

EDUCATION IN A DIGITAL ERA AND FUTURE WORKFORCE IN NIGERIA



EDITORS

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TEACHERS' ADMINISTRATIVE TASKS AS CORRELATE OF THEIR CLASSROOM PERFORMANCE IN SECONDARY SCHOOLS IN EDO CENTRAL SENATORIAL DISTRICT

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Abstract

This study examined teachers' administrative tasks as correlate of their classroom performance in secondary schools in Edo Central Senatorial District. Two research questions were raised to guide the study, while three research hypotheses were formulated and tested for the study. The population of this study was made up of all the principals and teachers in public Senior Secondary Schools in Edo Central Senatorial District. This comprised of sixty-eight (68) principals and three hundred and sixty seven (367) teachers. All the sixty-eight (68) principals and one hundred and eight four (184) teachers representing about 50% of the entire population were used in the study. Two questionnaires were used for the collection of data. The two instruments were adapted by the researcher and titled: Teachers' Task Questionnaire (TETAQ) and Teachers' Class Performance Questionnaire (TECLAPEQ). Results showed that the classroom performance of public secondary school teachers in Edo Central Senatorial District was low and administrative tasks significantly predicted teachers' classroom performance in public senior secondary schools in Edo Central Senatorial District. It was recommended that principals should endeavor to encourage their teachers to embraces classroom interaction with learner's by ensuring students participate in the lesson of the day, maintaining eye-contact with each student and also involve in administrative activities in the school.

Introduction

Secondary education is the education received after primary education. The Federal Republic of Nigeria (2004) stated in the National Policy on Education that secondary education shall help to

prepare citizens for useful living in the society and higher education. This implies that secondary education is designed to inculcate the right values, norms, cultures and skills needed to equip learner's for useful living within the society and prepare every Nigerian child to be self-reliant, and for higher education. In order for these objectives to be attained, teachers have significant roles to play in implementing the school curriculum at the classroom level. Invariably, one can say that the attainment of the aforementioned objectives all depend on the efforts put in by teachers in the performance of their tasks.

Ekpoh and Eze (2015) in their research identified that there are varying levels of task performance among teachers. They argued from two extreme points that complete absence or possession of skills, competencies and effectiveness in instructional and administrative tasks are rare but not impossible. Hence, while some teachers demonstrate high possession of one or more competencies such as good sense of mastery in one or more instructional or administrative tasks; some may exhibit low levels in others. This implies that a teacher that is appraised highly competent or effective on one or more instructional or administrative tasks may be considered to be of low competence in other instructional or administrative tasks. Interestingly, Ekpoh and Eze (2015) added that instructional and administrative duties are not only important in measuring teachers' level of task performance, but are also important to educators because of the possible effect they have on teachers' class performance.

Class performance refers to an act of accomplishing or executing a given class task. It refers to how the various classroom duties associated with an employees' job description are accomplished or carried out at a given time. Fakeye (2007) noted that it is the level of a teachers' class accomplishment that can be measured through a rating of teachers on three major aspect of classroom contextual behavior, namely: class questioning behaviour, classroom management, and classroom interaction. Class questioning behavior refers to the technique used by a teacher to evaluate performance before, during or after a lesson. Classroom management describes a teachers' ability to coordinate himself, teaching resources and learners effectively during the delivery of a class instruction, while classroom interaction simply refers to the teacher-student rapport or ability of a teacher to encourage learners' contribution to a

given lesson through friendly reception. Classroom interaction is a two-way communication mechanism that helps to arouse learners' contribution in a given lesson during instruction (Fakeye, 2007). Just as classroom interaction is important in the teaching-learning process, teachers' ability to manage instructional materials, classroom space, learners disruptive behaviour and the limited time period allotted for lesson is also important in making the class lesson meaningful. Aside classroom interaction and class management, the questions asked by a teacher in the course of teaching can contribute to the collective understanding of the class. Therefore, Fakeye (2007) added that the content of the questions and the manner in which teachers ask them do not only define their class questioning behaviour but determines whether or not they are effective.

