Article

ASSESSING THE IMPACT OF TECHNOLOGICAL SUPPORT ON TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN IMO STATE

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Abstract

This study assessed the impact of technological support and teachers' job performance in secondary schools in Imo State. The study adopted a correlational survey design to analyse the relationship between technology use and teachers' job performance. Four research questions and four hypothesis guided the study. The study population was five thousand, five hundred and twenty-four (5,524) secondary school teachers in Imo State. Purposive sampling was used to draw a sample of two hundred (200) teachers. Data were collected using a 24-item research questionnaire titled "Technological Support and Teachers' Job Performance Questionnaire" (TSTJPQ). The collected data were analyzed using SPSS of descriptive and inferential analyses. Linear regression were used to answer research questions and t-test associated with linear regression was used to test the hypothesis at 0.05 level of significance. The results revealed that there is a significant positive correlation between technological support and teachers' job performance. Specifically, teachers who use technological support tend to perform better on the job. The findings also highlighted the importance of motivation in mediating the relationship between technological support and job performance of secondary school teachers within the state. The findings of this study for school administrators and educators could improve teacher-student interaction, facilitates effective lesson planning, promotes teacher professional development, increases teacher job satisfaction, and improves teacher instructional delivery. The study recommended ways of enhancing technological support for secondary school teachers so as to enhance their job performance.

Keywords: Teachers; Secondary School; Job Performance; Technological Support.

Introduction

Teachers' job performance plays a crucial role in achieving the objectives of secondary education. It encompasses various responsibilities such as lesson delivery, classroom management, student assessment, and professional development. A teacher, as the central figure in the educational process, is expected to effectively execute these duties to ensure optimal learning outcomes (Ibelegbu, 2013; Lai & Islamia, 2016). Teachers' job performance is the measure of the degree and ability of a teacher to carry out his duties assiduously. Obineli (2013) posits teachers' job performance is an outcome of a teacher in his workplace or in a school. For Jay (2014), teachers' job performance as an act of accomplishing a given task. Succinctly put, teachers' job performance is the effective use of skills by teachers to ensure proper discharge of duties in school so as to achieve set goals. The duties of a teacher range from academic works like covering the syllabus, effective instructional delivery using right methods, to other designated duties that may arise from time to time within the school. Therefore, teachers are generally engaged for carrying out these duties.

A teacher is an individual that possesses an instructive and subject-matter knowledge for the transfer of acceptable norms into the learners. A teacher is an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face he challenges in life. Chasani (2022) states that a teacher is one who helps the students to learn how to acquire knowledge, skills and values for personal and societal development. Teachers play a major role in the education system, because they are in the position to influence the teaching-learning outcomes, either positively or negatively. Similarly, Lai and Islamia (2016) see a teacher as a person who delivers an educational program, assesses student participation in an educational program, and/or administers or

provides consistent and substantial leadership to an educational program. For the authors, the teacher is the second parent who thinks good for the future of the students and teacher is the help students make decision. A teacher is a professional educator with the primary task of educating, teaching, guiding, directing, train, assess and evaluate learners in formal education, in primary and secondary education (Egboka & Olisa 2020). Succinctly put, a teacher has the task or role of performing his job in such a way that quality of learning in the school will be ensured.

The job performance of teachers of secondary schools chiefly hinges on ensuring effective instructional delivery. Teachers' job performance is the measure of the degree and ability of a teacher to carry out his duties assiduously and accomplishing a given task. Özdemir and Gören (2017) opined that teachers' job performance is the **degree to which each teacher effectively fulfil their duties as teacher within a specific school setting.** Teachers' job performance goes a long way in determining the success or failure of the implementation of school curriculum at the class room level. Tumburku et al. (2019) opine that technological support and computer literacy impacts teachers' job performances in lesson plan preparation, teaching, assessment of students and quality of student-teacher interactions. Therefore, in performing his job in the present dispensation, the teacher needs various tools of which technology is deeply involved. Technology encompasses a broad range of digital tools, resources, and infrastructure that facilitate communication, information sharing, and learning. It includes hardware, software, and online platforms that enable teachers to create interactive lessons, students to access educational content, and educators to manage administrative tasks (Moses et al., 2022). Technology refers to the strategic and innovative application of digital tools, resources, and infrastructure to facilitate communication, information sharing, and learning.

