

# **Influence of Teaching Methods on Teacher Job Performance in Oyo State, Nigeria**

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## **Abstract**

*The study investigated the influence of teaching methods on teacher job performance in Oyo State, Nigeria. Teaching methods examined include: teacher based, student based, interactive and problem solving. The study was a descriptive survey research which was questionnaire based. The population of the study was all the public secondary school teachers in Oyo State, Nigeria. The research instrument used for data collection was Teacher Job Performance (TJP), with a reliability value = 0.83. Hypotheses were tested at 5% level of significance. Data collected for the study were analyzed using descriptive statistics, Multiple Regression Analysis and t-test for research questions and hypotheses. The study revealed amongst others that the level of teacher job performance was high with the overall weighted average of 2.702. Also, there existed a significant combined influence of teaching methods on teacher job performance in Oyo State. The study concluded that teachers in Oyo State adopted more of teacher based method, interactive method, problem solving method and less of student based method. On the basis of the findings of the study, it is recommended that the government through secondary school management board should device a framework for checkmating and evaluating the effectiveness of teaching methods engaged by teachers.*

**Keywords:** Teaching Methodology, Student Based Method, Teacher Job Performance

**Word Count:** 200

## **Introduction**

A teacher is a professionally trained individual who has acquired the necessary skills and developed the passion to teach, impart and guide others especially, the younger generations. Ojomu (2016) conceived a teacher as an individual who identifies with students' problems; encourages them to overcome their challenges by turning their weaknesses into strengths. A teacher understands the ability of his students, believes that every child has his own potential which must not be underestimated; and helps to maximize such potentials by sharing his own experiences and encouraging others (Adebayo, 2015; Lanham, 2015). A teacher puts all his efforts to bring up the students in line with societal standards and values.

In the 21st Century, schools become very crucial to supporting the rapid developments of individuals in local communities, societies and international relations. In this connection, teachers in the era of rapid change are often required to take up expanded roles and responsibilities, including curriculum development, mentoring, staff development facilitator, researcher, team leader, decision maker and member of management board (Fawehinmi, & Adegioriola 2016). However, it is imperative that for a visionary teacher to perform effectively within and outside the classroom and the school system as a whole. He must ensure adequate and proper delivery of lesson contents, engage relevant teaching style, manage time effectively and other duties assigned to him. Teachers must be abreast of the fundamental principles of teaching that will enhance effective discharge of assigned duties. Essentially teachers are to impact on the three domains of cognitive, affective and psychomotor domain of learners through the teaching methodology adopted (Abdullahi, 2015).

However, the attainment of education goals both in broad and specific terms and the ability of teachers to meet societal expectations are all a function of teacher job performance. Job performance is the entire behaviour of workers in relation to

the task assigned to them. It is the assessment of workers aimed at determining whether workers meet up with the job specifications and set standards. Teacher job performance is the measurement of teacher's productivity relative to the designed job specifications and standards. It is the overall behaviour of teachers which is evaluated on the basis of teaching institutions' established core values and ethics. It implies the degree or extent to which a teacher executes his role with reference to certain specified standards set by the ministry of education or school board (Atto, 2017; Adeyemi, 2018). Moreover, Apanio (2016) opined that teacher job performance should be regarded not as a stable characteristic of the teacher as an individual but as a product of the interaction between certain teacher characteristics and other factors which vary according to situation in which the teacher performs.

At present, a large number of teachers in Oyo State seem to perform below job specification and societal expectations. Their attention and loyalty for effective job performance is somehow lacking. This is evident as teachers seldom attend to the basic classroom schedules as may appear on the time tables except on strict supervision and monitoring from the head of department, the school principal and state inspectorate division of education (Abdullahi, 2015). Teachers hardly take pleasure in any school related activity especially when such activity is not confined within the school environment and it will not attract financial benefits. They tend to believe that their salaries alone can no longer sustain them and their immediate families. Hence, their attention is geared towards attending to some private endeavours elsewhere in a bid to provide supplement to their economic demands. They run helter-skelter trying to seek alternative means of livelihood. Indeed, it is not uncommon to see public secondary school teachers in Oyo State floating their private businesses within the school premises even during official school hours. They rarely create time to prepare lesson materials or lessons notes for adequate teaching.