Ayede(2012) noted that the various instructional and administrative tasks performed by teachers may directly or indirectly promote their pedagogical skills, capabilities and exposures for improved class performance. For instance, a teacher that neither plans his lesson nor supervises students' note taking and writing, may find it difficult to manage the limited resources of lesson time and instructional materials; thereby performing poorly in the delivery of his class instruction.

Statement of the Problem

The role of teachers in the teaching and learning process cannot be undermined in any school system. This is because their tasks performance in instruction and administrative affairs of the school may directly affect the implementation of the curriculum at the classroom level (Omomia & Omomia, 2014). Although, the relationship between teachers' task and their class performance have been carried out in studies with lack of consensus in their reports. For instance, Omomia and Omomia (2014) examined the perceived impact of classroom management on effective teaching in Yaba, Lagos State and found that teachers had high mean score rating in their lesson note planning among other instructional duties they performed. Ekpoh and Eze(2015)investigated the relationship between teachers' administrative tasks and teachers' classroom performance in Ikom Education Zone of Cross River State, Nigeria

and found that a significant relationship exist between teachers' administrative tasks and their classroom performance while Ikegbusi and Eziamaka (2016) examined the impact of teachers' instructional tasks on teacher classroom performance in Enugu State and found that teachers' instructional tasks has positive effect on teachers' classroom performance in secondary schools in Enugu State. In spite of the results and recommendation from previous researchers, it seems that negative work attitudes such as lateness to school, poor planning of lessons, lateness to class during lesson periods, and even evaluation of students in class are still portrayed by teachers in schools. In regards to their administrative duties, it has also been observed that many teachers like to excuse themselves from carrying out certain administrative duties such as collating students' assessment scores, taking students' attendance records, among others. Regrettably, Omomia and Omomia (2014) observed that avoidance of these duties may adversely affect a teachers' class performance. In spite of the recent studies on relationship between teachers' task and their class performance in schools, it is not to the researcher's knowledge that any study on teachers' tasks as correlate of their classroom performance in secondary schools in Edo Central Senatorial District has been investigated. An attempt to fill this knowledge gap is the reason this study is carried out.

Research Questions

- a) What is the level of class performance among teachers in public senior secondary schools in Edo Central Senatorial District?
- b) What is the relationship between administrative task and teachers' class performance in public senior secondary schools in Edo Central Senatorial District?

Hypothesis

1. There is no significant relationship between teachers' administrative task and their classroom performance in public senior secondary schools in Edo Central Senatorial District.

Literature Review

Recent studies on level of teachers' tasks performance has been carried out by several scholars in recent times. King'oina,

Kadenyi and Ngaruiya (2015) investigated the effect of teachers' instructional tasks on standard eight pupils' academic achievement in public primary schools in Marani Sub-County, Kenya. The study utilized *ex-post facto* design. The target population was 320 standard eight teachers in 64 public primary schools. Simple random sampling technique was used to select teachers. The sample size was 100 teachers which represented 30% of the population. Questionnaire was used as data collection instrument. A standardized mock examination mean scores of standard eight pupils was obtained from the Sub-County education office. Data was analyzed using both descriptive (frequencies, percentages and means) and inferential statistics (Pearson coefficient of correlation). Result showed that teachers' lesson note planning and student academic performance was high. Omiko (2016) examined classroom behaviours of Basic Science Teachers in Context of Performance and Opinions in Ebonyi State. Two instruments were developed and used for the study, the instructional skills performance level (ISPL) based on five-point performance scale and questionnaire. The two instruments were developed by the researcher and validated by 3 specialists in Science Education, one from measurement and evaluation and two from biology and Chemistry. The questionnaire was administered on 200 Basic Science Teachers randomly selected from Ebonyi State Junior Secondary schools. The questionnaire was divided into 2 sections. Section I contains all the variables. Section II contains a 10-point item scale constructed by the researcher seeking the opinions of basic Science Teachers. It also contains a list of 76 instructional materials used in teaching Basic Science. The Results showed that Basic Science teachers seem to have a low performance level in classroom management and evaluation/summary of their lessons.

