

**STRATEGIES FOR IMPROVING TEACHERS PERFORMANCE IN  
SECONDARY SCHOOLS OF ONDO STATE  
(A CASE STUDY OF ODE – IRELE LOCAL GOVERNMENT AREA)**

**Ogunleye Akinyemi Wumi**

University of Nigeria, Nsukka, Affiliated with College of Education, Ikere Ekiti, Nigeria

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**ABSTRACT**

*This research is carried out to know the strategies for improving Teachers performance in Secondary School of Ode – Irele Local government Area.*

*A well structured questionnaire was used to gather information from the respondents. The questionnaire is subject to four points Henry linker Scale. The mean of any factor of 2.5 and above is said to be agreed upon as factors affecting performance of Teachers and therefore acceptable. The mean below 2.5 is unacceptable as a factor. Upon the whole it was agreed that teachers as specific method of teaching each subject, these has the mean of 2.6 and standard deviation of 0.89. Therefore it plays a vital role in school to equip secondary schools with teachers.*

**INTRODUCTION**

**BACKGROUND OF THE STUDY**

The place of the teachers in controlling the tempo of change and development cannot be over estimated. Considering the vital role of teacher in the society, it can be asserted that, for the welfare of the youth and society as a well, there is need for teaching to be established, improved and maintained by society as a full profession.

Education authorities therefore have an obligation to seek and provide opportunities for teachers to grow professionally for as they make this growth, they make a greater contribution to teachers. Of all persons, in our society according to Stone and Schneider (1971) mc Omologi (1998), a teacher must be the best educated”. This include his academic qualification and character children’s active minds are always conjuring up ideas and questions which taught upon academic qualification areas outside the particular class or subjects with which they may be presently involved.

In attempting, therefore, to sustain whatever is left that is positive in this decade of educational reforms; it must not be forget where the ultimate power to change is and always has been in the hands, and hearts of the educators who work in our schools. True reform must go where the action is we must continue to ask questions about how to improve the profession of teaching. What makes teachers successful at improving instructional practices? What kind of thinking and decision making underlie their practice? Engaging teachers in the process of raising question and answering questions about how to improve the practices of teaching is essential.

### **STATEMENT OF THE PROBLEM**

Almost twenty years ago Johnson and Johnson (1984) stated “we are in a period of educational crisis with a wide discrepancy between the instrumental methods used in schools and the instructional methods used in schools and those verified by research as most effective”. One must ask why there is still such as a disconnection between theory and practice when there is even more pressure on teachers to perform than ever before.

The teachers presently teaching in secondary schools face a challenge in keeping barest of development in teaching and being able to ascertain their potential contributions for the improvement of instrument at the classroom level.

These teachers face the challenge of dealing with today’s youth who hailer becomes more curious, more sophisticated and more demanding in their approach to learning, thereby complicating the teaching function.

### **PURPOSE OF THE STUDY**

The purpose of the study shall mainly to:

1. Find out facilities and equipment are used for teacher in teaching in secondary schools
2. Ascertain whether there is adequate staffing in secondary school for teaching.
3. Identify the extent to which student and teachers have been motivated towards the study.
4. Determine the extent to which the government and other funding agencies extend their support to teacher improvement.

### **SIGNIFICANCE OF THE STUDY**

This study will be significant in numbers of way which will seek to identify what should be the role of schools and government towards the teaching and learning, It will unfold the strategies for motivating teachers and students in teaching and learning in secondary schools, It will remind the teachers the challenges awaiting them in the changing society and modern teaching. Generally the study will recommend the ways of improving the teacher's conditions for service to ensure efficient and effective performance in classrooms.

### **HYPOTHESIS OF THE STUDY**

The following hypothesis has been formulated to ascertain whether it is correct or wrong form sampling process. It is stated thus:

- In-service training can improve teacher performance in secondary schools.
- The school cannot fully provide necessary equipment for the teacher performance in secondary schools.
- Seminars and workshop including staff supervision and classroom visitation cannot improve the performance of teachers.

