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RELATIONSHIP BETWEEN MANAGEMENT SUPPORT AND TEACHERS USE OF EMERGING TECHNOLOGIES FOR INSTRUCTIONAL DELIVERY IN SECONDARY SCHOOLS IN ANAMBRA STATE.

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ABSTRACT

This study examined the extent to which Management supports the teachers in the use of emerging technologies for instructional delivery in secondary schools in Anambra state. Two research questions and two hypotheses guided the study. The study employed correlational research design. Population of the study comprised 6,380 teachers in 268 public secondary schools in Anambra State. The sample size for the study consists of 414 teachers selected using simple random sampling technique. The researchers designed an instrument entitled: Teachers Use of Emerging Technologies for Effective Instructional Delivery Questionnaire (TUETEIDQ) constructed for teachers, containing 20 items and designed on a 4-point scale was used for data collection. The data were validated by three experts. The reliability of the instrument was determined using Cronbach alpha and yielded a reliability of 0.71 and 0.78. Data were analyzed using Pearson Product Moment Correlation for research questions and in testing the hypotheses. Result showed that the teachers' use of new technology was minimal and the following were recommended: The educational agency should provide enabling devices to support the teachers in the use of emerging technologies.

Keywords: Management Support, Teachers Use of emerging Technology and instructional delivery.

Introduction

The 21st century witnessed exponentially the global advancement in technology in all works of life socially, economically, scientifically and educationally among others. This aggressive technological progression is made manifest to a greater magnitude by the invasion of the dreaded covid-19 virus especially in the field of education. Following the global lockdown that was the fallout of the pandemic disease, emerging technologies in education was highly projected to make for sustenance of educational delivery process void of physical

contact which covid-19 prohibited. It was through this process that emerging technologies became the order in the pedagogical space.

Teachers' use of emerging technologies in instructional delivery make lessons more practical and impactful. However, their use depends largely on the support teachers receive from the school management. Incidentally, most teachers were not able to use the plethora of emerging technologies to provide instructions to their students. This could be as a result of number of factors such as the level of support provided by the school management, the schools' readiness for crisis, teachers' disposition to / attitude towards technology use among other factors. These factors are issues which could be resolved when management supports teachers to provide materials/ non-material objects necessary to inspire teachers to employ new technology that is vital in digital economy.

Management support is what a worker receives which induces him, to increase his output in a school. The school consists of the principal, teachers and non- teaching staff, that contribute positively or negatively to the achievement of school objectives. For these objectives to be realized requires the principal, who is also the school manager, to encourage and support the workers, to be committed to their duties. Support entails care and provision of necessary ingredients needed to improve instructional delivery. It is based on this view that Drayer (2020) defined Management support as whatever an individual receives for engaging in an activity that encourages him to increase his productivity. This implies that when the inner desires of workers are met through intrinsic motivation, common goals of the school will be realized especially if workers perceive the principal to be committed to the new innovation.

In his own submission, Ademola (2019) posited that management support is the attitude and commitment of managers towards the use of new technology and it is characterized by Organizational openness, Management attitude and Management Commitment. Management support can be used interchangeably with administrative support. Eimuhi, & Aiwuyo, (2022) defined administrative support as the extent to which principals and other school leaders make teachers' work easier and also help them to improve their teaching. This administrative support can assume a variety of forms; ranging from providing teachers with professional development opportunities to protecting them from office directives. The professional development comes inform of orientation, On-the-job training, identifying the training needs of teachers and offering greater opportunities for teachers to acquire skills required for technology practice and exhaust all the benefits for qualitative, functional and innovative education.

Administrative support was first defined by Willis, (2019) while reviewing theories that is required for job retention in the work environment. According to the author, administrative support comprised of emotional, instrumental, informational, and appraisal support (Willis, 2019). However,

some of those categories of administrative support looks like it relates to technology retention. According to Wallis (2019), administrative support in education comprised of four types: emotional, instructional, technical, and environmental. This study will be restricted to two categories of administrative support namely: emotional and instructional support. The choice of emotional and instructional support in relation to technology use by teachers are that emotional support by the principal touches the mind of teachers, brings out the best in them to react positively towards new innovation.