The relationship between teachers' administrative tasks and their classroom performance has been investigated in studies. Ekpoh and Eze (2015) investigated the relationship between teachers' administrative tasks and teachers' classroom performance in Ikom Education Zone of Cross River State, Nigeria. Ex-post facto research design was adopted for the study. The sample was 86 principals, 344 teachers and 1,376 students drawn from a population of 86 principals, 1829 teachers and 35,359 students in public secondary schools in the

study area. To achieve the purpose of the study, two null hypotheses were formulated. Data collection was carried out with the use of two research instruments titled “Principals’ Supervisory Technique Questionnaire (PSTQ)” and “Teachers’ Job Performance Questionnaire (TJPQ)”. The instruments were subjected to face validity and Cronbach Alpha reliability estimate. The reliability value obtained ranged between 0.73 and 0.78. These figures confirmed that the instruments were reliable in achieving the objective of the study. Pearson Product Moment Correlation Analysis (r) was used for data analysis at 0.05 level of significance. Results obtained revealed that a significant relationship exist between teachers’ administrative tasks and their classroom performance

Olaleye (2013) investigated the managerial roles of teachers in the students’ academic performance in school certificate examination in Ekiti State. It was a descriptive research design of the survey type which aimed at eliciting information from the school principals and teachers on how classroom management of teachers affects academic achievement of students. Eighty five secondary schools were randomly selected out of 175 secondary schools in the state. Questionnaire tagged(TETQ) teachers’ administrative technique questionnaire was the instrument used to elicit information from the respondents. The population of the study consisted of all the principals and teachers in Ekiti State. Sampled schools comprised eighty five principals and eight hundred and fifty teachers randomly selected. The data collected were analysed using frequency count, percentages and means. Inventory of School Examination result was also used in the study. Result showed that there is a significant relationship exit between teachers’ managerial-administrative roles and their classroom performance.

Salem (2011) examined the classroom problems that faced teachers in public schools in Tafila province, and the proposed solutions. The study adopted a descriptive survey design. The samples of the study were 196 teachers from the public school in Tafila province. Using questionnaire to collect the data, descriptive statistics were used to analyze data collected. The results of the study show that the mean of the behavioral problems was 2.66, and the mean of the academic problems was 3.08. Result showed that t administrative tasks burden affects teachers’ class performance. Kajo (2011)

investigated administrative task to teacher effectiveness in government secondary schools in Benue state. The study adopted a descriptive survey design. Five research questions and five null hypotheses guided the study. A questionnaire designed by the researcher, validated by experts and tested was used as the research instrument. This was administered to 33 principals and 655 teachers of government secondary schools in Benue State. The mean and standard deviation were used to answer the research questions, while the z-test was used to test the hypotheses at 0.05 level of significance. Result showed that the administrative task of teachers have much constraints on teachers' classroom performance. Nurharani, Nur-Zahira and Nur-Shaminah (2013) examined the influence of administrative tasks on teachers' job performance in the district of Klang. 37 secondary school teachers in the district of Klang participated in this study. They were selected based on simple random sampling. Data were collected using the survey method and were analyzed using descriptive statistic and inferential statistic. Based on the data collected, the findings showed that teachers in a secondary school were unable to carry out their tasks and the organizational climate in the school was unhealthy. The study also showed that administrative tasks were found to be a significant factor that could affect teachers' job performance. Bonke and Semudara (2011) investigated the nature of classroom misbehaviours among secondary school students in Ondo State, Nigeria. It also determined the effectiveness of the teachers and the strategies adopted by the teachers to manage classroom misbehaviours.

Furthermore, it established the relationship between teachers' effectiveness and management of classroom misbehavior with a view to maintaining discipline in schools. The study adopted descriptive survey design. The population comprised the teachers and school administrators in Ondo State. The sample consisted of 420 teachers and 180 school administrators selected randomly from 10 secondary schools selected by stratified sampling technique using location of schools and ownerships of schools as strata. Two instruments namely "Questionnaire on Management of Classroom Misbehaviour" (QMCM) and "Teacher Effectiveness Scale" (TES) were used to elicit information from the students. TES was the ratings of teachers' effectiveness as done by the school administrators. Results showed

