

Influence Of Organisational Structure And Communication Flow On Teacher Performance In Public Secondary Schools In Akinyele Local Government, Oyo State, Nigeria

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Abstract: This study investigated the influence of organizational structure and communication flow on teacher performance in Akinyele Local Government Area, Oyo State. The study used formalization, centralization, specialization, departmentalization, hierarchical level, informal structure, span of control, downward communication, upward communication and horizontal communication as indices to investigate the influence of organizational structure and communication flow on teacher performance. The descriptive survey design was adopted for the study. 20 public secondary schools which comprised 434 teachers and 20 principals were purposively selected and managerial systems theory provided the framework for the study. Four hypotheses were formulated while two questionnaires were designed (OSCFPTO) for teachers and (OSCFTPS) for principals which were used to collect data. Pearson Product Moment Correlation (PPMC) and Multiple Regression were used to test the hypotheses at 0.05 level of significance. The findings among others revealed no significant relationship between organizational structure indices and teacher performance in public secondary schools ($r = -0.039$; $P > 0.05$) On the other hand, the findings showed a significant relationship between communication flow indices and teacher performance ($r = 0.191$; $P < 0.05$) The findings also revealed that organizational structure indices and communication flow indices jointly have positive and significant contribution to teacher performance ($F_{(2,431)} = 8.146$; $P < 0.05$). However, organizational structure ($\beta = 0.009$; $P > 0.05$) did not have relative contribution to teacher performance while communication flow ($\beta = 0.191$; $P < 0.05$) has relative contribution to teacher performance. The study recommended among others that the principals of public secondary schools in Akinyele local government, Oyo state should know that school as a formal organization cannot be separated from social interaction and informal communication. Therefore, principals should integrate informal organization to the schools to enhance the social behaviour and instincts of teachers. Through this practice, the teachers will have a feeling of belongingness to the school. Conclusively, in view of the findings, regardless of the communication flow prevalence in the school, it could only be significant if the right organizational structure was implemented.

Keywords: communication flow, organizational structure, secondary schools, teacher performance.

1. Introduction

The purpose for which educational institutions are built is for the transformation of the most vital capital, the human. [1] stressed that the development of any country in the twenty first century will be determined by the level and growth of its human capital which education is the main component. Thus, education is a key investment in any country with enormous social and economic benefits occurring from it. [2] argued that the quality of education provided by any country determines the wealth and treasure of such country. Education discovers and develops manpower that will tap the other resources to their fullness. As vital as education is to the development and growth of the nation, educational goals are objectively unrealistic without teachers playing a pivotal role in ensuring that the educational goals are achieved at various levels of the education system. Within the school system, the mainstream that determines the success or failure of the academic and administrative activities are the teachers. The teachers as professionals are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers [3]. It should be noted that teacher performance is the ability and competence of a teacher to effectively and efficiently carry out a given task within the school system. It could also be described as the ability of a teacher to combine skillfully the right behaviour towards the achievement of organizational goals and objectives [4]. [5] asserted that variables of job performance such as lesson note preparation,

effective teaching, effective use of scheme of work, effective supervision, monitoring of students work and disciplinary ability are virtue which teachers should uphold effectively in the school system. In this regard, [6] concurred and supported that teachers' performance could be measured through annual report of his/her activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence teachers' commitment to job and extra-curricular activities. He went further that other areas of assessment include effective leadership, effective supervision, effective monitoring of students work, motivation, class control and the disciplinary ability of the teachers. For a teacher to be appraised as performing, these virtues must be exemplified.[7] expressed concern on the level of teachers' performance and stressed that the quality of teachers' effectiveness has come down gradually world over. Consequent upon the decline in teacher performance, one could imagine if the high rates of failure in public secondary schools in external examinations, is not a reflection of the poor performance of teachers in the schools. On this point, [8] argued that poor academic performance of students in Nigeria is connected to poor teacher performance. Though public secondary schools in Nigeria are characterized with low performance of teachers in term of poor academic performance of students, this characterization is more peculiar to Southwest, Nigeria and more reflective in Oyo State. For instance, the NECO 5- credit pass rate of 69.61%