In support of this view, Drayer (2020), defined principal support as the types of interactions teachers have with their principals, such as recognition and communication. Communication gives room for teachers to express their views without fear in the work place. Adeniyi and Omoteso (2014) stated that an emotional intelligent principal is able to perceive one's emotions and remains aware of them as they happen. The ability to manage emotional reactions in every situation and with all staff. This implies that the principal should understand what his staff are thinking and feeling, even though he does not feel the same way and provide clear communication and effectively handle conflict that may arise. The author further provided additional components of emotional support as principals taking an active interest in teachers' work and engaging in open communication. Ogbo, Ejesi and Onele (2021) in their study, espoused that, principals should promote and support new technologies to prepare students for information age. The authors' argued that principals now act as facilitators of change, who pursue new technological advancements and innovation to benefit students' achievement and learning. This implies that the principals' role has shifted from narrow focus on management to a broader scope of leading students learning, reflecting the vision of building, facilitating, and supporting practices of leadership to create change and continual educational improvement. The principals' interest on teachers' work sprouts from emotional intelligence of principals. Obiekwe & Ogbo (2020) explained that emotional intelligent principal is one who has the capacity to understand his personal feeling and that of others. The authors further stated that principals with low emotional intelligence find it difficult to facilitate learning, achievement and motivation towards goal attainment. A successful principal should be able to manage emotional reactions in every situation and with all staff to achieve more positive attitudes, behavior and outcomes for improved career performance. In support of this view, Goleman (2005) reiterated that emotional intelligence is capable of strengthening skills like anger management or managing destructive emotions, self-awareness, and empathy. The above discussion gave rise to principals' emotional support which entails showing appreciation and interest in teachers work. With this interest at work, the principal will support the teachers with instructional strategies to apply new technologies.

Instructional support is defined as supporting teachers with instructional strategies, content, and pedagogy. This instructional support gives the teachers the backing in terms of the approaches to employ, in other to understand and apply new technology. Previous studies by (Balfour, 2001; Hughes et al., 2015) shows that among all components of support, that emotional support is the most important as it has been found to have the most significant impact on retention of teachers. To retain a teacher means that he will permanently remain on the job because he is satisfied with the benefits received from the management. Instructional support involves assisting teachers with effective teaching practices.

New or emerging technology are tools, concepts, innovations, and advancements utilized in diverse educational settings to serve varied education-related purposes. Uwaezuoke (2023) posited that emerging technologies are the innovative changes that were introduced in education to help goal accomplishment. The author insisted that these new technologies are electronically driven facilities that aid teaching and learning. In support of the above declaration, Ukaonu (2020) explains that emerging technologies are electronic devices ploughed into the educational enterprise which involves computer- based classroom interactions, video conferencing, zoom e-mail and entire social media applications. Some of education technology used in schools are computer, internet, twitter and e-learning devices to facilitate learning. To tackle the challenges brought in by emerging technologies, on both the teachers and learners, Eimuhi and Aiwuyo (2022) averred that emerging technology is set out to modify teaching and learning efficacy, by empowering learners to master the contents, train, use and acquire the skills required for technology practice and exhaust all the benefits for qualitative, functional and innovative education. This implies that the teachers must be motivated, to desire and use various aspects of e-learning in their instructional delivery. This study therefore, seeks to ascertain the relationship between school management support and teachers' use of emerging technologies in instructional delivery. This study therefore, seeks to ascertain the relationship between school management support and teachers' use of emerging technologies for instructional delivery.

The main purpose of this study is to determine the relationship between the school Management support and teachers' use of emerging technologies in instructional delivery in Anambra secondary schools. Specifically, this study sought to find out:

1. Relationship between teachers' perception of principal emotional support, and teachers use of emerging technologies in instructional delivery in Anambra secondary schools.
2. Relationship between teachers' perception of principal instructional support, and teachers' use of emerging technologies in instructional delivery in Anambra secondary schools.

