

Relationship Between Quality of Teachers Lesson Delivery and Role Performance of Management in State Universities in North Western Zone, Nigeria

Bello Musa

Department of Educational Foundations, Faculty of Education, Sokoto State University, Sokoto state, Nigeria. **Email:** bmusa35@gmail.com

Abstract

The paper examines the relationship between quality of teacher's lesson delivery and role performance of management. The research design for this paper was correlational type. The population for this study comprised all the academic staff and their heads which amounted to 2,674. The sample size selection of 333 out of 2,674 was based on Research Advisors (2006). The paper applied proportionate and random sampling. Two instruments were used to collect data for the study. The instruments were validated by expert in education and reliability of the instruments were obtained through test-retest method and reliability indexes of 0.78 and 0.75 were obtained respectively. The paper employed descriptive and inferential statistics for data analysis. The study discovered that, there was significant relationship between quality of teacher's lesson delivery and role performance of management in State Universities in North Western zone, Nigeria. The paper concluded that quality of any education system depends on the quality of teacher's lesson delivery. Therefore, the study recommended that, Universities management should make teaching and learning environments conducive. This will help to promote the quality of teachers and lesson delivery in Nigerian Universities. There should be regular training among the staff on the teaching and learning process. Therefore, staff should be encouraged to attend seminars and workshops, and incentives should be given to them as contained in their condition of service.

Keywords: Quality of Teacher Lesson Delivery, Role Performance of Management

Introduction

Quality of teacher's lesson delivery involves the degree to which teachers prepare comprehensive lesson plans with the objectives stated clearly, lesson notes with good and relevant examples, relevant introductions, logical presentation, using a variety of methods and demonstrations, questioning techniques, effective classroom management, and mastery of subject matters in the process of imparting new knowledge and skills to the learners. Quality of the teacher's lesson delivery is highly related to the teachers' activities in

the classroom and how that affects the student's learning and also his participation in the overall running of the school to achieve the expected objectives and goals of the school (Nkedishu, 2020). The progress of a student will have a direct link with the successful teaching-learning process in the classroom. The quality of the university system is determined by the way and capacities of the staff in the system are being encouraged to introduce new innovations and changes in handling and preventing societal problems through their research (Anyanwun, 2020).

Quality of teacher lesson delivery refers to the teacher's preparedness and readiness to comply with teaching technicalities for an effective teaching and learning process. However, managerial effectiveness refers to the level of competency of school management in terms of efficiency, teamwork, collective decision, effective communication, and coordination for the attainment of school goals. Teaching takes place when an individual intentionally decides to assist another person or a group of people in acquiring a specific activity or concept (Philomena & Temitayo, 2019). However, Obele (2016) pronounced that teacher readiness for lesson delivery is the process of achieving the objectives of teaching which aim of improving the standard of education. Qualified and well trained teachers are encouraged to master the technicality of teaching and learning process for better education Osatimehin, Omodara, and Afe (2022). Lesson delivery is one of the most important aspect of teaching which needs to improve for qualitative education. Njoku (2016) stated that teaching demands for an active groundwork by the teacher and readiness of the learner, therefore for teaching and learning process to be effective, it has to guarantee a cooperative teacher-learner class activity based on variety of methods which creates room for effective and efficient mastery of the subject matter on the part of the teacher and learner.

The theoretical basis for this study was based on motivational theory of Abraham Maslow theory of human needs. In human existence, there is teamwork and cooperation to achieve organizational goals, human relations, and interactions between and among the several needs. Motivation to some psychologists means the process of manipulating or stimulating a person to take action that will improve the achievement of target goals, (Okon, (2020). However, Maslow in Manga (2014) believes that human beings always have some needs that they want to satisfy. He categorized human needs into five different levels and those needs are arranged in a hierarchy, as one lower need is satisfied, another higher need will emerge and become operative in one's

life. The educational manager must ensure that the needs of the workers are satisfied from the basic level to the higher levels of needs in order to use the satisfaction of those needs as a form of motivation to work harder.

