced in private schools is connected to the level of teachers' job performance in private secondary schools in Kwara State. The findings of this study agree with the result of the study carried out by Geraldine (2021) which revealed that there is a significant influence of adequate and regular instructional supervision on teachers' motivation and teachers' job performance in secondary schools.

Similarly, there was a significant relationship between school leadership and teachers' job performance in private secondary schools in Ilorin South Local Government Area, Kwara State. The finding of this study suggests that the level to which teachers are involved in instructional activities of the school; principal supervising instructional processes of the teachers; monitoring of teachers' movement influenced the level of teachers' job performance in the areas of adaptability, collaboration and task discharge of teachers in private secondary schools in Kwara State. The result of this study disagrees with findings of the study carried out by Imakpokpomwan and Erhabor (2022) which showed that principal leadership style is not significant related to teachers' lesson delivery. The contrast in the findings may be due to different measures of teachers' performance in the two studies.

Also, there was a significant relationship between performance evaluation and teachers' job performance in private secondary schools in Ilorin South Local Government Area, Kwara State. The finding of this study implied that the practice of performance evaluation in the area of rating staff performance, discussion of what is expected of the staff and the rewards programme of performance appraisal as practiced in private school do influence the task, association and teachers' level of adaptability in private secondary schools. The result of this study agrees with the outcome of the study carried out by Ohunakin, Adeniji, Osibanjo

and Igbadume (2019) which revealed that teachers' annual performance appraisal has greatly influenced the personal development of teachers.

Conclusion

Based on the findings of the study, it can be concluded that managerial factors as practiced in private secondary schools brings about improvement in job performance among teachers in private secondary schools. The implication of the study is that increase in the practice of instructional supervision, school leadership and performance evaluation as being practiced will bring about corresponding improvement in lecturers' job performance.

Recommendations

Based on the findings and conclusion of this study, it was recommended that:

- i. Private school administrators should sustain the concerted efforts they give to managerial factors in school and further improved by ensuring that members of staff are accurately rated in their assessment and should be clear as much as possible on what is expected of them.
- ii. Teachers should put more efforts towards improving their level of job performance by separating main task from side issues at work, coming up with creative solutions to new problems, working in collaboration with others and looking for innovative ideas to solve new problems in their job.
- iii. Adequate attention should be given to managerial factor in the school in order to bring about improvement in teachers' performance
- iv. Instructional supervision should further be given adequate attention through improvement on how principals visit the classes of teachers during instruction as well as checking of teachers' lesson note, scheme of work and students' exercise book
- v. The school leadership model should be further given adequate attention in order to bring about improvement in teachers performance by giving due attention on how teachers are involved in decision making on instructional activities in schools as well as supervision process of instructional processes of the teachers in the classroom.
- vi. School performance evaluation model should continuously be given adequate attention by ensuring that: performance review discussion is positive and helpful; there is clarity of performance review to teachers; and there is reward programme for higher performer.

References

- Alghazo, A. M., & Al-Anazi, M. A. (2016). The impact of leadership styles on teachers' performance in public secondary schools in Saudi Arabia. *International Journal of Academic Research in Business and Social Sciences*, 6(1), 435–446.
- Amos, O. A., & Loko, M. L. (2015). Teacher performance in public secondary schools: A study of selected schools in Lagos State, Nigeria. *Journal of Educational Management*, 9(2), 88–99.
- Chimezie-Mathew, A. C., & Assumpta, N. O. (2022). Principals' supervisory strategies as correlate of teachers' effectiveness in public secondary schools in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 4(1), 1–10.
- Dunu, I. A. (2023). Relationship between principals' managerial competencies and teachers' job performance in public secondary schools in Anambra State. *Nigerian Journal of Educational Administration and Planning*, 23(2), 59–74.
- Franklin, Y. S. (2016). Leadership in schools and its impact on teachers' effectiveness: A conceptual framework. *Journal of Contemporary Educational Research*, 4(3), 15–22.
- Geraldine, M. C. (2021). Influence of principals' instructional supervision on teachers' job performance and motivation in secondary schools in Awka Education zone. *CCOU Journal of Educational Research*, 6(1), 121-132.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2014). *Supervision and instructional leadership: A developmental approach* (9th ed.). Pearson Education.

- Imakpokpomwan, M. I., & Erhabor, A. (2022). Principal leadership style and secondary school teachers' job performance in Edo South Senatorial Zone, Edo State, Nigeria. *Ilorin Journal of Education*, 42(1), 28-33.
- Ohunakin, F., Adeniji, A. A., Osibanjo, O. & Igbadume, I. (2019). Effectiveness of performance appraisal: A study of private secondary school teachers. *33rd IBIMA Conference, Granada, Spain*.
- Ololube, N. P. (2016). *Education and society: An introduction to the sociology of education*. Springfield Publishers.
- Onyemaechi, E. (2013). The effect of globalization on education in Africa: The Nigerian experience. *Global Journal of Human Social Science*, 13(2), 5–9.
- Osaikhiuwu, J. (2014). Institutional factors affecting the academic performance of public administration students in a Nigerian university. *International Journal of Public Administration and Management Research*, 2(4), 34–41.
- Ruddin, L. P. (2015). Performance appraisal and teacher motivation: A Nigerian perspective. *International Journal of Education and Practice*, 3(1), 23–34.
- Toppo, L., & Prusty, T. (2012). From performance appraisal to performance management. *IOSR Journal of Business and Management*, 3(5), 1–6.
- Uchendu, C. C., Nwafor, B. C., & Nwaneri, M. C. (2015). The management of private secondary schools in Nigeria: Implications for national development. *Journal of Educational and Social Research*, 5(2), 289–295.
- Umar, A. A. (2018). Teachers' job performance in private secondary schools: Challenges and prospects. *Journal of Educational Development and Practice*, 2(1), 44–57.
- UNESCO. (2015). *Education for all 2000–2015: Achievements and challenges*. UNESCO Publishing.
- Uyanne, E. A., Saka, A. O., & Olaitan, A. A. (2020). Influence of motivation on teachers' effectiveness in Ilorin West LGA, Kwara State. *Ilorin Journal of Educational Studies*, 6(1), 66–79.
- Yusuf, H. A. (2023). Principals managerial style and teachers' job performance in private secondary schools, Kwara State, Nigeria. *Journal of Educational Studies*, 5(2), 155-186.