(Ogun State) , 67.06% (Ekiti State), 57.57% (Lagos State), 57.04% (Osun State), 52.87%(Oyo State) and 49.26% (Ondo State) shows that Oyo state ranks very poorly among other states in the Southwest region of Nigeria[9]. In other word, poor performance of teachers in school could be responsible for poor performance of students and widely exclaimed fall in the educational standard in Oyo state. As much as public and private investors in education considered education as an instrument of growth and development and in fact, invest hugely on the system, little concern is placed on the efficient and effective performance of the teachers, the core tools within the school system. [10] found that effective and efficient teachers performance could be influenced by a lot of factors, in which school organization structure such as administrative style of the principal, personnel policies and procedures, motivation, communication, working conditions, involvement in decision-making has the greatest influence. He further argued that if teachers are unhappy, frustrated, uninspired and ill-motivated then the nation's educational system is doomed for without then, educational objectives cannot be realized. Recent research in the field of education reflects that though the quality, competency, dedication and commitment in teachers are showing upward trends, they are not being able to discharge their duties in a right manner or effectively [11]. It could be argued that teachers influence on the academic performance of their students and the achievement of the stated goals and objectives of the education system at large is a function of the teacher's characteristics and the organizational structure. Meanwhile, most studies on teacher performances focused on organizational climate and job satisfaction with little attention on the combined influence of organizational structure and communication flow on teacher performance in secondary schools. However, the various variables that could be held responsible for the persistent low teachers' performance in secondary schools appear to be both organizational and communicative in nature. It is essential to be aware that a lot of intellectual effort has been invested in studies related to the influence of communication on employees' performance in educational institutions. Though, little research has been conducted on the influence of communication flow on teachers performance in public secondary schools. [10] revealed that communication flow has been found to be a central factor for effective job performance. Some of the perceived organizational structure indicators influencing job performance, according to researchers, comprise of specialization, departmentalization, hierarchical level, span of control, formalization, centralization and the informal structure [12] [13] [7]. In the same vein, communication flow indicators such as upward, downward and horizontal are perceived to influence job performance. Studies on organizational structure as it influences performance should be taken as importance if the issue of poor performance in organization, school inclusive, is to be resolved. This study therefore is set out to investigate the influence of organizational structure and communication flow on teacher performance in secondary schools in Akinyele Local Government, Oyo State. This study therefore is set out to investigate the influence of organizational structure and communication flow on teacher performance in secondary schools in Akinyele Local Government, Oyo State.

2 Statement of the Problem

The problem of low job performance among teachers in secondary schools has become a major concern to all stakeholders in education. Findings have revealed that the performance of teacher has a significant effect on the academic performance of the students and the attainment of school goals and objectives. Unfortunately, the problem of low teachers' performance in schools still persists. Hence, the poor performance of public secondary schools' students in examinations and unattainable of the goals of the education system. However, most of the research on teacher performance has generally associated teacher performance with personal characteristics, but there have been only a limited number of studies that have investigated the relationship between teacher performance and organizational characteristics. Among the existing studies on teacher performance and organizational characteristics, little attention has been concentrated on the combined influence of organizational structure and communication flow on teacher performance in secondary schools. Could this be the reason why the problem of low teacher performance remains an issue in public secondary schools in Akinyele Local Government, Oyo State? With this in mind, the present study, therefore, is set out to investigate the influence of organizational structures variables of formalization, centralization, complexity and communication flow on teacher performance in Akinyele Local Government, Oyo State, Nigeria.

3 Purpose of the Study

The broad objective of this study is to investigate the relationship between organizational structure and communication flow on teacher performance in secondary schools in Akinyele Local Government, Oyo State. The organizational structure variables identified were formalization, centralization and complexity (specialization, departmentalization, hierarchical level, and span of control) and informal structure while the communication flow variables identified were upward, downward and horizontal communication. Also, the study seeks to:

- (i). Assess the level of teacher performance in secondary schools in Akinyele Local Government, Oyo State.
- (ii). Find out the extent the organizational structure of public secondary schools supports teacher performance in Akinyele Local Government, Oyo State.
- (iii). Investigate the influence of communication flow on teacher performance in secondary schools in Akinyele Local Government, Oyo State.
- (iv). Examine the joint contribution of organizational structure and communication flow on teacher performance in public secondary schools in Akinyele Local Government, Oyo State.

4. Hypotheses

The following null hypotheses were formulated and tested.

Ho1: There is no significant relationship between organizational structure indices (formalization, centralization, specialization, departmentalization, hierarchical level , span of control and informal structure) and teacher performance in public secondary schools in Akinyele Local Government, Oyo State.