that attendance to various functions such as planning of co-curricular activities, conducting school assembly, planning school project and other attendant functions makes teachers less attentive to their classroom duties such as management of classroom misbehaviour. Lena, Werang and Betaubun (2015) investigated the relationship between school organizational climate, teachers' administrative task competence and teachers' job performance at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city, Papua, Indonesia. Sample consisted of 45 teachers who are now working at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city or 100 % of the population. Due to the limited research population, the researchers used standardized questionnaires to collect data. The data were given quantitative treatment using the help of Statistical Package for the Social Sciences (SPSS) version 21 for windows. Based on the data analysis, the findings showed that there was a significant relationship between teachers' administrative task competence and their class performance at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city. Babu and Kumari (2013) examined the impact of the administrative task performance on teachers' class effectiveness in India. It also examined the type of organizational climate existing in different types of school. For the present study the researcher has selected a sample of 100 Elementary School Teachers from Koderma District of Jharkhand. The sample contained 50 from Government Schools and 50 from Private Schools. For this study the random sampling method was used. The tool used in the study was a Teachers' Administrative Task Effectiveness Questionnaire (TATEQ) developed and standardized by Motilal Sharma. The questionnaire consisted of 64 items based on 8 different dimensions and on four point scale. Results revealed that there is a significant relationship between administrative task performance and teachers' class performance. Adeyemi (2008) investigated the relationship between organizational task performance and teachers' job performance in primary schools in Ondo State, Nigeria. As a descriptive survey was utilized, the study population embraced all the 1153 primary schools in the State. Out of this population; a sample of 360 schools was selected through stratified random sampling technique. The instrument used to collect data was a questionnaire on organizational climate and teachers' performance in schools. The data

were analyzed using percentages, t-test, correlation analysis and multiple regressions. The findings revealed that a significant relationship was however found between organizational task performance and teachers' classroom delivery.

Methods

This study adopted the correlational research design. The design for the study was adopted because it helped to determine the relationship between set of independent variables (administrative tasks) and the dependent variable teachers' task (teachers' classroom performance). The design also enabled the researcher to determine the strength of relationship between the dependent and the independent variables as revealed by the magnitude or size of the correlation coefficient between the variables. Lastly, this design was adopted because it helped to show the direction of relationship between or among the variables of interest in public senior secondary schools in Edo Central Senatorial District.

Population and Sample: The population of this study was made up of all the principals (68) and teachers (367) in public Senior Secondary Schools in Edo Central Senatorial District. All the sixty-eight (68) principals and one hundred and eight four (184) teachers representing about 50% of the entire population were used for the study. The population record was from the Department of Planning and Statistics, Post Primary Education Survey Board Benin City, Edo State (2017). The sample column is by the researcher. Two questionnaires were used for the collection of data in the study.

Instrument: The two instruments were adapted by the researcher and titled: Teachers' Task Questionnaire (TETAQ) and Teachers' Class Performance Questionnaire (TECLAPEQ). The first instrument (TETAQ) was designed for teachers to collect data on their task performance. The items in TETAQ were drawn from the Annual Performance Evaluation Report (APER) Form. APER contains six (6) basic job tasks of every teacher namely: 1) interest in conducting school activities, 2) handling of students discipline and attendant problems, 3) knowledge of subject matter, 4) professional preparation

and scholarship, 5) school project organization and 6) effort toward improvement when needed. The original items on general school activities and school projects were modified and restricted to conducting student on the assembly ground and organizing school co-curricular activities. Lastly, the original response rating of Satisfactory - (S), Requires Improvement - (R), Unsatisfactory, Specific comments and documentation - (U) and Not Observed or Not Applicable - (N) in APER was modified to 4-point likerttype scale of: Strongly Agree -4, Agree -3, Strongly Disagree -2, and Disagree -1 with a bench mark score of 2.45. The second instrument titled "Teachers' Class Performance Questionnaire (TECLAPEQ)" was used to collect data on class performance from principals. Principals and Heads of Subject (HOS) teachers such as Head of Language, Sciences, and Arts among others were used to appraise the class performance of teachers. The instrument contained nine (9) items addressing teachers' classroom performance. The nine (9) items bothered on: class management (item 1-3), class questioning behaviour (item 4-6) and classroom interaction with learners (item 7-9). These items were adapted from the work of Omomia and Omomia (2014). The items were rated on a 4-point likerttype scale of: Excellent - 4, Good - 3, Fair - 2, Poor -1 with a bench mark score of 2.45.