### **ASSUMPTION OF THE STUDY**

The researcher assumed that:

- a. Each respondent would be able to read meaning into the questionnaire items.
- b. The respondents will give objective response to the questionnaire items.

### **DELIMITATIONS OF THE STUDY**

The study was limited to twenty-five (25) out thirty-nine (39) secondary schools in Irele Local Government of Ondo-State.

The research covers only the Irele zone of education system. The findings and results are only effective within the zone and thus cannot be used to generalize to other fields of profession.

The recommended strategies for improving teacher's performance are only operational in teaching.

### **REVIEW OF RELATED LITERATURE**

#### **TEACHER IMPROVEMENT STRATEGIES**

**Staff Induction or Orientation:** The act of hiring a man for a job carries with it the presumption that he will stay with the organization.

The value to education of a well planned employed induction therefore, cannot be over estimated induction training according to Morphet (1974), is a systematic organizational effort to minimize problems confronting new personnel so that they can contribute maximally to the work of the school while realizing personal and position stratification. It should be noted that the point at which any one decides to enter any profession marks a very significant juncture for both the person and the organization. It is to the advantages of both the system and the individual that he becomes adjusted as soon as possible to the conditions effecting his performance in the position. Proper induction for new entrants into actual teaching should therefore be regarded as an integral part of the training process.

**2.1 In-Service Training:** the importance of in-service in education for all educational personnel is recognized throughout the literature of the teaching profession. No person in education ever really completes his training. Infant, professional development begins it fall stride when teaching begins. (Barnes 1960).

Furthermore, according to Duoley (1966) “Training is not something that is done once to new employees, it is used continuously in every well, run establishment, and does not conclude until there is termination of service”.

In view of the above stated facts, therefore an effective in-service training programme for teachers of all categories (whether trained or untrained, certificated or not certificated ), elementary is not a matter of “if we can afford it, but a sinequa non: No organization has the choice between training and no training most new employees, even with their qualified certificates, still have to be trained for the job they are to perform and old employee often must learn new skills and process in order to recharge their intellectual battery.

One, therefore, may like to observe at this point the number of in service training and refresher courses we have for teachers is grossly inadequate.

## **2.2 INTRA-SCHOOL AND INTER-SCHOOL VISITATION**

The value of intra-school and inter-school visitation programme as a way of improving the professional performance of teachers must not be under-estimated, although: there is a general tendency to neglect this important aspect in schools.

Teachers from secondary schools should be able to visit those in the primary school and teacher-training colleges, and vice versa. The rationale for this is that teachers are usually not cognizant of the goals, methodologies and role expectation at organizational levels other their own. These exchanges could therefore, helps to relate goals of education at one level to the other as well as enhance vertical curricular planning and implementation.

Improving teachers performance through organized workshop and seminars:- if human resources development is the process of building the knowledge skills, working abilities and innate capacities of all the people in an organization, it means therefore, that the use of workshops and seminars for improving the performance of teachers cannot be over emphasized.

## **FACTORS AFFECTING TEACHER PERFORMANCE**

**A. Lack of Curriculum Development:-** Ayeni (1992) curriculum for subjects is very demanding the learning of those subjects require a lot of sacrifice on the part of the teachers and parental support and assistance to student in areas of monitoring and provision of necessary materials are very important. The curriculum is to be academic oriented and not job oriented. The academic content at the Nigeria Education system is disproportionately large, we educated job seekers but do not train job makers, the school curriculum decide to influence teachers against farming and handworks.

**B. Teacher's Teaching Methodology:-** Using different types of teaching methods are strategies for learning and teaching effectiveness Couloso (2001) state the aim of teaching strategies which include:

- i. To stimulate teacher to study regular
- ii. To improve the teachers understanding of the concepts of teaching.
- iii. To increase teacher's interest in the subject.
- iv. To improve teacher's performance in the examination set by the government.

