

Management of Secondary Schools Academic Activities for Effective Performance of Teachers in Ekiti State, Nigeria

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Abstract

The study examined the management of secondary schools' academic activities for effective performance of teachers in Ekiti State. The descriptive survey research design was used for this study. The population for the study consisted of 8,167 teachers in all public secondary schools in Ekiti State. Multistage sampling technique was used to select the sample of 120 secondary school teachers in Ekiti State. The first stage was used to select one local government from each of the senatorial districts in Ekiti State using stratified sampling technique. The second stage involved the selection of four secondary schools in each of the selected local governments using simple random sampling technique. The third stage involved the selection of ten secondary school teachers in each of the selected secondary schools using purposive sampling technique making a total of 120 teachers. The reliability coefficient of the instrument was determined using test-retest method to obtain a reliability coefficient of 0.79. The data collected through the instrument were analysed using descriptive and inferential statistics. Mean and standard deviation were used to interpret the research questions while Pearson product moment correlation was used to analyse the hypotheses. Recommendations include the following among others that professional development opportunities and training should be channeled towards effective teachers' performance in the administration of secondary schools academic performance which can be achieved through seminars and workshops.

Keywords: Management, Academic Activities, Performance, Teachers, Professional Development

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Introduction

Management refers to the utilization of both human and materials resources. Material resources include classrooms, machines, and libraries among others. Human resources include teaching and non-teaching staff, members of non-teaching staff include bursars, registrars, accountants, computer operators, messengers and gate keepers. Loads are allocated to teachers in various secondary schools in the Ekiti State. Managing heavy workloads, administrative tasks and competing demands within limited time frames can overwhelm teachers and impact their effectiveness in the classroom. Teachers engage themselves in planning lesson plan in various secondary schools in Ekiti State.

The foremost considerations basic to the task of preparing lesson plans are to ensure that the teacher determines: what is to be learnt, what the learner will do in order to accomplish the desired learning and what he will do to facilitate the accomplishment of the desired learning by the learner (Nwachukwu, 2001). Various secondary schools used various tools in training their students. These tools include pre-vocational, pre-technical and pre-profession education. Secondary schools are post primary schools where knowledge and skills are obtained. Comprehensive teacher training programmes, covering subject-specific content, pedagogical techniques, and technologies integration should be provided to address the issues pertaining to the effective academic activities (Odukoya & Fakolade, 2012). Academic activities of teachers in secondary schools are classified into classroom instruction and extracurricular activities. Classroom instruction consists of teaching and learning of various subjects, assessment of examinations, homework, workshop and laboratory tasks while extracurricular activities include debates, spelling bees, quiz competitions, clubs such as science clubs, literacy societies and language clubs. The functions of these activities are to develop students' knowledge problem solving and thinking skills. Activities here refer to what the teachers do that makes teaching more effective (Olaoye, 2013). Effective management of academic activities in secondary schools is a crucial for ensuring the success and performance of teachers. The effective management of these activities, school administrators can create a supportive environment that enables teachers to excel in their roles and deliver high - quality education to students. The management of secondary schools' academic activities in Ekiti state, Nigeria involves various components such

as curriculum development in each of the subjects offered in secondary schools, teacher training and supervision, resource allocation and overall school governance. Curriculum development and planning plays a major role in determining the quality and relevance of academic activities in secondary schools. Collaboration between curriculum development agencies, education experts and school administrators can facilitate effective curriculum implementation (Okebukola, 2014). In order to make the curriculum implementation more effective, teachers need to be trained in their areas of specialization. It is assumed that some teachers lack pedagogical skills, subject matter and awareness of innovative teaching methods. Comprehensive teacher training programmes, covering subject-specific content, pedagogical techniques, and technological integration should be provided to address the issues pertaining to the effective academic activities (Odukoya & Fakolade, 2012). Adequate supervision of teachers will facilitate teaching and learning in secondary schools. Teachers' supervision and mentoring enable them to provide feedback, support and continuous professional growth and development (Adeyinka & Ayomide, 2018). Professional development opportunities and training programmes for teachers in Ekiti state, Nigeria are essential for enhancing the quality of education and improving the teaching practices. These include seminars technical skills training, communication skills training, and conferences, certificate programmes, on the job development, online development, leadership skills development and workshops. Professional development enable teachers to enhance their skills, knowledge and performance in their area of specialization.

