



INFORMATION COMMUNICATION TECHNOLOGY (ICT), IN-SERVICE TRAINING AND JOB PERFORMANCE OF PUBLIC SECONDARY SCHOOL TEACHERS IN CALABAR MUNICIPALITY OF CROSS RIVER STATE, NIGERIA.

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Abstract: The study investigated the contribution of Information Communication technology (ICT), in- service training to job performance public secondary schools teachers in Calabar Municipality of Cross River State, Nigeria. The survey research design was adopted and two hypotheses were formulated to direct the study. The population consisted of 876 teachers from sixteen secondary schools in Calabar Municipality and simple random sampling technique was used, to draw out of a hat to obtain a sample of 219 teachers which constitute 25% of the total population of the study. The instrument used for data collection was a structured questionnaire titled "Educational Support Services and Teachers' Job Performance Questionnaire" (ESSTJPQ). The reliability of the instrument was determined using the Cronbach Alpha method and the reliability coefficient estimate obtained ranged from 0.77 to 0.88. Data generated were analysed using simple regression analysis. The results revealed that there is a significant relationship between Information and Communication Technology (ICT) and in-service training and job performance of public secondary schools teachers in Calabar Municipality of Cross River State. It was recommended among others that there should be adequate provision of ICT facilities in all schools to boost teachers' skills in teaching and learning.

Keywords:

ICT, Job Performance,
in-service, Teachers,
secondary school

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Introduction

In the quest to attain steady flow in the sequence of progressive growth and development in a developing country, like Nigeria, the significance for effective education cannot be over-emphasized. This is because education is a purposeful activity directed at achieving certain aims, such as transmitting knowledge or fostering skills, and character traits, understanding, rationality and honesty, creativity, integration, utilization and ultimately, social reconstruct. It also occupies the most strategic position in Nigeria's struggle for national development. Without a well run school system no nation can make adequate impact on national development. However, for a system to achieve the objective of aiding national development, it must be endowed with teachers who are adequately effective (Amalu, 2012), their roles in the achievement of national goals and development of manpower are vital.

It is based on this vital role performed by secondary school system that effective teaching and learning should be carried out in secondary schools by teachers who are highly motivated, conscientious, effective and the implementers of the curriculum using the necessary support services offered by the school management. Job performance is the action performed in school by teachers in order to achieve educational goals and objectives (Hwang, Bartlett, Greben & Hand, 2017). These duties include instructional delivery, evaluation of students' task performance, maintaining of discipline, data-driven planning, learning environment and communication effectiveness. Given the lack of requisite support services in the Nigerian school system, it is safe to conclude that there is ineffectiveness in teachers' performance of their statutory functions. Most teachers lack requisite skills in lesson delivery and show a negative attitude to work. This is evident in their lateness to school and inability to ask questions to evaluate students' performance. They neither go to class at the scheduled time nor prepare lessons in line with the school's approved curriculum and so on.

In realization of these problems, stakeholders in the education industry have tried to support teachers with in-service training programmes, regular workshops, seminars and cluster meetings to improve their

work ethic and boost their skills. In addition, teachers have also been exposed to ICT training to enable them to meet up with the task of teaching and learning in the 21st century (Amalu & Ntamu, 2018). Despite these efforts, teachers still faced many challenges in the effective discharge of their duties. Over the years, the poor performance of students in public schools have been attributed by some professional, educationists and curriculum experts, to the ineffectiveness of teachers in their assigned tasks in schools. Erukoha, Asuquo, Inaja, and Petters (2010) stressed that for over 20 years, there has been a great outcry about the poor and deplorable state of our public schools in Nigeria.