**C. The School Time Table:-** Inadequate number of periods allocated to teach subjects in schools time table. Enough period should be devoted to is learning and teaching, because some are practical subject that involve calculation and constant practice by the student.

## **METHOD OF TEACHING**

- i. Demonstration Method: This method is an explanatory one in which the teacher transmitting knowledge involve to the student in handily materials and relating them to the ideas he is disseminating, the classroom demonstration is an important teaching techniques.
- ii. Lecture Method: This can be described as a verbal mode at communication or disseminating ideas or the content of a subject in a formal setting, the teacher talks while the students are passive listeners. This method is not so much appropriate for teaching of subject involving calculation such as Accounting and Mathematics and lecture method is the simplest way of describe ring the relationship between the teacher and the students.

- iii. Question Method: This is a method whereby the teacher develops the concept and thinking ability of the students through questioning. This is important because it enable the teacher to discover how far the students have understood the lesson.

### **PROBLEM FACED BY TEACHER IN TEACHING**

- a. Lack of Adequate Instructional Materials: A variety in instructional materials are necessary and are required for the teaching of subjects. These include textbooks, workbooks, study guides, teacher guides, wall charts, films solution to problem and adding machines etc.
- b. Poor student's Background in Subjects: Some students generally do not have interest in learning some subject like accounting and mathematics, some claimed that they can never understand the concepts in these subjects and therefore ignore them. To this knowledge of these subjects are a necessary to the understanding and performance of the teachers.
- c. Students Interest in the Subject: The interest of subjects offering some arithmetic subjects may affect the teaching and learning of the subject and at the same time affect their performance.
- d. Need for Guidance Service: On the need for guidance, in view of the fact that the world has become one, which is characterized by a tremendous increase in the feed of specialization, then it is necessary that every person to be assisted in selecting a file that will be most satisfying to him during many years of work life.

### **FACTOR INFLUENCING THE TEACHERS**

The main objective of school as institution is to bring certain desirable changes in the bahviour of an individual through the process of teaching in order to facilitate his teaching process there are certain strategies a teacher must apply such as:

- a) Presentation of Lesson: Teacher should present the subject matter in a logical and systematic order to bring about effective transferred to knowledge to the learns and avoid confessing them. A teacher should teach his lesson from unknown to know from simplex to complex from general to particular and from concrete to abstract.
- b) Statement of Objectives: An objective is a statement of what the learner will do as outcome of instruction. According to Okorie (1988) "The teachers understand of the

objective his students should attain largely determines the extent and quality of their learning” as a result a well state objectives is a logical sequence will definitely effective and facilitate.

- c) Previous Knowledge and Experience: A teacher should base his teaching on pervious knowledge and experience. It must be relevance to everyday life. A teacher should deliver his lesson and us examples that could be seen or known by the students.
- d) Concept of Evaluation: Evaluation is measurement of student performances during and at the end of instruction. It is process of determining the extent to which a set objective or instructional objective have been achieved. Therefore, for effective delivery of lesson regular assessment must be put into practice before a teacher can expect a reasonable feedback. A teacher should give test to students at intervals in order to assess his own instruction able and the student performance.
  - Evaluations is used to determine the effective of the entire school programmes
  - It is used for selection and placement of teachers to institutions.
  - It is used for guidance and counseling

## **PRESENTATION AND ANALYSIS OF DATA**

The main force of this project is to identify the strategies for improving teacher’s performance in secondary schools level. Consequently the questionnaire administered was designed primarily to elicit response from teacher only.

Henry linkert-four point scale is adopted, which consist of Strongly Agree, (SA), Agree (A), Strongly Disagree (SD), Disagree (D). Each level is assigned a number ranging from 4 (SA) to 1 (D)

The researcher computer the mean , thus,

$$\text{Means} = \frac{4 + 3 + 2 + 1}{4} = \frac{10}{4} = 2.5$$

Thus, the means is 2.5 which mean that any factor or variable with a mean of 2.5 or above are regarded as positive and therefore agree while all other with a mean below 2.5 are regarded as negative and therefore disagreed. **PRESENTATION OF RESULTS**

### **Research Question 1**

What are the necessary equipment and facilities that the school should supply for teaching?