It also involves planning for what to teach, workshops and seminars for the achievement of the objectives of secondary schools. In planning, efforts could be made by the principals through the vice principals in delegating authority to the teachers as directed by the principals. Planning is the determination of goals and objectives and selecting the philosophy, policies programmes, procedures and strategies for achievement of the objectives them (Ajayi & Ayodele, 2012). Planning involves goals, objectives and procedures in achieving them.

Statement of the Problem

Management as the utilization of both human and material resources. The allocation and utilization of resources including teaching materials, facilities, technology and support staff play a crucial role in enhancing teacher performance. It has been observed that subject teachers are very few in secondary schools in Ekiti State Nigeria. Some of the experienced teachers are retiring from the service while the remaining experienced teachers are becoming vice principals and principals. There is shortage of teachers to teach these subjects in secondary schools. In view of shortage of teachers in secondary schools, the vice principals were asked to teach their subjects of specialization in secondary schools which could reduce the shortage of subject teachers in various subjects in secondary schools. It has been observed that these vice principals are not ready to go to classes in imparting knowledge and skills to the students in their area of specialisation. This process would not be effective in the sense that some vice principals would go to classes to impart knowledge and skills to the students while some would not go to classes to teach these students. This has become the culture of secondary schools once they become vice principals, their functions are mainly to supervise teachers in all activities of the schools. The subjects are distributed to teachers who could teach some subjects outside their areas of specialization. This could lead to the process of memorization of the subjects by the teachers. If these situations continue, the secondary school students would not be able to perform well in WAEC or NECO examinations.

Purpose of the Study

The main purpose of the study was to examine the management of secondary schools academic activities in Ekiti State Nigeria. Specifically, the study sought to:

1. investigate the factors that are responsible for effective management of secondary schools

academic activities in Ekiti State

2. Assess the level of teachers' performance in secondary schools in Ekiti State

3. Examine the professional opportunities available for teachers of secondary schools in Ekiti

State

Research Questions

1. What are the factors that responsible to the management of secondary schools academic activities in Ekiti State?
2. What is the level of teachers' performance in secondary schools in Ekiti State?
3. what are the professional development opportunities and training programmes available for t for teachers of secondary schools in Ekiti State?

Research Hypotheses

1. There is no significant relationship between professional development opportunities and effective teachers' performance in secondary schools in Ekiti State
2. There is no significant relationship between curriculum planning and teachers performance in secondary schools.

Methodology

The study adopted descriptive survey research design. The design was suitable for the study because it allows the sample to be taken from large population and generalisation can be made on the entire population. The population for the study consisted of 8,167 teachers in all public secondary schools in Ekiti State.(www.ekiti.gov.ng) Multistage sampling technique was used to select the sample of 120 secondary school teachers in Ekiti State. The first stage was used to select one local government from each of the senatorial districts in Ekiti State using stratified sampling technique. The second stage involved the selection of four secondary schools in each of the selected local governments using simple random sampling technique. The third stage involved the selection of ten secondary school teachers in each of the selected secondary schools using purposive sampling technique making a total of 120 teachers. The instrument used for the study was titled 'Management of Secondary Schools Academic Activities Questionnaire' (MSSAAQ).

The response options for the factors that are responsible for effective management of secondary schools and professional development opportunities and training programmes available for teachers of secondary schools in Ekiti State, Nigeria include Strongly Agree(SA) , Agree (A) , Disagree(D) and Strongly Disagree(SD). The response options for level of teachers ' performance in secondary schools in Ekiti State include Excellent (E), Good (G), Satisfactory(S) and Unsatisfactory (US).The reliability coefficient of the instrument was determine using test-retest and yielded 0.79.The instrument was administered by the researcher with the help of two research assistants. Mean and standard deviation were used to answer the research questions while the hypotheses were tested at 0.05 level of significance.