- Ho2:** There is no significant relationship between communication flow indices (upward, downward and horizontal) and teacher performance in public secondary schools in Akinyele Local Government, Oyo State.
- Ho3:** Organizational structure and communication flow will not have joint contribution to teacher performance in public secondary schools in Akinyele Local Government, Oyo State.
- Ho4:** Organizational structure and communication flow will not have relative contribution to teacher performance in public secondary schools in Akinyele Local Government, Oyo State.

5. Scope of the Study

The study was carried out among principals and teachers of government secondary schools in Akinyele Local Government, Oyo State. The study covered twenty public secondary schools in the local government councils. This is because all government secondary schools in the local government operate under one Ministry of Education and the school structure, Curriculum content and working conditions are quite homogenous. The study does not include private secondary schools. The study covered the aspect of teachers' performance as influenced by the variables of organizational structure and communication flow in secondary schools in Akinyele Local Government, Oyo State. Organizational structure and communication flow served as independent variables while teachers' performance served as the dependent variable.

6. Methods

The descriptive survey design was adopted for the study. 20 public secondary schools which comprised 434 teachers and 20 principals were purposively selected and managerial systems theory provided the framework for the study. Four hypotheses were formulated while Two questionnaires were designed (OSCFTPO) for teachers and (OSCFTPS) for principals which were used to collect data. Pearson Product Moment Correlation (PPMC) and Multiple Regression were used to test the hypotheses at 0.05 level of significance.

7. Findings and Discussions

Hypothesis 1 (H₀₁): There is no significant relationship between organizational structure indices (formalization, centralization, specialization, departmentalization, hierarchical level, span of control, and informal structure) and teacher performance in public secondary schools in Akinyele Local Government, Oyo State.

Table 1 Relationship between Organizational Structure Indices and Teacher Performance in Public Secondary Schools in Akinyele Local Government, Oyo State.

Variable	Mean	Std Deviation	N	R	P Value	Remark
Organizational Structure Indices	99.42	4.845	434	-0.039	0.422	Not Sig
Teacher Performance	53.00	3.636	434			

Not Sig. at 0.05level

The result of the hypothesis 1 is presented in table 1; it shows the relationship between organizational structure indices (formalization, centralization, specialization, departmentalization, hierarchical level, span of control, and informal structure) and teacher performance in public secondary schools in Akinyele Local Government, Oyo State. The finding shows that there is no significant relationship between organizational structure indices and teacher performance in public secondary schools ($r = -0.039$; $P > 0.05$), this means that the hypothesis is accepted at 0.05 level of significance. The implication of this is that organizational structure indices have no significant relationship with teacher performance in public secondary schools in Akinyele local government area of Oyo State. The mean value of organizational structure indices is given as 99.42 while that of teacher performance is 53.00. The standard deviation values of the two variables are 4.845 and 3.636 respectively.

Hypothesis 2 (H₀₂): There is no significant relationship between communication flow indices (upward, downward and horizontal) and teacher performance in public secondary schools in Akinyele Local Government, Oyo State

Table 2 Relationship between Communication Flow Indices and Teacher Performance in Public Secondary Schools

Variable	Mean	Std Deviation	N	R	P Value	Remark
Communication Flow Indices	46.60	3.891	434	0.191	0.001	Sig
Teachers' Performance	53.00	3.636	434			

Sig. at 0.05level

Table 2 presents the result of hypothesis 2, the hypothesis was formulated to test for the relationship between communication flow indices (upward, downward and horizontal) and teacher performance in public secondary schools in Akinyele local government area of Oyo State. The result shows that there is significant relationship between communication flow indices and teachers' performance ($r = 0.191$; $P < 0.05$). This revealed that communication flow in school system has significant relationship with teacher performance in public secondary schools in Akinyele local government area of Oyo State, therefore the hypothesis is not accepted at 0.05 level of significance. The mean values of communication flow indices and teachers' performance are given as 46.60 and 53.00 respectively while the standard deviations for the two variables are 3.891 and 3.636. The implication of this is that, the principals of public secondary schools in Oyo state could exploit the advantages of communication flow indices to sustain teachers' performance in schools.