Technology can make learning more enjoyable, increase student motivation and consequently improves teacher job performance (Wang & Chen, 2021). In consonance, Kausar et al. (2022) in their study indicated substantial correlation between teachers' job performances in higher secondary schools and ICT usage. Shadiev & Yang (2019) confirm that technology can improve input which ultimately leads to effective teaching of all the prescribed language skills. Learning apps such as Duolingo and Babbel can provide learners with personalized language learning experiences and immediate feedback, thus enhancing their language proficiency (Liu et al., 2022). Technology provides learners with access to authentic resources such as podcasts, videos, and online articles. These materials improve learning skills for learners' and make teaching easy for teachers. The integration of technology in education has transformed the way teachers teach and students learn (Koehler & Mishra, 2009). The effective use of technology can enhance teacher productivity, student engagement, and academic outcomes (Hayes, 2007; Inan & Lowther, 2010). As noted by the International Society for Technology in Education (ISTE), "technology can be a powerful tool for teaching and learning, but it is only effective when used in a way that supports good teaching and learning practices" (ISTE, 2017). The effective use of technology can significantly improve teacher job performance by increasing their efficiency, productivity, and overall effectiveness. Teachers who receive adequate technological support and training tend to have higher job satisfaction, motivation, and overall effectiveness (Ertmer & Ottenbreit-Leftwich, 2010). Furthermore, technological support can help teachers manage their workload more efficiently, reduce stress, and improve their well-being. Unfortunately, some of these technological supports are lacking in secondary schools in Nigeria and by extension in Imo State. Wordu et al. (2022) stressed that electricity, computers, internet facilities, smartboards, e-library and e-learning facilities are not substantially available to promote teachers' job performances in secondary schools. Ghavifekr et al. (2016) opine that digital challenges are real and prove to be impediments within the course of attainment of knowledge and information.

However, while there is a growing body of research on the impact of technological support on student outcomes, there is a scarcity of studies examining the relationship between technological support and teachers' academic performance in secondary schools. This study aims to address this knowledge gap by investigating the predictive relationship between technological support and teachers' job performance in selected secondary schools in Imo State.

The world today is being transformed by digital devices. The need to apply technology in the day-to-day activities and job performance of teachers is of great importance to the achievement of set goals of the secondary school system. Achieving such feat requires availability and adequate utilization of these technological device by the teachers in their job performance. To ensure the accomplishment, it is expedient that technological devices used for teaching and learning such as computers, internet facilities, smart boards, e-library and other e-learning facilities are made available for the easy discharge of teachers' duties and that teachers have full knowledge of its use in the transfer of knowledge. However, it seems that these teachers have great challenges in the use of technology in their day-to-day activities. These challenges are heightened as they try to deploy technology in teaching and learning. For examples, some secondary schools in the area of study to lack constant electricity supply, computers, internet facilities, smart boards, e-library and e-learning facilities. Again, in few schools where these facilities are available, the teachers do not have adequate knowledge of the applications which makes it difficult for them to effectively perform their jobs. This has negatively affected the output of learners. Poor instructional delivery with the use of technology has ripple effect on the quality of education in secondary schools in Imo state. Against this worry, the researchers investigated the extent which technological support predicts teachers' job performance in secondary schools. The study answered the following research questions:

1. To what extent does technological support predict teachers' job performance in secondary schools?
2. What specific technological support factors are most strongly associated with teachers' job performance?
3. What are the challenges hindering the implementation of technological support in secondary schools?

4. What are the strategies for addressing the challenges hindering technological support in secondary school?

Methods

The study adopted a correlational survey design to analyse the relationship between technology use and teachers' job performance. Four research questions and four hypothesis guided the study. The study population was five thousand, five hundred and twenty-four (5,524) secondary school teachers in Imo State. Purposive sampling was used to draw a sample of two hundred (200) teachers. Data were collected using a 24-item research questionnaire titled "Technological Support and Teachers' Job Performance Questionnaire" (TSTJPQ). The instrument were in sections: Section A was on the demographic information of the respondents. Section B was on the dependent variable (teachers' job performance) and section C on the independent variable (impact of technological support) with items adopted from research questions. The question items on the dependent and independent variables were scaled using the four-point Likert scale with scale options 3.50 – 4.00 = Very Great Extent (VGE); 2.50 – 3.49 = Great Extent (GE); 1.50 – 2.49 = Low Extent (LE) and 1.00 – 1.49 = Very Low Extent (VLE). The collected data were analyzed using SPSS of descriptive and inferential analyses. Descriptive analysis involved calculating of means while inferential analyses involved carrying out of correlation and regression analyses. Linear regression were used to answer research questions and t-test associated with linear regression was used to test the hypothesis at 0.05 level of significance.