Results

Research Question 1

What are the factors that are responsible for effective management of secondary schools academic activities in Ekiti State?

Table 1: Factors that are Responsible for Management of Secondary Schools Academic Activities

S/N		MEAN	SD	Remarks
1.	School leadership and implementation	3.82	0.39	Agreed
2.	Curriculum design and implementation	3.68	0.47	Agreed
3.	Teaching and learning strategies	3.77	0.55	Agreed
4.	Students' support and mentoring	3.78	0.54	Agreed
5.	Parental involvement and community engagement	3.50	0.78	Agreed
6.	Infrastructure and evaluation	3.88	0.32	Agreed
7.	Monitoring and evaluation	3.89	0.31	Agreed

All the items presented in table 1 are the factors that are responsible for the management of secondary schools' academic activities. The means ranged from 3.50 to 3.89 with the standard deviations of 0.31 and 0.78 respectively. The table also shows that school leadership and administration has a mean of 3.82, curriculum design and implementation(3.68), teaching and learning strategies(3.77), students' and mentoring(3.78) and parental involvement and community engagement(3.50)

Research Question 2

What is the level of teachers' performance in secondary schools in Ekiti State?

Table 2: Level of Teachers Performance in Secondary Schools in Ekiti State

S/N	ITEMS	MEAN	SD	Remarks
1.	Teachers demonstrate a deep understanding of the subjects they teach	3.78	0.41	Excellent
2.	Teachers actively seek opportunities for professional development and training	3.73	0.44	Excellent
3.	Teachers effectively break down complex concepts into understandable parts	3.45	0.61	Excellent
4.	Teachers provide accurate and up-to-date information in their subject areas.	3.57	0.60	Excellent
5.	Teachers use a variety of instructional methods to engage students effectively	3.78	0.42	Excellent
6.	Teachers maintain an orderly and conducive learning	3.78	0.42	Excellent

	environment in the classroom.			
7.	Teachers provide timely and constructive feedback to students on their performance	3.61	0.77	Excellent

Table 2 shows that the level of teachers performance in secondary schools in Ekiti State. The mean of 3.78 was recorded on items 1, 5 and 6 while the least mean of 3.45 was recorded on item3 (Teachers effectively break down complex concepts into understandable parts)

Research Question 3

What are the professional development opportunities and training programmes available for teachers of secondary schools in Ekiti State?

Table 3: Professional Development Opportunities and Training Programmes Available for Teachers of Secondary Schools

S/N	ITEMS	MEAN	SD	Remarks
1.	School provides regular opportunities for professional development of teachers	3.58	0.50	Agreed
2.	I have participated in workshops and seminars on teaching strategies	3.62	0.49	Agreed
3.	I have attended conferences and presentation on educational best practices	3.63	0.48	Agreed
4.	I have enrolled in online courses and webinars for professional development	3.66	0.48	Agreed
5.	Professional development has helped teachers to stay up-to-date with educational best practices	3.79	0.41	Agreed
6.	School provides financial support for professional Development	3.78	0.41	Agreed

The professional development opportunities and training programmes available to teachers of secondary schools in Ekiti State was presented in table 3. The results show that school provides regular opportunities for professional development of teachers with a mean of 3.58

Hypothesis 1

There is no significant relationship between professional development opportunities and effective teachers' performance

Table 4: Pearson Product Moment Correlation showing the Relationship between Professional Development Opportunities and Effective Teachers' Performance

Variables	N	Mean	Standard Deviation	R-cal	P-value
Professional Development	120	3.68	1.61	0.067	0.46
Teachers Performance	120	3.68	2.18		

$P > 0.05$

Table 4 shows that there is no significant relationship between professional development opportunities and effective teachers' performance ($p > 0.05$), with a correlation coefficient (r-cal) of 0.067, p-value=0.46. Therefore, the hypothesis was accepted which states that there was no significant relationship between professional development opportunities and effective teachers' performance in secondary schools in Ekiti state Nigeria.