This theory is related to the present study as it deals with basic needs. The satisfaction of these needs as mentioned above are prerequisites for human productivity. A protected, free, motivated, and well-fed individual is expected to be productive. This is because they are being provided with basic necessities for their living and they are expected to be more productive in return.

However, Nakpodia (2010) discovered that many factors are likely to influence staff personnel management for effective job performance in universities namely training and manpower development, implementation of policy and staff conditions of service, managerial technical hitches, environmental management, external environmental causes, and recruitment approaches. The connection between managerial effectiveness and teacher research is fast becoming a subject of interest among scholars and researchers. The field of education has not been an exception in this regard. Teachers' professional development refers to the statutory duties that are performed for the development of their field such as the writing of papers for an annual conference, review of the content program, and curriculum delivery (Ayeni, & Fakunle, 2020). However, Tess (2003), pointed out that educational managers must motivate academic staff to use their creativity and initiative as needed in making their contribution, toward the achievement of university target goals.

Osatimehin, Omodara, and Afe (2022) conducted study on teacher's preparation and presentation of lesson indices as determinant of teachers' effectiveness for sustainable development. The study adopted a descriptive survey research design. The research instrument used for data collection was 'Teacher Self Report Inventory '(TSRI) with reliability value $\alpha = 0.85$. The population of the study was that which represented all the teachers in senior secondary schools in Ekiti State. Random sampling techniques was employed to select a total of 315 teachers from different local government in Ekiti State and the distribution of the questionnaires (315 questionnaires) were retrieved (100 %) of the sample. Breakdown is listed as follow, in the first stage, Purposive sampling technique was used to select the required local governments. Second stage, selection of targeted schools in the selected local governments was done by using stratified sampling technique and at the third

stage, the required teachers were selected using Simple Random Sampling techniques. Two research questions were formulated. Data collected for the study were analyzed using descriptive statistics for the research questions. The study concluded that teachers in Ekiti State Secondary School exhibited good preparation and presentation of their lessons, allowed students to participate in the teaching and learning. It is recommended that government should invest more on education sector to ensure adequate provision of educational facilities in all the schools for the teachers and regular training for more teacher effectiveness.

Moreover, Okon (2020) conducted a study on School Variables and Teachers' Productivity in Secondary Schools in Akpabuyo Local Government Area, Cross River State, Nigeria. The research study examined the school climate and its influence on teachers' productivity in Secondary Schools in Akpabuyo Local Government Area of Cross River State, Nigeria. The researcher adopted a survey design for the study. A sample of 150 out of a population of 206 teachers was randomly selected for the study. A 24-item questionnaire based on a 4- point Likert scale was constructed to elicit information for the study. The hypotheses formulated were tested at 0.05 alpha level and 147 degrees of freedom using one-way Analysis of Variance (ANOVA) statistics. The result showed that there is a significant influence of the motivation of teachers and a significant influence of the Principal's administrative style on teacher's productivity. It was recommended that the motivation of teachers should be given top priority by the authorities concerned if teacher's productivity must improve. An effective principal's administrative style should also be encouraged for enhanced teacher productivity.

This study is highly related to the current study because the focus area of the study is on School Variables and Teachers' Productivity in Secondary Schools in Akpabuyo Local Government Area, Cross River State, Nigeria while the current study intends to investigate the relationship among quality of teacher lesson delivery, research publication and managerial effectiveness in State Universities in North Western Zone, Nigeria and the populations of the two studies are difference the previous study focuses on secondary education level while the current study is focus on tertiary education level also the geographical location of the two studies is also different.

However, Abiodun (2020) conducted a study on the relationship between managerial skills, personality characteristics, and administrative staff

effectiveness in the University of Ibadan, Nigeria. The study employed descriptive survey research design and the population of the study comprised all the administrative staff of the University of Ibadan. The sample size consisted of 225 administrative staff selected from nine departments of the university. Three research questions were raised and one hypothesis was formulated using simple percentages, frequency counts, mean, and multiple regression an instrument titled “Managerial Skills, Personality Characteristics and Administrative Staff Effectiveness Questionnaire” (MSPCASEQ) was used to elicit relevant data for the study. The reliability coefficient of the instrument was ensured through the test re-test method of testing reliability and the co-efficient value of 0.84 was obtained. Prominent among the findings from the study revealed that, there was a joint contribution among managerial skills, personality characteristics, and administrative staff effectiveness at $F(6,218) = 15.444, p < 0.05$) and based on the findings, it was recommended that administrative staff should be exposed further by management to pieces of training and seminars, all aimed at improving their level of effectiveness and to also maintain or sustain the prevalent managerial skills, and learn new skills to improve administrative staff service delivery and positive attitude to work; the use of Information and Communication Technology (ICT) should be fully deployed or engaged to channel effective communication between the top management and administrative staff.

