

School Factors as Correlates of Secondary School Teachers' Job Performance in Ekiti State, Nigeria

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Abstract

This paper investigated the relationship between school factors and teachers' job performance in Ekiti State public secondary schools. The study examined the relationship between variables of school factors and teacher job performance. The study was a descriptive survey. The population of the study consisted of all the 7, 538 students and 203 school principals in Ekiti State public secondary schools. The sample for the study was 396 respondents selected through multistage sampling procedure. Two sets of instruments were used namely; School Factors Questionnaire (SFQ) and Teachers Job Performance Questionnaire (TJPQ) to elicit data for the study. A reliability coefficient of 0.90 was obtained for School Factors Questionnaire (SFQ) while a reliability coefficient of 0.85 was obtained for Teachers' Job Performance Questionnaire (TJPQ) the data obtained were analysed using descriptive and inferential statistics namely frequency counts, percentages, mean, standard deviation and Pearson's Products Moment Correlation. The hypotheses were tested at 0.05 level of significance. The findings revealed that there was a significant relationship between school factors and teachers' job performance while teachers' job performance was found out to be moderate. Based on the findings, it was recommended that all education stakeholders should strive towards improving on school factors with a view to improving teacher's job performance.

Key Words: School factors, teacher job performance, secondary school

Introduction

Man from time immemorial has improved upon his standard of living through education. Education has been adjudged to be the bedrock of national development. No nation develops beyond its educational system. The primary concern of education is the elevation of human conditions. Through education people are able to develop their knowledge and skills, adopt new behaviours and are able to survive in the society. All over the world, education is key to development which clearly demonstrates that education plays vital roles in development of individual, society and the nation as a whole.

Secondary education is the link between the elementary and tertiary education. It is saddled with the responsibilities of preparing students for higher institutions of learning as well as producing low-level manpower. Secondary school education, like any other ventures, requires financial, material and human resources. The achievement of

secondary school goals as stated in the National Policy on Education is, to a great extent, determined by the contributions of human resources (most especially teachers). According to Ackom (2004), classroom teachers are the key to the quality of any educational system. Teachers are those responsible for interpreting and implementing the curriculum. The teacher is the most important factor in the teaching-learning process. He sets the tone of the classroom and establishes the mood of the group. Also he is the authority figure providing the direction for behaviour. He is a model and is consciously imitated. In the same vein, Hanif (2010) posits that the quality of educational process and its product is unquestionably influenced by the teacher's job performance. The entire edifice of education is shaky if the performance of teachers is weak and ineffective.

The role of a teacher seems to be important in determining the quality of education that children receive. Teachers also appear to play various roles in managing learning situations, either as educator, facilitator, mediator, instructor or moderator (Mustafa & Othman, 2010). The teacher is also seen as the controller of education and the one that provides teaching leadership in a classroom. It is important to note that, the competency of a teacher will reflect in his performance. Omoniyi (2005) noted that effective teaching and learning include those activities that bring about the most productive and beneficial learning experience for students and promote their development as learners. Olatoye (2006) also concurred that teachers' job performance can be inferred from the positive changes that occur in students' performance after a period of instruction in a manner consistent with the goals of instruction.

On the other hand, teachers' job performance is a function of certain school factors without which effective instructional delivery becomes almost impossible. School factors refer to all variables within the school system that directly or indirectly affect teaching learning process. In the opinion of Tuitoek, Yambo, and Adhanja, (2015), school-based factors include; classrooms, text books, exercise books, latrines and laboratories. Looking at school factors from a slightly different view, Nyanya (2015) defined school factors as teachers' qualification, instructional materials and school physical facilities.

The foregoing notwithstanding, teachers' job performance seems to be deteriorating in Ekiti state and in Nigeria as a whole. This reflects in the poor performance of secondary school students in national examinations such as West Africa School Certificate Examination (WASCE) and National Examination Council (NECO). Ajayi and Osalusi (2013) submit that in the past five years, most of the students who sat for the SSCE each year did not have credit passes in at least five subjects including English Language and Mathematics. The implication is that many students will not be able to gain admission into tertiary institutions. This situation has become a source of serious concern to education stakeholders such as the government, parents, curriculum planners and school administrators. Meanwhile, it is generally acknowledged that the students' overall performance may likely be a reflection of the quality of teachers' job performance in the classroom. It is against this background that this study investigated the influence of school factor on teachers' job performance in secondary schools in Ekiti State.