Hypothesis 3 (H₀₃): Organization structure and communication flow will not significantly have joint contribution with teacher performance in public secondary schools in Akinyele Local Government, Oyo State

Table 3 Joint Contribution of Organization Structure and Communication Flow with Teacher Performance in Public Secondary Schools in Akinyele Local Government, Oyo State

Model	Sum of Squares	Df	Mean Square	F	Sig.	Remarks
Regression	208.480	2	104.240	8.146	0.009	Sig.
Residual	5515.520	431	12.797			
Total	5724.000	433				
R = 0.191 R Square = 0.036 Adjusted R Square = 0.032						

Table 3 is the analysis of hypothesis 3 showing the joint contribution of organization structure and communication flow indices with teacher performance in public secondary schools in Akinyele Local Government, Oyo State. The table shows that organizational structure indices and communication flow indices joined together have positive and significant contribution to teacher performance in Akinyele local government area of Oyo State ($R = 0.191$). The coefficient of determination (Adjusted R Square = 0.032) shows that 3.2% of the total variations in teacher performance in Akinyele local government area of Oyo State is accounted for the change in the independent variables (organizational structure indices and communication flow indices). The linear combination of all the predictor variables was found to have significant contribution with teachers' performance ($F_{(2, 431)} = 8.146$; $P < 0.05$). Then, the hypothesis is not accepted at 0.05 level of significant, the implication of this is that organizational structure indices and communication flow indices significantly have joint contribution with teachers' performance in Akinyele local government area of Oyo State.

Hypothesis 4 (H_{04}): Organizational structure and communication flow will not significantly have joint relative contribution to teacher performance in public secondary schools in Akinyele Local Government, Oyo State

Table 4: Regression Table Showing Relative Contribution of Organizational Structure and Communication Flow with Teachers' Performance in Public Secondary Schools in Akinyele Local Government, Oyo State

Model	Unstandardized Coefficient		Stand. Coefficient Beta Contribution	T	Sig.
	B	Std. Error			
(Constant)	43.951	4.646		9.459	0.000
Organizational Structure Indices	0.007	0.037	0.009	0.183	0.855
Communication Flow Indices	0.180	0.046	0.193	3.953	0.000

Dependent Variable – Teacher Performance

Table 4 reveals the relative contribution of the indices of organizational structure and communication flow on the dependent variable, (teacher performance), this is expressed as beta weights, viz: organizational structure ($\beta = 0.009$, $P > 0.05$) and communication flow ($\beta = 0.193$, $P < 0.05$). The results above show that out of the two identified independent

variables, communication flow was found to have relative contribution, while organizational structure did not have relative contribution to teacher performance in public secondary schools in Akinyele Local Government, Oyo State.

8. Conclusion

In view of the analysis above, the study concluded that organizational structure and communication flow indices have joint contribution to teacher performance in public secondary schools in Akinyele Local Government, Oyo State. But relatively, communication flow had relative contribution while organizational structure did not have relative contribution to teacher performance. Therefore, communication flow: downward, upward and horizontal are the panacea that sustained and influenced high teacher performance of the schools in this study. However, regardless of the communication flow prevalence in the school, it could only be significant if the right organizational structure was implemented.

9. Recommendations

In the light of the findings, discussion and implication of this study, the following recommendations were made as follow:

- All public secondary schools principal in Akinyele Local Government, Oyo State should be contingent in their approach to staff in their schools. The principals should be able to manage pressures from teachers who desire is always for principals to play along with them in every situation.
- The principals of public secondary schools in Akinyele local government, Oyo state should know that school as a formal organization cannot be separated from social interaction and informal communication. Therefore, principals should integrate informal organization to the schools to enhance the social behaviour and instincts of teachers. Through this practice, the teachers will have a feeling of belongingness to the school.
- Furthermore, apart from the items of the questionnaires used in this study, the government or relevant agencies could develop another performance appraisal technique that could limit preconceived, self-willed, unprofessional and bias responses on the part of the teachers and principals in public secondary schools.
- The government should introduce a scheme that reward teachers whose students performed better in his or her specialized subject in external examinations in public secondary schools and the principal of the school that performs best in external examinations should also be rewarded. This practice would make the principals and teachers to be proactive in resolving students' related factors that could influence the students' academic performance. By so doing, students' good academic performance will be traceable to teachers and principal high level of job performance.
- Adequate and regular external supervision of the activities of the teachers and principals of public secondary schools through the ministry of education or relevant agencies is germane to the sustenance, maintenance and realization of high job performance in public secondary schools.

- Every newly employed teacher should be under close supervision so that the teachers' job performance level could be stabilized.

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10. References

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