Undoubtedly, a teacher with a high level of job performance is more likely to produce stable and balanced individuals who will be well equipped and pro-active in the course of nation building. Contrarily, a teacher with a low level of job performance might end up producing confused individuals who would be lazy, nonchalant and unmotivated towards the task of nation building. They become problematic and liability to the entire nation instead of great assets. Consequently, the attainment of national objectives via the school system might be far from being reached.

Different studies have attributed low teacher job performance to irregularity in payment of teachers' salary and other allowances, dilapidated structures in schools, non availability of instructional materials, poor condition of work, poor recognition of teachers and failure to involve teachers in education policy formulation (Dickson, 2015; Ronkey, 2019; Adeyemi, 2018; Rauf, 2018). However, this study aimed at investigating the influence of teaching methods on teacher job performance in Oyo State. Teaching methods examined are; teacher based method, student based method, interactive method and problem solving method.

Teaching methods are the general principles, pedagogy and management strategies used for classroom instruction by the teacher. They are principles used by teachers to enable learning; as well as the means by which the teacher attempts to impact the desired learning experience in the students (Adekanye, 2016). The primary purpose of teaching at any level of education is to bring a fundamental change in the learner. Hence, to facilitate the process of knowledge transmission, teachers should be able to apply appropriate teaching methods that best suit specific objectives. The teacher must therefore make the choice of his teaching strategy with due consideration to what fits the educational philosophy of the society, classroom demography, subject area or content taught and school mission statement (Albert, 2018; Anthony, 2018; Alade, 2018;).

### **Statement of the Problem**

A close observation of public secondary school teachers in Oyo State in recent times revealed that teachers seem to perform below job specification and societal expectations. This has given so much concern to all education stakeholders in the state. Low job performance by teachers is somehow producing devastating effects on the educational system of the whole country. A teacher with low job performance will possibly lack enthusiasm, passion and empathy required of a teacher. This implies that such a teacher might not be able to impart decisively on learners and failure to bring about the desired change in such learners. The overall effect of the aforementioned can result to a poor quality output in form of non resourceful individuals with blurred vision who are nonchalant and not proactive towards the goal of nation building. Also, the low standard of education noised about in the nation today could be traced to low job performance of teachers. It is therefore imperative that the goal of nation building vis-à-vis the school system might be a mirage. Low level of job performance has been attributed to several factors. Poor salary, inadequate instructional materials and facilities, poor recognition of teachers, poor working conditions, poor subject mastery, qualification, experience and opportunity for advancement have been identified by some researchers (Moses 2017, Lanham 2015; Alto 2017). However, there seem to be limited information and research on the subject of teacher job performance with reference to teaching methods. To this end, this study seeks to examine the influence of teaching methods on teacher job performance in Oyo State, Nigeria. Gender will equally be examined as an intervening variable to find out if there will be significant difference in the job performance of male and female public secondary school teachers in Oyo State.

### **Research Questions**

1. What are the teaching methods often used by public secondary school teachers in Oyo State?
2. What is the level of public secondary school teachers' job performance in Oyo State?

### **Hypotheses**

Ho1: There will be no significant combined influence of teaching methods (teacher based method, student based method, interactive method and problem solving method) on teacher job performance in public secondary schools in Oyo State.

Ho2: There will be no significant relative influence of teaching methods (teacher based method, student based method, interactive method and problem solving method) on teacher job performance in public secondary schools in Oyo State.

Ho3: There will be no significant gender difference in public secondary schools teacher job performance in Oyo State.