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Research Questions

The following research questions will guide this study:

1. What is the relationship between teachers' perception of principal emotional support, and teachers use of emerging technologies in instructional delivery?
2. What is the relationship between teachers' perception of principal instructional support, and teachers use of emerging technologies in instructional delivery?

Hypotheses: The following hypotheses will guide this study:

1. There is no significant relationship between teachers' perception of the principal emotional supports, and teachers use of emerging technologies in instructional delivery in Anambra State.
2. There is no significant relationship between teachers' perception of principal instructional support, and teachers use of emerging technologies in instructional delivery in Anambra state

Method

This study employed a correlational research design. In agreement with Nworgu (2015), a correlational study tries to find out the relationship between two or more variables and the level of the relationship. Two research questions and Two hypotheses guided the study at 0.05 significance level. Population of the study comprised 6,380 teachers in 266 public secondary schools in Anambra State. The sample size for the study consists of 414 teachers in 26 schools selected through random sampling technique. A self- made questionnaires by the researchers titled: Teachers Emerging Technologies Questionnaire (TETQ) was constructed to examine the relationship between the principals' support and teachers use of emerging technology based on two constructs; Emotional and instructional support. The total instrument for the two constructs (TETQ) is 20 items and designed on a 4-point scale of Strongly Agree(SA), Agree (A), Disagree (D) and Strongly Disagree(SA). Validation of the instrument was done by three experts in relent field. The reliability was tested by administering the instrument to 30 public schools in Enugu State. The internal reliability coefficient of the instrument was determined with Pearson Moment correlation and a reliability coefficient of 0.71(emotional support) and 0.78 (Teachers use of emerging technologies) respectively, gave rise to an average coefficient of 0.75 and was adjudged adequate for the study. The researchers together with research assistants, administered 429 copies of questionnaires to the teachers, and 414 copies of the questionnaires were properly filled and retrieved, showing a 96% return rate. This percentage was used for data analysis. Pearson Product Moment Correlation was used for data analysis. Best & Khan (2003)'s interpretation of a correlation coefficient was used for the research questions as follows: .00 to .20 (negligible). .20 to .40 (low) ,40 to

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.60 (moderate), .80 to 1.00 (very high). For decision on hypotheses, if the p-value is equal to or greater than significant value of 0.05 (P > 0.05), the null hypothesis was not rejected and the difference was taken not to be statistically significant but if p- value is less than 0.05 (P < 0.05), the null hypothesis was rejected and the difference was taken to be statistically not significant.

Results:

Research Question 1: What is the relationship between principal emotional support, and teachers' use of emerging technologies in instructional delivery?

Table 1: Pearson r on the Relationship between principals' emotional support and teachers' use of emerging technologies

Variables	N	Emotional Support r	Teachers' use of Emerging Technology r	Remark
Principals Emotional Support	414	1.00	0.716	
Teachers' use of emerging technology	414	0.716	1.00	High Positive Relationship

Table 1 indicates that there is a high positive relationship of 0.716 between emotional support and teachers use of emerging technology in secondary schools in Anambra State. This implies that as principals' emotional support progresses, there will be a moderate increase in teachers use of emerging technology.

Research Question 2: What is the relationship between teachers' perception of principals' instructional support and Teachers use of emerging technology in secondary school in Anambra State?

Table2: Person's r on the level of principals' instructional support and Teachers' use of emerging technology in Anambra State public secondary schools

Variables	N	Instructional Support	Teachers' use of Emerging Technology	Remark
Principals Emotional Support	414	1.00	0.670	
Teacher Use emerging technology	414	0.670	1.00	Moderate Positive

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Results presented in Table 2 reveals that the Pearson's correlation (r) is 0.670. This shows that there is a moderate relationship between teachers' perception of principals' instructional support and teachers' use of emerging technology in secondary schools in Anambra State. This means that an increase in principals' instructional support will lead to a moderative positive increase in teachers use of emerging technologies.

Table 3: The summary of t-test of correction of no Significance Relationship between principals' Emotional support and Teachers' Use of Emerging Technology.