Educational support services such as Information and Communication Technology (ICT), in-service training, library support services, health care support services are regarded as collaborative team-based services offered to teachers, students and parents in the school system. These services are designed to help teachers reach their academic goals and achieve better success through effective teaching and learning. Support services are innovative practices that give assistance, encouragement and stimulation to teachers for effective job performance. The National Policy on Education (Federal Republic of Nigeria, 2013) states "that the goals of educational support services shall be to "develop, assess and improve educational programmes; enhance teaching and improve the competence of teachers; provide a conducive environment for learning; make learning experiences more meaningful and realistic for children; make education more cost-effective; promote in-service education; enhance access to learning; develop and promote effective use of innovative materials in schools and promote partnership with Non-Governmental Organisations (NGOs) and International Development Partners (IDPs) to access resources." Educational support services advance, evaluate and increase instructional activities, enrich teaching and enhance teachers' credibility. In this study, the contribution of ICT and in-service training to job performance of public secondary teachers was investigated.

ICT resources provide electronic information which helps to provide both audio and visual learning opportunities that makes

teaching easier for better comprehension by students. They are essential for capturing, storing, retrieving and disseminating information in the school. They are also potentially enabling tools for effective research and instructional activities in the classrooms by changing traditional practices, hence ensuring quality education (Wasif, Ehsan & Shafquat 2017).

In-service training according to Harris and Sass (2016), refers to all those activities that contribute to professional growth and qualification of a teacher such as participating in workshops, seminars, conferences and visits to educational institutions that give the employee sense of security and a feeling of self- confidence while discharging routine duties in the school. It focuses on areas where skills are inadequate, assists staff to further their teaching skills. This can be seen in their ability to go for in-service and other staff development related training. In order words, Furthermore Abarikannda (2016) noted that the purpose of in-service training is based specially to upgrade and update the potentiality and competency of teachers to be more supportive, participative and achievement-oriented.

. In several studies, researchers have established a connection between educational support services (ICT and In-service training) and teachers' job performance. Ubulom, Kayii and Dambo (2016) examined the impact of ICT on students' academic performance in Rivers State. 300 respondents were used for the study. Findings revealed that ICT had a tremendous impact on students' performance in Business Studies and its use enhanced teachers' task performance. Amadi and Siminialayi (2021) investigated ICT tools and teachers' job performance in public schools in Port Harcourt Metropolis, River State. Participants were three hundred and seventy four (374) teachers. Finding revealed a positive relationship between use of ICT situating tools and use of ICT collaborative tools and teachers' job performance.

Furthermore, Adeshina (2015) carried out a study to determine whether ICT service influences students' performance in economics in Kaduna State, Nigeria. Stratified sampling technique was used to select 200 SS2 Economics performance of students in the Northern. Results indicated that students tutored with Computer Aided-Instruction

(CAI) performed significantly higher than their counterparts who did not use the technique. The result also showed that the use of CAI in teaching Economics was not significantly affected by school location. He recommended that the CAI programme be adopted as an effective tool for the teaching and learning of Economics in schools.

Sufiana, Uzma and Farkhanda (2019) studied the perceived effectiveness of professional development programmes for teachers at a higher educational level. Major findings were that university teachers were not satisfied with the effectiveness of the content of their professional development programmes in respect of the "classroom-related problems of students; follow-up of training, innovative teaching strategies and reflective practice aspects of professional development programs". As a consequence, they recommended among others "that the content of the professional development programs may be designed to address daily classroom problems of students, providing practical training in innovative teaching strategies, using innovative teaching strategies that are helpful in effective teaching and proper follow-up of every professional development programme may be made mandatory through the implementation of rules".

Similarly, Amadi and Anaemeotu (2018) investigated professional development on teachers' performance in secondary schools in Etche Local Government Area, Rivers State, Nigeria. 355 teachers were used for the study. They found out that in-service training galvanizes teachers' talents and potential with the view to realizing the goals and objectives of the school system. Workshops, conferences and seminars provide the avenue for sharing scholarly ideas and institutional resources. They advocated for the creation of enabling environment for the acquisition of skills and knowledge by teachers to enhance academic excellence.

The literature reviewed above indicates that ICT and in-service training have significant contributions to teachers' job performance, especially in teacher lesson preparation and effective task execution. It is expected that this research will shed more light on the variables and evaluate their influence on teachers' job performance and efficiency in public schools in Calabar Municipality of Cross River State.