Results

The mean scores of the extent technological support predicts teachers' job performances in secondary schools are presented in Table 1. The table shows that the mean scores ranges from 2.94 to 3.51 which are above the cut-off mean score of 2.50 on a four-point Likert scale. Therefore, to high extent, technological support predicts teachers' job performances in secondary schools in Imo State with grand mean of 3.26.

Table 1: Mean Assessment of Extent Technological Support Predicts Teachers' Job Performances

S/N	Extent technological support predicts teachers' job performance	N	Mean	SD	Remark
1	Technological support enhances teacher productivity	200	3.32	0.44	High extent
2	Technological support improves teacher-student interaction	200	3.51	0.19	High extent
3	Technological support facilitates effective lesson planning	200	2.94	0.86	High extent
4	Technological support promotes teacher professional development	200	3.49	0.27	High extent
5	Technological support increases teacher job satisfaction	200	3.27	0.56	High extent
6	Technological support improves teacher instructional delivery	200	3.01	0.62	High extent
	Grand mean	**200**	**3.26**	**0.49**	**High extent**

The results of the mean score assessment of the specific technological support factors strongly associated with teachers' job performances in secondary schools are presented in Table 2. The table revealed that the mean scores ranged from 2.88 to 3.79, which are above the cut-off mean score of 2.50 on a four-point Likert scale. The grand mean of 3.25 shows that overall, these specific technological support factors, to high extent, were the most strongly associated with teachers' job performances in secondary schools in Imo State.

Table 2: Mean Assessment of Specific Technological Support Factors Most Strongly Associated with Teachers' Job Performance

S/N	Specific technological support factors most strongly associated with teachers' job performance	N	Mean	SD	Remark
1	Internet Connectivity	200	3.79	0.17	High extent
2	Learning Management Systems	200	2.88	1.04	High extent
3	Educational Software	200	3.16	0.82	High extent
4	Online Resources	200	3.45	0.43	High extent
5	Digital Tools	200	3.09	0.54	High extent
6	Access to relevant technology	200	3.13	0.57	High extent
	Grand mean	**200**	**3.25**	**0.60**	**High extent**

The results of the challenges facing the implementation of technological support in secondary schools were presented in Table 3. The results of the table revealed that the mean scores ranged from 3.15 to 3.82, which were above the cut-off mean score of 2.50 on a four-point Likert scale. The grand mean of 3.49 indicated that the identified challenges, to high extent, affected the implementation of technological support in secondary schools in Imo State.

Table 3: Mean Assessment of challenges hindering the implementation of technological support in secondary schools

S/N	Challenges facing implementation of technological support	N	Mean	SD	Remark
1	Financial Constraint	200	3.82	0.09	High extent
2	Inadequate Policy Framework	200	3.22	0.38	High extent
3	Lack of adequate and qualified staff	200	3.64	0.58	High extent
4	Epileptic power supply	200	3.77	0.11	High extent
5	Limited internet connectivity	200	3.36	0.39	High extent
6	Outdated Technology	200	3.15	0.66	High extent
	Grand mean	**200**	**3.49**	**0.37**	**High extent**

Table 4 presented the results of the strategies to address the challenges facing technological support in secondary schools in Imo State. The results revealed that the mean scores range from 3.09 to 3.45, which are above the cut-off mean score of 2.50 on a four-point Likert scale. The grand mean of 3.28 indicated that to high extent, these were strategies to address the challenges facing technological support in secondary schools in Imo State.