Hypothesis 1: There is no significant relationship between principal emotional support, and teachers use of emerging technologies in instructional delivery in public secondary schools in Anambra State.

	N	**Emotional Support r**	**Teachers' use of Emerging Technologies r**	*p-value* **Decision**
Emotional Support	414	1	0.716	
				0.00 '05 Rejected
Teacher Use or Emerging Technology	414	0.716	1	

The data presented on table 3 shows that the p-value of 0.00 is less than the stipulated 0.05 level of significance. Therefore, the null hypothesis is rejected Thus, the relationship between principals' emotional support and teachers use of emerging technology is significant in Anambra State public secondary schools.

Table 4: The summary of t-test of correlation of no Significance Relationship between Principals' Instructional support, and Teachers' Use of Emerging Technology in instructional delivery in public secondary schools in Anambra State.

N		**Instructional Support r**	**Teachers' use of Emerging Technologies r**	*p-value* **Decision**
Instructional Support	414	1.00	670	
				0.00 0'05 Rejected
Teacher Use or Emerging Technology	414	0.670	1.00	

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From the data presented in table 4. The p-value is 0.00 which is less than the specified 0.05 level of significance. The null hypothesis is rejected, hence there was a significant relationship between principals' instructional support and teachers use of emerging technology in secondary schools in Anambra State.

Discussion

Findings from this study shows that there was high positive relationship between principals® emotional support and teachers' use of emerging technology in secondary schools in Anambra State. This is in consonant with Ogbo, Ejesi, and Onele (2012), who showed that a high positive relationship exists between principals' emotional support and teachers use of emerging technology. This result is not surprising because principals' emotional support will offer the teachers the opportunity of expressing their views, fears, suggestions and recommendations on the best way to improve their ICT knowledge. With the principals' awareness on the teachers quest to apply and acquire new skills, principals should organize school tasks with ICT, help teachers understand the ways ICT supports professional practice and direct teachers on how to connect with different technologies. The principal who is the financial manager should look for ways of sourcing funds to provide ICT teacher / commercial computer operator on part-time bases, to help teachers practice the use of computer to get connected to the digital world. Also, the principals' can buy fuel to power their school generators. This act demonstrates the willingness of principals to support teachers and students in applying new technologies in schools. This new attitude of the principals, will automatically boost the morale, confidence and commitment of the staff towards personal development of these skills which will manifest in their students' academic performances.

It was reported that a relationship existed between the principals' Instructional support and teachers use of emerging technology was moderate. This is in conformity with the finding of Uwaezuoke (2023) who posited that emerging technologies are the innovative changes that were introduced in education to help goal accomplishment. The author insisted that these new technologies are electronically driven facilities that aid teaching and learning. In support of the above declaration Obiekwe & Ogbo (2020) declared that principals should have strong emotional intelligence to be equipped with strong interpersonal skills in other to carry out effective communication, decision making and instructional supervision. Instructional supervision involves helping teachers to reflect on their practices, to learn more on what they do and why, and to develop professionally. It also helps teachers for self-discovery which is the antidote for development.

Conclusion

This study concludes that the principals emotional support will inspire teachers to

accept and use new technologies to teach. With the principal's empathy and awareness of the teachers fear and inhibitions, teachers become stimulated to seek ways of improving their instructions through the use of computers to aid instructional delivery. Thus, principals support is a good way of bringing innovation to education if government will empower the principals with facilities and fund, to procure the needed data and fuel to power generators in schools. Computers kept in schools are wasting because the human resources and material input needed to fund the programme are not available.

Recommendations

From the findings and conclusions, the following recommendations are made:

1. The government should empower principals with the resources to introduce technology changes in their schools. This can be done through real seminars and practically releasing funds for procuring of fuel, data, engaging technology teachers or private computer operators to teach teachers on the application of computers in teaching and learning.
2. The government should improve the confidence of principals by dealing directly with them because they are in the field, therefore should be consulted during technology empowerment for its successful use in instructional delivery.

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