Literature Review

The attainment of any educational objective(s) hinges, to a great extent, on effective blend of school factors and teacher job performance. School factors refer to all variables within the school system that directly or indirectly affect the teaching-learning process. These include principal leadership style, instructional supervision, teachers' motivation, instructional materials, physical facilities, in-service training, workload among others. Bell and Rhodes (2003) view school-factor variables to include the administrative offices, classrooms, staffrooms, laboratories, equipment, libraries, hostels or dormitories, staff houses and even school grounds.

The concept of job performance can be viewed from many perspectives like economic, industry and management. Mali (2005) looked at job performance as reaching the peak of performance with the least expenditure on resources. According to Nwachukwu (2006), job performance is the output, resulting from a given resource input at a given time. Teachers' performance could be determined by relating teachers' behaviours to the duties and responsibilities expected of them within the school system and which are crucial to their actualization of set educational objectives.

It is important to note that school factors have direct impact on teachers' job performance. The leadership styles of principals of secondary schools constitute factor that influence classroom teachers performance. The maintenance of quality and standards in education depends largely on the extent to which principals effectively carry out their leadership responsibilities. (Ibukun, Oyewole, & Abe, 2011). In-service training is also a factor to be reckoned with vis-a-vis teachers' job performance. Any institution that seeks to solve its job-performance challenges must consider investing in human capital in form of in-service training (Njeri, 2010).

Motanya (2011) noted that poor physical facilities in developing countries has been singled out as one of the major factors that lead to poor teachers' performance. Abdu-Raheem (2016) observed that instructional materials help teachers to teach conveniently and the learners to learn easily without any problem. Ekundayo, Oyerinde and Kolawole (2013) opine that instructional supervision is a helping relationship whereby the supervisor guides and assists the teachers to meet the set targets. Teachers work overload could also impact on teacher job performance.

From the above literature, it could be inferred that school factors are those intervening variables within the school system that have impact on the teaching-learning process.

Purpose of the Study

The purpose of this study was to examine the relationship between school factors and teachers job performance in secondary schools in Ekiti State. The study equally sought to find out the level of teachers job performance. The study was carried out to specifically find out the relationship between selected school factors and teachers' job performance.

Research Questions

The following research questions were raised for the study.

1. To what extent are school factors conducive for teaching and learning in secondary schools in Ekiti?
2. What is the level of teachers' job performance in secondary schools in Ekiti state?

Research Hypothesis

1. There is no statistically significant relationship between school factors and secondary school teachers' job performance in Ekiti state.

Methodology

The study was a descriptive survey. The population of the study consisted of all the 7,538 students and 203 school principals in Ekiti State public secondary schools. The sample for the study consisted of 396 respondents selected through multistage sampling procedure. Two sets of instruments were used namely; School Factor Questionnaire (SFQ) and Teachers Job Performance Questionnaire (TJPQ) to elicit data for the study. These instruments were validated by experts. Test-retest method was used to ensure the reliability of the instrument used. The test was administered on the respondent outside the sample areas. The test was administered twice within the interval of two weeks. The two responses collected were correlated using Pearson Product Moment Correlation. A reliability coefficient of 0.90 was obtained for SFQ while a reliability coefficient of 0.85 was obtained for TJPQ. The data obtained were analysed using descriptive and inferential statistics namely frequency counts, percentages, mean, standard deviation and Pearson's Products Moment Correlation. The hypothesis were tested at 0.05 level of significance.

Results

Research Questions

Research Question 1: *To what extent are school factors conducive for teaching and learning in secondary schools in Ekiti?*

Table 1: Extent to which school factors are conducive for teaching and learning in secondary schools in Ekiti.