Method of Analysis: Research question 1 was analyzed using mean (x) and standard deviation (S.D) while hypothesis was analyzed using person product moment correlation coefficient statistics. The hypothesis was tested at 0.05 level of significance.

Results

The results of the research questions and hypothesis are presented below:

Research Question 1: What is the level of class performance among teachers in public senior secondary schools in Edo Central Senatorial District?

Table 1: Summary Analysis of the level of public senior secondary school teachers' class performance in Edo Central Senatorial District

S/n	Items	N=68		
		\bar{X}	SD	Remarks
Class management				
1.	Teachers' ability to keep his students attentive all through his lesson	3.03*	.966	High
2.	Managing the classroom space for delivery of instruction	2.30	.977	Low
3.	Managing the marker board for presentation of lessons in class	2.30	.993	Low
Over all mean = 2.54*				
Class questioning behavior				
4.	Responding to students questions promptly	2.36	1.015	Low
5.	Encouraging students to ask questions during a lesson	2.25	1.161	Low
6.	Rewarding learners who answer questions correctly in class	2.57*	.938	High
Over all mean = 2.39				
Classroom interaction with learners				
7.	Ensuring students participate in the lesson of the day	2.39	.996	Low
8.	Maintaining eye-contact with each student during instruction	2.42	.944	Low
9.	Calling students by name to evaluate them based on lesson taught	2.17	1.127	Low
Over all mean = 2.33				
Grand mean on teachers' class performance = 2.42				

* Significant mean ($\bar{X} > 2.50$).

Result in Table 2 showed that majority of the respondents had low rating on item 2, 3, 4, 5, 7, 8 and 9 at a mean score range of 2.17 to 2.49 but has high rating on item 1 and 6 at a mean score range of

2.57 to 3.03 respectively. However, result from the table further showed that the overall mean score of items 1 to 3 on class management is 2.54, items 4 to 6 on teacher's class questioning behavior is 2.39 while items 7 to 9 on classroom interaction with learners is 2.33. The overall mean score on teachers' classroom performance is 2.42. Since the grand mean score on teachers' classroom performance ($\bar{X} = 2.42$) is lesser than the criterion mean of 2.50 i.e. ($\bar{X} = 2.42 < 2.50$), it therefore means that the class performance of public senior secondary schools teachers in Edo Central Senatorial District is low.

Hypothesis 1: There is no significant relationship between administrative task and teachers' classroom performance in public senior secondary schools in Edo Central Senatorial District.

Table 2: Summary Analysis of the Relationship between Administrative task and Teachers' classroom performance in public senior secondary schools in Edo Central Senatorial District

Variables	N	\bar{X}	S.D	Pearson r-coefficient	p- value	Remarks
Administrative task	184	2.63	.614	0.351*	0.002	Null hypothesis rejected ($p < 0.05$)
Teachers' classroom performance		2.42	.778			

*. Correlation is significant at the 0.05 level (2-tailed).

Data in Table 2 showed that the Pearson correlation coefficient of 0.351 of the relationship between administrative task and teachers' classroom performance was statistically significant ($p < 0.05$). Therefore, the null hypothesis was rejected it therefore means that there is a significant relationship between administrative task and teachers' classroom performance in public senior secondary schools in Edo Central Senatorial District. This indicated that there was a positive, weak and significant relationship between administrative task and teachers' classroom performance in public senior secondary schools in Edo Central Senatorial District.

Discussion

The result showed that the class performance of public senior secondary school teachers in Edo Central Senatorial District was low. The outcome of this study may be due to several reasons such as inadequate instructional materials for teachers to use, inadequate welfare schemes for teachers which may be affecting teachers' job morale and enthusiasm, late payment of salaries, government's nonchalant attitude towards teacher's requests, and teachers withdrawal from instructional tasks expected of them due to unfair treatment in the school. Furthermore, the outcome of this study is perhaps due to teacher's burdensome workload and the leadership style employed by school heads. The result from this study disagrees with that of King'oina, Kadenyi and Ngaruiya (2015) that teachers' lesson note planning and student academic performance was high in Marani Sub-County, Kenya. The result disagreed with that of Omomia and Omomia (2014) that teachers had high mean score rating in their lesson note planning in Yaba, Lagos State. Result is in opposition with that of Ejidike and Oyelana (2015) that teachers' performance on their lesson note planning was high in secondary schools in Buffalo City Metropolitan Municipality, Eastern Cape Province of South Africa. The result is in consonance with that of Adu-Ebenezer and Ade-Ajayi (2015) which showed that teachers were ineffective in their lesson note planning in Ekiti State with a mean score below 2.50. The result agrees with that of Omiko (2016) that Basic Science teachers seem to have a low performance level in classroom management and evaluation/summary of their lessons in Ebonyi State. The result agrees with that of Nwite (2016) that teachers' instructional tasks performance in students note supervision was low. The result is in agreement with that of Anho (2015) that teachers' administrative tasks and students note supervision was low with a score rating of below 2.50 in Delta State.