Statement of the problem

The success of any school administration depends to a large extent, on the ability of the heads to effectively and judiciously utilize the available human and material resources within the school setting for greater productivity. A secondary school is in a profession that requires high intelligence, concentration, dedication and commitment. He has to teach his students, evaluate them, maintain discipline, counsel and advise students, he is expected to motivate the students to learn and help them to mature into responsible adults. From observation many teachers in public schools are non challant and display a poor attitude to work in terms of lateness, refusal to attend to their lessons, lack the requisite skills in lesson delivery, inability to ask questions in class regularly to evaluate students learning, and inability to prepare lesson notes in line with their diaries for effective supervision, and so on. Given these problems, stakeholders in the education sector have devised ways of curbing indiscipline and improving teachers' performance. These include organizing regular workshops and cluster meetings in different education zone for teachers' training. The school administration is advised to help teachers to gain access to requisite information through ICT training to equip them with the necessary skills to meet up with the current challenges in their profession.

Despite these efforts, by stakeholders and the government, it appears these problems have persisted which prompted the researchers to embark upon this research to find out the extent to which ICT and in- service training have contributed to teachers' job performance in public secondary schools in Calabar Municipality of Cross River State.

Purpose of the study

The main purpose of the study was to investigate the influence of Educational Support Services on teachers' job performance in public secondary schools in Calabar Municipality of Cross River State.

Specifically, the study sought to find out the following:

1. How Information and Communication Technology (ICT)

contribute to teachers' job performance

2. Determine the extent to which in-service training contributes to teachers' job performance.

Hypotheses

The following hypotheses were formulated to guide the study

1. There is no significant contribution of ICT to teachers' job performance.
2. In-service training does not have any significant contribution to teachers' job performance

Methodology

The design adopted for this study was the survey design method which is used to study the nature of a phenomenon at the time of the investigation. The population of the study consisted of all public secondary school teachers in Calabar Municipality which stands at eight hundred and seventy six (876) from the sixteen secondary schools in the area of study. The technique adopted for the selection of the sample was the simple random sampling. The researcher first wrote down the names of all the secondary schools in pieces of papers, mixed properly and was made to pick each paper at a time using the blind folding method until the total number of ten schools required for the study were selected. The researcher selected 25% of the total population of teachers in each school which brought the sample size to two hundred and nineteen (219) teachers. Data collection was through the use of questionnaire titled: Educational support services and Teachers' Job Performance Questionnaire" (ESSTJPQ). The instrument which was validated by experts in Test, Measurement/Evaluation and Educational Psychology, University of Calabar, had two sections namely A and B. Section A elicited information on personal data such as sex, qualification and teaching experience, while section B comprised 10 items measuring educational support services on a four-point Likert scale ranging from Strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. The positive items were scored 4,3,2, and 1 for SA, A, D and SD respectively. This was reversed for negatively worded items. The reliability of the

instrument was determined using the Cronbach Alpha method with scores obtained ranging from 0.77 to 0.88. Two Hundred and Nineteen copies of the instrument were administered by the researchers and retrieved accordingly from the various schools. Data generated were analysed using Simple Regression Analysis.

RESULTS

Hypothesis one

There is no significant contribution of ICT to teachers' job performance. The independent variable in this hypothesis is ICT; while the dependent variable is teachers' job performance. Simple Regression analysis was employed to test this hypothesis at .05 level of significance as presented in Table 1.

Table 1

Simple regression analysis result of the contribution of ICT to teachers' job performance

Model	R	R.square	Adjusted R. square	Std error of the estimate	
1	.339(a)	.115	.110	2.94523	
Model	Sum of square	df	Mean square	F	p-value
Regression	223.096	1	223.096	25.719*	.000(a)
Residual	1717.524	217	8.674		
Total	1940.620	199			
Variables	Unstandardized regression weight B	Standardized regression weight	Beta weight	t	p-value
(Constant)	21.311	2.929		7.275	.000
ICT	.806	.159	.339	5.071	.000

*Significant at .05 level, df=217

The simple regression analysis of the contribution of ICT to teachers' job performance produced an adjusted R^2 value of .110. This indicates that ICT statistically account for 11.0% of the determinants of teachers' job performance in the study area, indicating that ICT is widely used in schools. The F-value of the Analysis of Variance (ANOVA) obtained was $F = 25.719$ and the level of significance was .000 (or $p < .05$) with degrees of freedom (df) of 1 and 217. This result implies that ICT is a significant predictor of teachers' job performance. Accordingly, from the Beta

weight, the identified expression to understand the relationship was teachers' job performance = $21 + 0.81(\text{ICT})$.