Extent of Conduciveness of School Factors	Frequency	Percentage
Low (44.00 -106.31)	65	18.1
Moderate (106.32- 134.23)	221	61.4
High (134.24 -176.00)	74	20.5

Total	360	100
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Table 1 presents the extent of conduciveness of school factors in secondary schools in Ekiti State. The result shows that out of 360 respondents sampled, 61 representing 18.1 percent had low level. Those who had moderate extent were 221 representing 61.4 percent while those with high extent were 74 representing 20.5 percent. This shows that the extent of conduciveness of school factors in secondary schools in Ekiti State was moderate. Figure 1 further revealed the extent of conduciveness of school factors in Secondary Schools in Ekiti State.

Figure 1: Extent of conduciveness of school factors in Secondary Schools in Ekiti State

Research Question 2

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

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

Levels of Teachers' Job Performance	Frequency	Percentage
Low (24.00 – 66.45)	73	20.3
Moderate (66.46 – 79.74)	192	53.3
High (79.75 – 96.00)	95	26.4
Total	360	100.0

Table 2 presents the levels of teachers' job performance in secondary schools in Ekiti State. The result shows that out of 360 respondents sampled, 73 representing 20.3 percent had low level. Those who had moderate level were 192 representing 53.3 percent while those with high level were 95 representing 26.4 percent. This shows that the level of teachers' job performance in secondary schools in Ekiti State was moderate. Figure ii further reveal the levels of teachers' job performance in secondary schools in Ekiti State.

Figure 2: Levels of teachers' job performance in secondary schools in Ekiti State

Testing of Hypothesis

Hypothesis 1

There is no statistically significant relationship between school factors and secondary school teachers' job performance in Ekiti state.

Table 3: Correlation of School Factors and Teachers' Job Performance

<i>Variables</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>r_{cal}</i>	<i>r_{table}</i>
School Factors	360	123.31	14.19	0.950*	0.088
Teachers' job performance	360	73.11	6.64		

*** $p \leq 0.05$**

Table 3 shows that $r_{cal}(0.950)$ is greater than $r_{table}(0.088)$ at 0.05 level of significance. Hence, the null hypothesis is rejected. This implies that there is a statistically significant relationship between school factors and teachers' job performance.

Discussion

The study revealed that the level of conduciveness of school factors in secondary schools in Ekiti State was moderate. It implies that the level of conduciveness of school factors is good enough to enhance effective teaching-learning process. This findings could be that both government and other stakeholders are making concerted efforts to ensure that the adequate measures are put in place to ensure that schools are conducive for teaching and learning.

The result also showed that the level of teachers' job performance in secondary schools in Ekiti State was moderate. This implies that teachers' job performance indices such as adequate knowledge of subject matter, lesson note preparation, students evaluation , instructional delivery, classroom management, use of instructional materials, ensuring discipline among students, students' assessment) are given adequate attention. This could be that education stakeholders and school administrators realized that teachers would discharge their duties as expected if school factors are adequately catered for.

This finding is in support of the view of Obisung (2007), who noted that to be a successful instructional leader, the principal must give primary attention to the programme of staff improvement, which comprises leadership techniques and procedures designed to change the teachers' role performance.

The finding showed that there was a significant relationship between school factors and teachers' job performance. This implies that school factors will improve or have direct positive impact on the teachers' job performance. This finding may be as a result of the fact that, above-average students academic performance in external examinations such as West African Examination Council (WAEC) and National Examination Council (NECO) may not be achievable if school factors are not given priority by education stakeholders.

Conclusion

From the findings, it is concluded that school factors such as principal leadership style, instructional supervision, teachers' motivation, instructional materials, physical facilitator, in-service training, workload among others are significantly related to teachers' job performance.

Recommendations

The following recommendations are made based on the findings of the study:

1. Government should strive towards making the school more conducive for the teachers by providing teaching-enabling facilities to the schools.
2. School administrators should harmonise school factors that have impact on teaching and learning process with a view to achieve educational goals.
3. School principals should endeavour to adopt the appropriate leadership style to achieve optimum teachers' job performance
4. Principals should guide against assigning tasks, duties, numbers of subjects higher than the stipulated periods to teachers to avoid work-overload.

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