The result showed that there was a positive weak and significant relationship between administrative tasks and teachers' classroom performance in public senior secondary schools in Edo Central Senatorial District. The outcome of this result could be as a result of poor supervisory task performance among principals, lack of school management committee controls, and lack of teacher's

involvement in decision making. The fact remains that administrative task of teachers such as conducting students on the assembly ground, keeping students' class attendance records and organizing other school co-curricular requires proper planning, ordering, directing and management by principals and significant others in the school. When such controls are lacking, teachers could become non-challant towards their administrative duties; hence, their class performance may be affected. The result from this study is also in agreement with that of Ekpoh and Eze (2015) who found that a significant relationship exists between teachers' administrative tasks and their classroom performance in Ikom Education Zone of Cross River State, Nigeria. The result concurs with that of Olaleye (2013) that there is a significant relationship between teachers' managerial-administrative roles and their classroom performance in Ekiti State. The result supports that of Agharuwhe (2013) that teachers' administrative task produced affected their classroom performance and resulted in poor academic performance among the students in public secondary schools in Delta State, Nigeria. The result is in agreement with that of Salem (2011) that administrative tasks burden affects teachers' class performance in teachers in public schools in Tafila province, and the proposed solutions. Result concurs with that of Kajo (2011) that the administrative task of teachers has many constraints on teachers' classroom performance in government secondary schools in Benue state. The result is in line with that of Nurharani, Nur-Zahira and Nur-Shaminah (2013) that administrative tasks were found to be a significant factor that could affect teachers' job performance in the district of Klang. The result concurs with that of Jeremiah, Sele and Okodoko (2014) there was a significant influence on teachers' administrative tasks affects teachers' classroom performance in teaching practice in Wilberforce Island, Bayelsa State. The result is in consonance with that of Bonke and Semudara (2011) that attendance to various functions such as planning of co-curricular activities, conducting school assembly, planning school project and other attendant functions make teachers less attentive to their classroom duties such as management of classroom misbehavior among secondary school students in Ondo State, Nigeria. The result agrees with that of Lena, Werang and Betaubun (2015) that there was a significant relationship between teachers' administrative task

competence and their class performance at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city at St. Mary Fatimah and The Sacred Heart primary schools in Merauke city, Papua, Indonesia. The result is also in agreement with that of Babu and Kumari (2013) that there is a significant relationship between administrative task performance and teachers' class performance on teachers' class effectiveness in India. The result concurs with that of Adeyemi (2008) that a significant relationship was however found between organizational task performance and teachers' classroom delivery in primary schools in Ondo State, Nigeria.

Conclusion

The role of teachers in the teaching and learning process of the school system cannot be undermined or over-emphasized. Based on findings, it was concluded that the class performance of public secondary schools teachers in Edo Central Senatorial District was low, there was a positive weak and significant relationship between teacher's task (instructional and administrative tasks) and teachers' classroom performance in public senior secondary schools in Edo Central Senatorial District. Furthermore, the researcher concludes that teachers' instructional and administrative tasks significantly predict their classroom performance in public senior secondary schools in Edo Central Senatorial District.

Recommendations

- a. principals should endeavor to encourage their teachers to embrace classroom interaction with learner's by ensuring students participate in the lesson of the day, maintaining eye-contact with each student and also involve in administrative activities in the school.
- b. Teachers should endeavor to develop a friendly class questioning behaviour by responding to students' questions promptly and encouraging students to ask questions during their lesson.

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