Table 4: Mean Assessment of Strategies for Addressing Challenges Hindering Technological Support in Secondary Schools

S/N	Strategies to address challenges facing technological support	N	Mean	SD	Remark
1	Professional development opportunities	200	3.27	0.21	High extent
2	Access to more resources	200	3.09	0.71	High extent
3	Collaboration with Colleagues	200	3.19	0.67	High extent
4	Regular Maintenance	200	3.33	0.60	High extent
5	Budget Allocation	200	3.45	0.38	High extent
6	Partnership with technology companies	200	3.36	0.34	High extent
	Grand mean	**200**	**3.28**	**0.49**	**High extent**

The results of the analysis of the correlation between teachers' job performances in secondary schools and technological support were presented in Table 5. The results revealed that there is a correlation coefficient of 0.701 which showed that there is strong positive correlation between teachers' job performances in secondary schools and technological support. With a p-value of 0.00 (p = 0.00), which is less than the 0.05 level of significance, there is significant strong positive correlation between teachers' job performances in secondary schools and technological support in Imo State.

Table 5: Correlation Between Teachers' Job Performance and Technological Support

Factor		Teachers' Job Performance	Technological support
Teachers' Job Performance	Pearson Correlation	1	0.701**
	P-value		0.00
	N	200	200
Technological support	Pearson Correlation	0.701**	1
	P-value	0.00	
	N	200	200
**. Correlation is significant at the 0.01 level (2-tailed)			

The results of the analysis of the correlation between teachers' job performances and technological support factors are presented in Table 6. From the table, the correlation coefficient is 0.78 with $p = 0.00$, which shows that there is significant strong positive correlation between teachers' job performances and technological support factors. This implied that increase in technological support factors increases teachers' job performances in secondary schools in Imo State.

Table 6: Correlation Between Teachers' Job Performance and Technological Support Factors

Factor		Teachers' Job Performance	Technological support factors
Teachers' Job Performance	Pearson Correlation	1	0.779**
	P-value		0.00
	N	200	200
Technological support factors	Pearson Correlation	0.779**	1
	P-value	0.00	
	N	200	200
**. Correlation is significant at the 0.01 level (2-tailed)			

In table 7, the results of the analysis of the correlation between teachers' job performances and technological implementations were presented. The results in the table showed that the correlation coefficient is -0.69 with $p = 0.005$. Since $p < 0.05$, it implied that there is significant strong negative correlation between teachers' job performances and challenges to technological support implementations. This shows that increase in challenges to technological support implementations in secondary schools decreased teachers' job performances in secondary schools in Imo State.

Table 7: Correlation Between Teachers' Job Performance and Technological Implementation

Factor		Teachers' Job Performance	Technological implementation
Teachers' Job Performance	Pearson Correlation	1	-0.691**
	P-value		0.005
	N	200	200
Technological implementation	Pearson Correlation	-0.691**	1
	P-value	0.005	
	N	200	200
**. Correlation is significant at the 0.01 level (2-tailed)			

The results of the analysis of the correlation between teachers' job performances and strategies used to address the technological challenges facing implementation of technological supports were presented in Table 8. The tabled revealed that the correlation coefficient is 0.81 with p-value of 0.00. Since the $p < 0.05$, then, there is significant strong positive correlation between teachers' job performances and strategies used to address the technological challenges facing implementation of technological supports. This implied that teachers' job performances increased with increase in the strategies used to address the technological challenges facing implementation of technological supports in secondary schools in Imo State.

Table 8: Correlation Between Teachers' Job Performance and Strategies to Address Technological Challenges

Factor		Teachers' Job Performance	Technological implementation
Teachers' Job Performance	Pearson Correlation	1	0.811**
	P-value		0.00
	N	200	200
Technological implementation	Pearson Correlation	0.811**	1
	P-value	0.00	
	N	200	200
**. Correlation is significant at the 0.01 level (2-tailed)			

Discussion

The study revealed that to high extent, technological support improves teacher-student interaction, facilitates effective lesson planning, promotes teacher professional development, increases teacher job satisfaction, and improves teacher instructional delivery. With mean score of 3.26 on a four-point Likert scale, technological support, to high extent, predicts teachers' job performances in secondary schools in Imo State. This means that technological support enhances the use and deployment of digital devices for teaching and learning among teachers in the secondary schools in Imo State. These implied that technological support impacts teachers' level of computer literacy which manifests in effective lesson planning, teacher-student interactions, and instructional delivery and as well promotes professional development while increasing job satisfaction. This is corroborated by Tumburku, et al. (2019) who revealed in their study that technological support and computer literacy impacts teachers' job performances in lesson plan preparation, teaching, assessment of students and quality of student-teacher interactions. Their overall mean score of 3.41, which is almost the same with the overall mean of the present study, indicated that teachers' job performances were impacted by the level of technological support.