This study is highly related to the current study because they both focus on managerial effectiveness and the geographical location of the two studies are different the previous study focuses on only one state in South-West, Nigeria.

Statement of the Problem

The performance of university graduates is deteriorating as reported by some scholars. This deteriorating condition is associated with the quality of teachers’ lesson delivery.

Objective of the Study

The main objectives of this study were to examine the relationship between the quality of teacher lesson delivery and role performance of management in state universities in North Western Zone, Nigeria.

Specific objectives include:

- I. To find out the quality of teachers' lesson delivery in State Universities in North Western Zone, Nigeria.
- II. To find out the level of performance of management in state universities in North Western Zone, Nigeria.

Research Questions

This research hopes to provide an answer to the following research question:

- I. What is the quality of teacher's lesson delivery in State Universities in North Western Zone, Nigeria?
- II. What is the level of performance of management in State Universities in North Western Zone, Nigeria?

Research Hypotheses

The following Hypothesis was tested:

H₀₁ There is no significant relationship between the quality of teachers' lesson delivery and role performance of management in State Universities in North Western Zone, Nigeria.

Methodology

The research design for this study was correlational type. This design consists of a simple association or relation between or among the variables (Creswell, 2014). The population of this study involves all academic staff and their heads which amounts to 2,674 as the total population of the participants. The sample size selection of 333 was based on the Research Advisor (2006) table for determining sample size. Proportionate and random sampling technique was used in picking the participants. To collect the data for this study two sets of questionnaires were used which were self-designed questionnaires, titled: Teacher Productivity Questionnaire (TPQ) and Role Performance Management Questionnaire (RPMQ). The instruments were validated by a team of experts. The reliability of the instruments was obtained through the test and re-test method and reliability indexes 0.78 and 0.75 were obtained respectively. The researcher employed descriptive and inferential statistics to analyze the data. A mean score was used to answer the responses of the participants to the research questions with the decision mean of 3.0 indicating

a moderate extent of agreement. While any mean score below 3.0 was considered as low extent of agreement. Pearson Product Moment Correlation Co-efficient was used to test hypothesis. The data were processed with the use of Statistical Package for Social Science (SPSS).

Data Presentation and Analysis

The results are presented in tabular forms and interpreted using descriptive and inferential statistics. Mean scores were used in answering all research questions While inferential statistics was used in testing all null hypotheses of the study.

Research Question One

What is the extent of the quality of teachers' lesson delivery in State Universities in the North Western Zone? The respondents' responses on the extent of quality of teacher's lesson delivery in state universities in North Western zone Nigeria is presented in Table 1

Table 1: Quality of Teacher's Lesson Delivery in State Universities in North Western Zone of Nigeria

S/N	Item Statement	Mean	Std. Dev	Decision
1	Teachers in my university have comprehensive lesson plans with objectives clearly stated to guide their lectures	3.00	1.44	ME
2	Teachers prepare accurate, precise and comprehensive lectures notes and regularly update their lectures notes	2.97	1.53	ME
3	Teachers make a good and relevant introduction to captured students interest in the topic	2.78	1.29	LE
4	Teachers ensure that students participate actively and make a contribution during the lesson	2.72	0.75	LE
5	Teacher make use of a combination of a variety of methods to impart new knowledge and skills	2.86	0.89	LE
6	Teacher takes time to explain difficult concepts and make practical demonstration for students understanding, especially the objectives	3.20	0.74	ME
7	Teacher give students freedom to ask questions	3.63	1.12	ME
8	Teachers have mastery of subject matters and good questioning techniques	3.49	1.34	ME
9	Teachers help students to modify incorrect or inadequate responses	2.78	1.29	LE
10	Teachers have class control and time management	2.73	1.22	LE
11	The teacher appears to be confident, friendly, and cheerful	2.72	0.75	LE
12	Teacher have good audience voice projection for the students to hear them clearly during the lesson	2.86	0.68	LE
13	Teachers dress decently and neatly to class	2.89	0.55	LE
Grand Mean (\bar{x})		3.02	1.05	ME