### **Methodology**

The research design is descriptive design of survey type. The study population comprises all public secondary school teachers in Oyo State. Sample techniques used were cluster, purposive and simple random sampling techniques. At present, there are a total of six hundred and four (604) public secondary schools in Oyo State. These schools are clustered over the three (3) senatorial districts with their local government areas. The first stage was the selection of the local governments per the senatorial districts whereby five (5) local governments were selected randomly making fifteen (15) local government areas. The second stage was the selection of the schools per each selected local government. Simple random sampling technique was used to select ten (10) public secondary schools in each selected local government area making a total of one hundred

and fifty (150) schools. Purposive sampling and simple random sampling techniques were used to select teachers at the third stage. Some schools have large population of teachers while some have a small number of teachers, as low as eighteen (18). Hence to enhance an adequate representation of teachers from each school, the researcher purposively selected twelve (12) teachers randomly from each selected public secondary schools making a total of one thousand and eight hundred (1800) teachers (10%, 17%, and 12% per senatorial district respectively).

One thousand and five hundred (1500) questionnaires were retrieved (83% of the total). This is represented in table I below:

**Table I: Sampled Respondents**

Senatorial Districts (1)	No of Sampled LGAs per Senatorial Districts % (2)	No of Sampled Schools (i.e. 10 schools per LGA)% (3)	No of Sampled Teachers per Sampled Schools (4)	Total No of Sampled Teachers (%) (5=3*4)
Oyo South	5 (56%)	50 (31%)	12	600 (10%)
Oyo North	5 (38%)	50 (29%)	12	600 (17%)
Oyo Central	5 (45%)	50 (22%)	12	600 (12%)
<b>Total</b>	<b>15 (45%)</b>	<b>150 (25%)</b>	<b>36</b>	<b>1800 (12%)</b>

**Source: Fieldwork, 2019**

The research instrument for this study is questionnaire titled Teacher Job Performance (TJP). This was divided into three sections namely; A, B and C. Section A was designed to elicit information on personal data of the respondents. Section B was designed to examine teaching methodology engaged by teachers. While section C was adapted structured items to elicit information on teachers' job performance using four likert scale (very often=4, often=3, not often=2 and never=1).

A pilot study was carried out to validate the instrument and the reliability of the instrument was tested using the test-retest

method to establish the stability principle and co-efficient is 0.83. The data was subjected to statistical test and analysis, using descriptive statistics like percentage and mean for the research questions. While Multiple Regression Analysis (ANOVA) was used for hypotheses one and two and t-test was used for hypotheses three all at 5% level of significance.

### Result of the Findings

**Research Question I:** What are the teaching methods often used by public secondary school teachers in Oyo State?

**Table 2: Teaching Methods**

S/N	Items	Very Often	Often	Not Often	Never	Weighted Average
1.	Teacher based method	687(45.8%)	573(38.2%)	157(10.5%)	83(5.5%)	3.2427
2.	Student based method	176(11.7%)	364(24.3%)	636(42.4%)	324(21.6%)	2.2613
3.	Interactive method	313(20.9%)	557(37.1%)	483(32.2%)	147(9.8%)	2.6907
4.	Problem solving method	253(16.9%)	602(40.1%)	498(33.2%)	147(9.8%)	2.6407
Overall Weighted Average						2.7088

**Source: Fieldwork, 2019**

**Decision Rule:**

0-1.49= Very Low, 1.50-2.49= Low, 2.50-3.49= High, 3.50-4.00= Very High

Table 2 present teachers' level of adoption of teaching methods such as teachers based method, student based method, interactive method and problem solving method. Overview of the level of adoption of methods identified above revealed that public secondary school teachers in Oyo State adopt more of teacher based method, interactive method, problem solving method and less of student based teaching method.