Table 1: showing the teacher means response on the equipment and facilities.

S/ N	ITEMS	SA	A	SD	D	$\bar{X}$	SD	R.M
1	There is provision of standard classroom	23	17	1	9	3.08	1.48	Agree
2	There is provision of workshop equipment for science teachers	11	24	6	9	2.74	0.99	Agree
3	Instructional materials available are appropriate and adequate to the subjects	9	18	11	12	2.48	0.95	Disagree
4	There are appropriate and availability of standard library.	5	11	11	23	1.96	1.03	Disagree
5	There is adequate supply of input for practical purpose.	10	22	9	9	2.66	0.99	Agree
6	The laboratory is well equipped for practical purposes	13	16	4	17	2.50	1.18	Agree

In table 4.1 above factors were put in place to test whether or not supply of necessary equipment and facilities would increase the performance of teaching in secondary schools, in the factors emerged. The first factor (A), has  $\bar{X} = 3.08$  and standard deviation of 1.48. The second factor (A2) has  $\bar{X} = 2.74$  and standard deviation 0.99. The third factor (A3) has  $\bar{X} = 2.48$  and the standard deviation of 0.95. The fourth factor (A4) has  $\bar{X} = 1.96$  and standard deviation of 1.03. The fifth factor (A5) has  $\bar{X} = 2.66$  and standard deviation of 0.99. The last factor (A6) has  $\bar{X} = 2.05$  and standard deviation of 1.18. Even though A, has the highest mean  $\bar{X}$  of 3.08 and it should be ranked first, A, also has the standard deviation 1.48 to other factors showing that more respondent, agree than A, is more important A2, A3, A4, A5, A6,. Thus the standard deviation has enabled the research to determine the factor which is agreed to by most respondent but A4, was Disagreed by the respondents.

**Research Question 2**

What can the school do to adequately equip secondary school with qualified teacher?

Table 4.2 showing teachers mean response on school roles to equip secondary schools with teachers.

S/N	ITEMS	SA	A	SD	D	$\bar{X}$	SD	R.M
1	Organization workshop and seminar for teachers to update their knowledge	12	23	8	7	2.80	0.95	Agree
2	Enrolment of teachers into professional bodies.	8	21	6	15	2.24	1.20	Disagree
3	Organizing and induction or orientation course for the teachers.	7	27	6	10	2.62	0.96	Agree
4	There is specific method of teaching each subject.	14	28	2	6	2.96	0.89	Agree
5	Allocation of enough periods in school time-table for teaching and inter-school visitation	11	29	4	6	2.90	.088	Agree
6	allowing teachers for intra-school and inter-school visitation	5	22	10	13	2.38	0.32	Disagree

In the table 4.2 above factor were put in place to test whether or not schools has their own roles to perform in order to ensure a qualified teachers. In this table six factors emerged. The first factor (B1) has  $\bar{X} = 2.80$  and standard deviation of 0.95. The second factor (B2) has  $\bar{X} = 2.24$  and standard deviation 1.20. The third factor (B3) has  $\bar{X} = 2.62$  and standard deviation of 0.92. The fourth factor (B4) has  $\bar{X} = 2.96$  and standard deviation of 0.89. The fifth factor (B5) has  $\bar{X} = 2.90$  and standard deviation of 0.88. The sixth factor (B6) has  $\bar{X} = 2.38$  and standard deviation of 0.32. Even through B4, has mean  $\bar{X}$  of 2.96 and standard deviation of 0.89 which is ranked first, show B4 is the factor that is agree by respondents but other factor like B1, B5, and B6 are factors that were disagreed by the respondents which has the lower mean  $\bar{X}$  and lower standard deviation.