Source: Field Work (2023)

Table 1 reveals that the respondents indicated average affirmation that there is a moderate extent of quality of teacher’s lesson delivery. This is evident by an affirmed response of item one, of the table indicated that moderate extent with 3.00. While items two, three, four, and five of the table indicated low extent with 2.97, 2.78, 2.72, and 2.78 respectively. While items six, seven, and eight indicate moderate extent with 3.20, 3.63, and 3.49 respectively. However, nine, ten, eleven, twelve, and thirteenth of the table indicated low extent with 2.78, 2.73, 2.72, 2.89, and 2.86 respectively. This indicates that, to a moderate extent, teachers’ lesson delivery in state Universities in the North West zone is of moderate quality.

Research Question Two

What is the level of managerial effectiveness in state universities in North Western Zone Nigeria? The respondents’ responses on the level of effectiveness of school administrators in state universities in North Western zone Nigeria is presented in Table 3

Table 3: Level of Performance of School Administrators in State Universities in North Western Zone of Nigeria

S/N	Item Statement	Mean	Std. Dev	Decision
1	Management in my university has set goals for the protection of teachers' rights and the enhancement of their productivity	2.90	0.85	LE
2	Management has documented rules and regulations for the protection of teachers rights and ensuring managerial effectiveness	3.33	1.40	ME
3	Management set up a disciplinary committee for maintaining law and order and good conduct	3.74	1.52	ME
4	Management has Examination Monitoring Committee to ensure that teachers give quality supervision of students during examinations	3.89	0.57	ME
5	Management clearly state the terms of reference to guide the action of individuals and various authority for protection of teachers rights	2.78	1.21	LE
6	Management appoints a chairman for each committee to lead and direct the activity of each committee	3.98	1.33	ME
7	All faculties, departments, and units are pursuing uniform goals of protecting teachers rights and ensure their managerial effectiveness	2.98	0.67	LE
8	Management ensures that all faculties, and departments operate with synergy toward identifying and addressing challenges in the protection of teachers' rights and ensuring teacher productivity	2.17	1.45	LE
9	Management ensure that Deans, Directors, Head of	3.40	1.76	ME

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10	Departments supervised the activities of committees and individuals towards protecting the rights of teachers and maintaining teacher productivity Management ensure that Directors, Deans, Head of Departments motivate, guide, mentor and evaluate the activities of staff, committees, and teachers towards enforcement of teachers rights and higher productivity	4.11	1.38	HE
Grand Mean (\bar{x})		3.06	1.14	ME

Source: Field Work (2023)

Table 3 reveals that the respondents indicated strong confirmation that there is a moderate extent in the level of effectiveness of school administrators. This is evident by an affirmed response of item one of the table indicating that low extent with 2.90. The items two, three, and four of the table indicated the moderate extent with 3.33, 3.74, and 3.89, respectively. Item five of the table shows a 2.78 mean score which is a low extent. Item six indicated 3.98 which is a moderate extent. Item seven and eight indicated low extents with 2.98 and 2.17 respectively. Item nine of the table shows the mean score of 3.41 which is moderate extent. Item ten of the table indicated 4.11 which is a high extent.

Hypotheses Testing

The following null hypotheses were tested below:

H₀₁: There is no significant relationship between the quality of teachers' lesson delivery and role performance of management in State Universities in North Western Zone, Nigeria.

This hypothesis was tested by subjecting the quality of teachers' lesson delivery and role performance of management scores to a Pearson r-test analysis as shown in Table 4.