Hypothesis two

In-service training does not significantly contribute to teachers' job performance. The independent variable in this hypothesis is in-service training; while the dependent variable is teachers' job performance. Simple regression analysis was used to test this hypothesis, and the result is presented in table 2

Table 2

Simple regression result of the contribution of in-service training to teachers' job performance

Model	R	R. square	Adjusted R. square	Std error of the estimate	
1	.864(a)	.746	.745	1.57824	
Model	Sum of square	df	Mean square	F	p-value
Regression	1447.431	1	1447.431	581.098*	.000(a)
Residual	493.189	217	2.491		
Total	1940.620	199			
Variables	Unstandardized regression weight B	Standardized regression weight	Beta weight	t	p-value
(Constant)	6.714	1.225		5.479	.000
In-service training	1.663	.069	.864	24.106	.000

*Significant at .05 level, df = 217

The result of the analysis of hypothesis two which is the contribution of in-service training to teachers' job performance produced an adjusted R^2 value of .745. This shows that in-service training, as a determinant, accounted for 74.5% of teachers' job performance. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was $F = 581.098$ at .000 (or $p < .05$) level of significance and degrees of freedom (df) 1 and 217. This implies that in-service training is a significant predictor of teachers' job performance. Accordingly, from the Beta weight, the identified expression to understand the relationship was teachers' job performance = $4 + 1.66(\text{In-service training})$.

Discussion of findings

The result of the test of hypothesis one showed that ICT is a significant predictor of teachers' job performance. ICT services are essential because they are utilized to capture, store, retrieve, and disseminate information in schools. It is an enabling tool for carrying out effective research and other instructional activities within the classrooms. The findings of this present study align with the findings of Ubulom et al. (2016) who examined the impact of ICT on students' academic performance and found that the use of ICT had a tremendous impact on their academic

performance, because, they were able to use ICT to do their assignments, surf the internet, send e-mails, and so on. This bridged the communication gap between teachers and students by providing an authentic and meaningful medium of communication. The result is not surprising because the use of ICT in the classroom teaching-learning is very important for it provides opportunities for teachers and students to operate, store, use and retrieve information, encourage independent and active learning and self responsibility for learning.

The test of hypothesis two also showed that there is a significant contribution of in-service training to teachers' job performance indicating that in-service training was a determinant factor of teachers' job performance. In-service training has been identified as an essential variable which enables teachers to improve their skills and keep them abreast of current developments in their profession given the rapid increase in human knowledge leading to new approaches and methods of giving instructions and learning. In-service training contributes to the attainment of higher levels of academic standards and harnesses teachers' talents and potential toward realizing the objectives and goals of the school system. This finding is in consonance with the finding of Amadi and

Anaemeotu (2018), who found out in his study that in-service training had positive impact on teachers' performance effectiveness in the charge of duties

Conclusion

It has been shown that educational support services to teachers in public secondary schools in Calabar Municipality of Cross River State contribute to their job performance. Therefore, there is need for adequate provision of essential and functional support services such as ICT and in-service training by the government and stakeholders in the education sector to boost teachers' morale for higher performance.

Recommendations

Based on the findings of this study, the following recommendations were made;

1. There should be adequate provision of ICT facilities in school, including staff training to enable teachers to acquire the requisite skills for the effective performance of their duties.
2. Government should bear the burden of organizing in-service training, seminars, conferences, workshops for old and newly employed practising teachers, regularly, to enhance their professional development and impact positively on students' academic performance.

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