**Research Question 3**

What are the strategies for motivating teachers in teaching and learning?

S/N	ITEMS	SA	A	SD	D	$\bar{X}$	SD	R.M
1	Prompt payment of teachers salary	20	10	9	11	2.78	1.19	Agree
2	Promotion of teachers	23	12	6	9	2.98	1.14	Agree
3	Provision of special allowance for teachers	18	16	7	9	2.86	1.09	Agree

In the table 4.3 above, factor were put in place to attest whether or not factors mentioned above can help to motivate teachers in teaching and learning. The first factor (C1) has  $\bar{X} = 2.78$  and standard deviation of 1.91. The second factor (C2) has  $\bar{X} = 2.98$  and standard deviation 1.14. The third factor (C3) has  $\bar{X} = 2.86$  and standard deviation of 1.09. Even through all the factors was all agreed by the respondents but there is one factor which has the highest mean  $\bar{X}$ , which is C1 with the mean  $\bar{X}$  of 2.98 and standard deviation of 1.14. With the responses of the respondents all the factor mentioned above can motivate teachers to improve their performance in secondary schools in Ondo-State.

**FINDINGS**

In the research question one which asked what are the necessary equipment and facilities that the secondary should supply for teaching. The following were found from the respondents:-

- 1.Provision of standard classroom
- 2.Supply of instructional materials e.g text books
- 3.Availability of standard library.
- 4.Provision of workshop facility for science teachers.
- 5.Adequate laboratory well equipped for practical purposes for the teachers and students.

Due to these facts the teachers responded that the provision of all this factors will improve the performance of teachers in secondary schools of Ode-Irele local government in Ondo-State.

In research question two: What can school do to adequately equip secondary schools with qualified teacher? These were the facts identified from the respondent below.

- 1.Enrolment of teachers into professional bodies.
- 2.Organizing workshop/seminars for teachers to up-date their knowledge.
- 3.Teacher’s participation in research projects and activities.
- 4.Organizing an induction or orientation course for teachers.
- 5.Allocation of enough periods in school time table for teaching lessons.
- 6.Specific methods of teaching subjects.

With these factors it was discovered that teachers performance can be improved through these strategies for instance, teachers like organized workshop/seminars to update their knowledge by the government of Ondo-State.

In research question three: - What are the strategies for motivation teacher in teaching and learning? These were the findings.

- 1.prompt payment of teachers salary
- 2.promotion of teachers
- 3.provision of special allowance for teachers

From the response of the teachers, prompt payment of teacher’s salary, promotion of teachers, and provision of special allowance for the teachers will improve the performance of teacher and make teaching and learning more effective and interesting to the student.

## **CONCLUSION**

From the responses of the respondents, which have resulted into the findings above it becomes necessary for all teachers in the secondary school to see facts raised as serious problems, Teachers should vary their methods of teaching so as to have room for individual differences and uses appropriate teaching aids and method of teaching. Also, the strategies for improving the teaching will go a long way to assist teachers to have meaningful and effective teaching; the strategies property applies will facilitate learning, which is the primary assignment of the teacher. This also would have made teachers on their part, contributed immensely and effectively to the maintenance of standard of education.

## **RECOMMENDATION**

In the light of the above finding, the following recommendations are considered important in solving some of the problem facing the strategies for improving teachers’ performance in secondary schools.

- a. The ministry and principals should give encouragement to teacher and support activities that lead to adequate teaching and learning.
- b. Government should organize seminars, symposia and workshops to educational teachers, principals on teaching and learning methodology and administration of school
- c. More vocational training centers to be established in the country to take care of teachers.
- d. Teachers should be given attractive condition of service to retain them in the profession.
- e. Appropriate method of teaching must be put to use when teaching in secondary schools and students should be encouraged by all the stakeholders in education to put in their best into their studies.

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