Table 4: Relationship between Quality of Teachers' Lesson Delivery and Role Performance of Management

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Teachers Lesson Delivery	333	66.14	12.510	0.255	0.000	Hypothesis Rejected
Role Performance of Management	333	73.68	11.724			

Source: Field Work (2023)

From the result of Table 4, the quality of teachers' lesson delivery and role performance of management were positively related and significant, $r(331) =$

.255, $p = 0.000$. This indicates a significant relationship between the quality of teachers' lesson delivery and role performance of management because the p -value is less than the 0.05 level of significance. Therefore, H_{01} which states that there is no significant relationship between quality of teacher's lesson delivery and role performance of management was rejected. The study revealed that the quality of teachers' lesson delivery is an indication of role performance of management in state universities North Western zone, Nigeria.

Summary of the Findings

Based on the research findings, the following findings are summarized:

- I. The study revealed that quality of teachers' lesson delivery is an indication of role performance of management in state universities North Western zone, Nigeria.
- II. The study revealed that the level of performance of state universities management was found at moderate level.
- III. The study revealed there is significant relationship between quality of teacher lesson delivery and role performance of management in state universities North Western zone, Nigeria.

Discussion

This section intends to discuss the findings of this study concerning the findings of previous studies one after the other as follows:

The first findings revealed that the quality of teachers' lesson delivery is an indication of managerial effectiveness in state universities in North Western zone, Nigeria. The finding agreed with Nkedishu (2020), who revealed that, teacher's productivity is highly related to what the teachers normally do in the classroom and how that affects the student's attitudes towards learning. However, the finding is supported by Adeyemi (2014), who added that principal can therefore encourage the effective productivity of their teachers by identifying their needs and attempting to solve them accordingly. Consequently, the finding also agreed with Werang (2014), who reported that teachers play some very significant roles in making sure that, students' academic achievements in the university system and the productivity of teachers to a great extent depends on the climate of each particular university administration. Moreover, the finding supported by Nadeem (2011) who also

discovered that social and economic conditions of teachers affect their productivity, these include low salary, lack of facilities, the position of teachers in society, teachers' psychological health and self-confidence, the anxiety of work, the extent of association with other staff and management and working environment all have a strong impact on teachers' productivity. Nevertheless, the finding supported by Adelabu (2005) who reported that adequate support in terms of regular stall salaries, responsibilities allowance, passage allowance, and regular seminars, conferences, and workshop positively influence teachers' productivity to a higher level.

However, the finding agreed with Tess (2003) who pointed out that educational managers must motivate academic staff to use their creativity and initiatives as needed in making their contribution, towards the achievement of university target goals. The findings emphasize the pivotal role of high-quality lesson delivery as a direct indicator of effective management within educational institutions, resonating with existing literature.

The third finding revealed that quality of teacher lesson delivery is more related to managerial effectiveness than quality of teacher research publications in state universities North Western zone, Nigeria. The finding is in line with Chepkonga (2015), who discovered that managerial effectiveness plays a significant role in ensuring continued existence, development, and adaptableness of organizations and that it is the major issue in the administration because every organization desires to achieve the target goals effectively and efficiently. However, the finding is supported by Nwokocha and Hafsat (2020), who reported that an effective university system depends on the teacher's lesson delivery for the realization of its mission, vision, and target goals. Consequently, the finding agreed with Sonnentag, Volmer, and Spsychala (2010), who revealed that the level of performance of teaching staff and non-teaching staff could determine the performance of the university and it could also determine the level which the university target goals are achieved or accomplished.

Conclusion

In conclusion, this study illuminates the intricate relationship between teacher performance, research productivity, and role performance of management in state universities within the North Western zone of Nigeria. However, the study interestingly demonstrates that, among these factors, teacher lesson delivery holds greater relevance in assessing managerial effectiveness,

underscoring the critical influence of pedagogy and classroom dynamics on the overall educational landscape.

Recommendations

The study made the following recommendations which include:

- I. There should be regular training among the staff on the teaching and learning process, therefore, staff should be encouraged to attend seminars and workshops and incentives should be given to them as is contained in their condition of service.
- II. University management should understand is only when teachers' rights are protected for they be productive which may result achievement of the university's educational goals both nationally and internationally.

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