In addition, the correlation coefficient of 0.701 with p-value of 0.00 shows that there is significantly strong positive correlation between technological support and teachers' job performances. This showed that the level of teachers' job performances is influenced by the level of technological support for the teachers. As the result implied, teachers' job performances increased as technological support increased. Conversely, decrease in technological support will also lead to decrease in teachers' job performances. Similar results were obtained by Tumburku, et al. (2019) who revealed in their study that with correlation coefficient of 0.735, increase in technological support and digital device literacy among school teachers is directly associated with increase in the teachers' job performances.

Furthermore, the study revealed that technological support factors such as internet connectivity, Learning Management Systems, educational software, online resources, digital tools, and access to relevant technology are the factors most strongly associated, to high extent, with teachers' job performances in secondary schools. These implied that factors such as internet connectivity, educational software, online resources, digital tools, access to relevant technology and learning management systems have direct association with the job performances secondary school teachers. The findings of this study is in line with the studies of Ertmer & Ottenbreit-Leftwich (2010) who state that teachers who receive adequate technological support and training tend to have higher job satisfaction, motivation, and overall effectiveness. This implied that increase in technology support factors significantly increased the teachers' job performances in secondary schools. Again, the findings were corroborated by Kausar et al. (2022) who in their study emphasized that there is substantial correlation between teachers' job performances in higher secondary schools and ICT usage. On the other hand, the findings of this study that teachers' job performances have significant positive relationship with technological support factors contradicted earlier findings by Wordu, et al (2022)

who revealed that electricity, computers, internet facilities, smartboards, e-library and e-learning facilities are not substantially available to promote teachers' job performances in secondary schools.

Furthermore, this study revealed that financial constraints, inadequate policy framework, lack of adequate and qualified staff, epileptic power supply, limited internet connectivity and outdated technology, are the challenges facing the implementation of technological support to high extent in secondary schools. This is supported by the findings of Wordu et al. (2022) who revealed that electricity, computers, internet facilities, smartboards, e-library and e-learning facilities are not substantially available to promote teachers' job performances in secondary schools. The correlation between teachers' job performances and challenges to technological support implementations has correlation coefficient of 0.69 with p = 0.005. This implied that there is significant strong positive correlation between teachers' job performances and challenges to technological support implementations. The negative correlation coefficient indicates that as the challenges to technological support implementations increased, teachers' job performances in secondary schools decreased.

The strategies, which to high extent will address the challenges facing technological support in secondary schools included professional development opportunities, access to more resources, collaboration with colleagues, regular maintenance, budget allocation and partnership with technology companies. The correlation between teachers' job performances and strategies used to address the technological challenges facing implementation of technological supports has correlation coefficient of 0.81 and p-value of 0.00. Therefore, teachers' job performance is significantly positively correlated with the strategies such that increase in the strategies increased teachers' job performances in secondary schools in Imo State.

Conclusion

Technological support such as internet connectivity, Learning Management Systems, educational software, online resources, digital tools, and access to relevant technology improves teacher-student interaction, facilitates effective lesson planning, promotes teacher professional development, increases teacher job satisfaction as well as improves teacher instructional delivery. However, financial constraints, inadequate policy framework, lack of adequate and qualified staff, epileptic power supply, limited internet connectivity and outdated technology limit the full implementation of technological support to high extent in secondary schools. Based on the findings of this study, the following were recommended:

1. Secondary schools administrators should adopt the use of technological devices in their schools for instructional delivery to help make teaching and learning enjoyable.
2. There should be proper training for both teaching and non-teaching staff of these schools on proper use of ICT devices.
3. Secondary schools' administrators should ensure effective feedback system from both staff and students of the schools to make for effective teaching and learning.
4. Government should support schools by providing ICT devices so as to improve teachers' job performance and make learning easier for the students.

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