**Research Question 2: What is the level of teacher job performance in Oyo State?**

**Table 3: Teacher Job performance in Oyo State**

S/N	Items	Very Often	Often	Not Often	Never	Weighted Average
1.	Work towards achieving teaching objectives.	898(59.9%)	362(24.1%)	178(11.9%)	62(4.1%)	3.8287
2.	As a teacher, I meet the criteria for job performance.	1254(83.6%)	238(15.9%)	5(0.3%)	3(0.2%)	3.3973
3.	Demonstrate expertise in teaching related tasks.	418(27.9%)	897(59.8%)	183(12.2%)	2(0.1%)	3.1540
4.	I fulfill all the requirements of teaching job.	599(139.9%)	719(47.9%)	181(12.1%)	1(0.1%)	3.2773
5.	I could manage more responsibility than typically assigned.	363(24.2%)	542(36.1%)	417(27.8%)	178(11.9%)	2.7267
6.	I am competent in all areas of teaching job.	958(63.9%)	362(24.1%)	179(11.9%)	1(0.1%)	3.5180
7.	I handle tasks with proficiency and meet deadlines.	661(44.1%)	299(19.9%)	242(16.1%)	298(19.9%)	2.8820
8.	I perform well in the overall teaching job by carrying out tasks as expected.	1078(71.9%)	420(28.0%)	1(0.1%)	1(0.1%)	3.7167
9.	I plan and organize my lessons to achieve teaching objectives	1259(83.9%)	238(15.9%)	5(0.1%)	1(0.1%)	3.8367
10.	conscientiousness I am punctual in arriving at school.	358(23.9%)	542(36.1%)	599(39.9%)	1(0.1%)	2.8380
11.	I am punctual in attending classes.	360(24%)	900(60.0%)	180(12.0%)	60(4.0%)	3.0400
12.	I take undeserved work holiday.	3(0.2%)	3(0.2%)	477(31.8%)	1017(67.8%)	1.3280
13.	I close towards the end of the day.	2(0.1%)	1138(75.9%)	239(15.9%)	12.1(8.1%)	2.6807
14.	Gives advance notice if unable to come to school.	181(12.1%)	1018(67.9%)	179(11.9%)	122(8.1%)	2.8387
15.	Engage in personal business during the school hour.	0(0.0%)	1(0.1%)	361(24.1%)	1138(75.9%)	1.2420
16.	Take unnecessary time off work.	1(0.1%)	2(0.1%)	299(19.9%)	1198(79.9%)	1.2040
17.	Get involve in idle conversation during the school hour.	0(0.0%)	0(0.0%)	180(12%)	1320(88%)	1.1200
18.	Spend a great deal of time in personal phone conversation.	1(0.1%)	123(8.2%)	717(47.8%)	659(43.9%)	1.6440

19.	Helps other teachers with their works when they are absent.	360(24%)	720(48%)	181(12.1%)	239(15.9%)	2.8007
20.	Volunteers to do things not formally required by teaching job.	182(12.1%)	359(23.9%)	362(24.1%)	597(39.8%)	2.0840
21.	Takes initiatives to orient new teachers.	899(59.9%)	422(28.1%)	60(4.0%)	119(7.9%)	3.4007
22.	Assist teachers with high workloads and periods.	358(23.9%)	360(24%)	422(28.1%)	360(24%)	2.4773
23.	Get involved in extracurricular activities.	0(0.0%)	840(56%)	480(32%)	180(12%)	2.4400
24.	Makes innovative suggestions to improve the overall quality of teaching.	478(31.9%)	601(40.1%)	359(23.9%)	62(4.1%)	2.9967
25.	Willingly attends programs that will contribute to the improvement of teaching, learning process.	478(31.9%)	660(44%)	360(24%)	2(0.1%)	3.0760
Overall Weighted Average						2.7019

Source: Fieldwork, 2019

#### Decision Rule:

0-1.49= Very Low, 1.50-2.49= Low, 2.50-3.49=High,3.50-4.00= Very High

Job performance of teachers sampled in the study as evaluated on the yardstick of job plan and organization, punctuality, presence in school and notice for been absent, engagement within school hours and among others, reflected that on the average teachers sampled in the study possess attributes of high level of job performance with an overall weighed average of 2.70 against the expected of 2.50.

**Hypothesis One:** There will be no significant combined influence of teaching methods (teacher based method, student based method, interactive method and problem solving method) on teacher job performance in public secondary schools in Oyo State.