Hypothesis 2:

There is no significant relationship between curriculum planning and teachers' performance

Table 4: Pearson Product Moment Correlation showing the Relationship between Professional Development Opportunities and Effective Teachers' Performance

Variables	N	Mean	Standard Deviation	R-cal	P-value
Curriculum Planning	120	3.64	2.67	0.332*	0.000
Teachers Performance	120	3.67	2.18		

$P < 0.05$

Table 4 shows that p-value was less than r- calculated value. $P < 0.05$ with a correlation Coefficient of 0.332, p-value =0.000. Therefore, the null hypothesis was not accepted. This implies that there is significant relationship between curriculum planning and teachers' performance in secondary schools

Discussion of Findings

The findings that are responsible for effective management of secondary schools academic activities in Ekiti State are leadership and administration, curriculum design and implementation, teaching and learning

strategies, student support and mentoring, parental involvement and community engagement, infrastructure and resources, monitoring and evaluation. The finding also revealed an increased level of teachers' performance in secondary schools in Ekiti State. This finding is consistent with the finding of Bolarinwa, Ogunmilade, Olaoye, Abiodun & Olaniyi (2019) who stated that there was significant relationship between teachers' passion for teaching and secondary school students' academic performance. Accordingly, teachers' passion for teaching will enhance the secondary school students' academic performance. It was also indicated that teachers demonstrate a deep understanding of the subjects they teach, teachers actively seek opportunities for professional development and training, teachers effectively break down complex concepts into understandable parts, teachers provide accurate and up-to-date information in their subject areas, teachers use a variety of instructional methods to engage students effectively, teachers maintain an orderly and conducive learning environment in the classroom and teachers provide timely and constructive feedback to students on their performance. This is consistent with the finding of Alasoluyi and Olusola (2017) who stated that school-based management committee ensures that the teachers maintain focus on the fundamental principles of teaching and learning. The findings also revealed that some professional opportunities and training programmes are available to teachers of secondary schools in Ekiti State are regular opportunities for professional development of teachers, workshops and seminars on teaching strategies, conferences and presentations on educational best practices, online courses and webinars, up-to-date educational best practices and provision of financial support for professional development.

The results obtained revealed that there was no significant relationship between professional development and teachers' performance in secondary schools in Ekiti State. ($P < 0.05$). This finding is consistent with the finding of Darling-Hammond et al. (2017) who stated that the professional development programmes can vary greatly and if the available professional development opportunities are not well-designed or relevant to teachers' needs. This implies that professional development opportunities do not have a meaningful impact on teachers' performance in secondary schools in Ekiti State. This could mean that the current professional development opportunities may not be effectively targeting areas that improve teachers' performance.

The finding also revealed that there is significant relationship between curriculum planning and teachers' performance of secondary schools in Ekiti State ($P < 0.05$). The statistically significant relationship ($P < 0.05$) suggests that curriculum planning is indeed associated with effective teachers' performance in the context of secondary schools in Ekiti State. This is in line with the findings of Wiggins and McTighe (2015) that well-planned curricula provide teachers with clear objectives and guidelines, enabling them to focus their efforts more effectively.

Conclusion

From the findings of the study, it was concluded that factors that are responsible for management of secondary schools academic activities include monitoring and evaluation, students support and monitoring, parental involvement and community engagement, teaching and learning strategies.

It was also concluded that the factors responsible for the management of secondary schools academic activities in Ekiti State are school leadership and administration, curriculum design and implementation, teaching and learning strategies, students support and mentoring. It was concluded that professional development is not significantly related to teachers' performance in Ekiti State while curriculum planning and resources allocation will significantly influence effective teachers' performance in secondary schools in Ekiti State.

Recommendations

1. Professional development opportunities and training programmes should be channeled towards effective teachers' performance in the administration of secondary schools academic activities. This can be achieved through seminars and workshops.
2. Parental involvement and community engagement in schools academic activities should be inculcated into secondary schools academic activities. This could be achieved when members of parents' teachers association work together with the teachers in secondary schools.
3. Teachers should effectively break down complex concepts into understandable parts. This could be achieved by working with their heads of departments for the achievement of the objectives of secondary schools as directed by vice principals.

4. An attempt should be made by the government to employ more teachers to solve the problem of using unqualified teachers to teach subjects outside their area of specialization.

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