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Durbin Watson
1	.723a	.734	.713	4.99722	.713	5.808	8	1492	1.523

- Predictors(constant): Teaching Methods
- Dependent variable: Job Performance

### ANOVA<sub>b</sub>

Model	Sum of Square	Df	Mean Square	F	Sig.
1 Regression	528.534	8	187.500	5.808	0.01
Residual	50165.38	1492	33.557		
Total	50693.914	1500			

- Predictors (constant): Teaching Methods
- Dependent variable: Job Performance

The result shows that the combined influence of independent variable that is, teaching methods (teacher based method, student based method, interactive method and problem solving method) revealed that there is significant influence on job performance of teachers in Oyo State  $P < 0.05$ .  $R^2$  is 73.4% and Standard Error estimated Mean is 4.99722. Hence the null hypothesis is rejected and accepted the alternative; there is significant combined influence of teaching methods on job performance of public secondary school teachers in Oyo State

**Hypothesis Two:** There is no significant relative influence of teaching methods (teacher based method, Student based method, interactive method and problem solving method) on teacher job performance in public secondary schools in Oyo State.

### Coefficients<sub>a</sub>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	57.215	.567		445.855	.000
Teacher Based Method	.527	.363	.059	5.358	.004
Student Based Method	.523	.365	.053	3.436	.000
Interactive Method	.564	.368	.055	3.468	.002
Problem Solving Method	.517	.364	.051	3.329	.000

#### a. Dependent variable: Job Performance

The result shows that teaching methods has positive influence on teacher job performance. Specific Coefficient estimate stood at 0.527( $p = 0.004 < 0.05$ ) for teacher based method, 0.523 ( $p = 0.000 < 0.05$ ) for student based method, 0.564 ( $p = 0.002 < 0.05$ ) for Interactive Method and 0.517 ( $p = 0.000 < 0.05$ ) for problem solving method. Therefore the null hypothesis is rejected and accepted the alternative; there is significant relative influence of teaching methods on job performance of public secondary school teachers in Oyo State.

**Hypothesis Three:** There will be no significant gender difference in the job performance of teachers of public secondary schools in Oyo State an overall weighed average of 2.70 against the expected of 2.50.

### Gender Difference

Variable	Gender	N	Mean	StdDev	Std Error Mean	t	P
Job performance	Female	895	67.597	8.222	0.1471	-3.639	0.120
	Male	605	48.963	6.997	0.1714		

Significant at 0.05 level of significance.

The result shows that average score of female teachers level of job performance is 67.597 while that of male is 48.96. Skewed statistics revealed that the distribution of teacher job performance is negatively Skewed. Independent t-test statistics revealed that there is no significant gender difference in public

secondary school teachers' job performance in Oyo State. Therefore, the null hypothesis is accepted.

### **Discussion of Findings**

For research question one, analysis of this study revealed that teachers in Oyo State adopt more of teacher based method, interactive method, problem solving method and less of student based method while for research question two, the study revealed that the level of teacher job performance in public secondary schools in Oyo State is high with an overall weighted average of 2.7019 against 2.50.

For hypothesis one, analysis of this study revealed that the combined influence of teaching methods exerted significant positive influence on job performance of teachers in Oyo State while for hypothesis two this study revealed that teaching methods exerted relative positive influence on teacher job performance of teachers in Oyo State. For hypothesis three, analysis conducted in this study revealed that there is no significant gender difference in job performance of public secondary school teachers in Oyo State.

### **Conclusion**

The study on the basis of its findings concluded that public secondary school teachers in Oyo State exhibited a high level of job performance. Also, the result revealed that teachers in Oyo State adopted more of teacher based method and less of student based method. Again, teaching methodologies (teacher based method, student based method, interactive method and problem solving method) exerted a combined and significant influence on public secondary school teacher job performance in Oyo State. Also, there was no significant gender difference in the job performance of public secondary school teachers in Oyo State.

### **Recommendations**

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

- i. Teachers should endeavor to make the choice of their teaching methods with due consideration to what fits the education philosophy of the society and specifically the mission statement of the school. Teaching methods of teachers should be related to both the subject and the content taught.
- ii. Teachers should take into consideration classroom demography, individual differences and group interests while making decision about the teaching methods to engage in teaching-learning process.
- iii. Teachers should keep abreast of new methods and techniques in teaching through regular in-service training.
- iv. The government through secondary school management board and ministries of education should device a framework for checkmating and evaluating the effectiveness and the relevance of teaching methods engaged by teachers.

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