

TEACHERS' JOB PERFORMANCE AND PUBLIC SENIOR SECONDARY SCHOOLS' EFFECTIVENESS IN OYO STATE, NIGERIA

BY

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Abstract

Teachers' Job performance is the ability of teachers to effectively fulfil their responsibilities as educators. It plays a pivotal role in determining the overall effectiveness of these educational institutions. It is intricately linked to school effectiveness in public senior secondary schools in Oyo State, as in any educational context. This paper examined the influence of teachers' job performance on public senior secondary schools' effectiveness in Oyo State. The research design for this study was a descriptive survey of the correlational type. The population for the study comprised 563 schools and 11,430 teachers in public senior secondary schools in Oyo State. The sample used was 387 teachers (participants). A researcher-designed instrument titled "Teachers' Job Performance and School Effectiveness Questionnaire" (TJPSEQ) was used in data collection. Five research hypotheses guided the conduct of the study and tested at 0.05 level of significance using inferential statistics of Pearson product-moment correlation statistics. The findings of the results indicated that there was a significant relationship between teachers' Job performance, record keeping, mastery of subject matter, use of instructional materials, student assessment, lesson plan presentation, and school effectiveness in Oyo State. Based on the findings of the study, it was recommended, among others, that teachers should be encouraged to maintain an accurate and organized method of students' attendance, grades, and performance. Teachers should be allowed in the provision of regular subject-specific professional development programmes to deepen their content knowledge.

Keywords: Teachers, Job performance, Schools' effectiveness, Oyo State

Introduction

Numerous studies underscore the pivotal role of global education in underdeveloped regions' societal progress (Sucuoğlu & Ulu 2022). Human resources drive a country's economic and social growth more than capital or natural resources (Haldimann et al., 2023). The performance of secondary school teachers significantly affects their institution's effectiveness in preparing qualified students for the future by reinforcing the teaching and learning process, aligning with national goals, and curriculum completion.

Teacher job performance profoundly impacts students' success, satisfaction, and atmosphere within the classroom (Haldimann et al., 2023; Duckworth et al., 2020). Research emphasizes teachers' role as models and influencers on students' behavior. The World Bank's 2018 Operations Evaluation Department paper highlights teachers' significance as a crucial element in effective schools, alongside other material and management inputs. Studies divide educational inputs into "software" and "hardware," emphasizing the importance of context, institutional structure, and management (Capone and Petrillo, 2022). Researchers consistently affirm the positive relationship between teachers' job performance and school effectiveness.

Statements of the Problem

The efficacy of teachers profoundly impacts human development globally, influencing the advancement of skilled and knowledgeable individuals. Research identifies various factors contributing to poor teacher performance, including inadequate human resource development, working conditions, remuneration, and interpersonal relationships within schools, affecting the effectiveness of public schools in Oyo State and Nigeria (Mustafa & Pinar, 2019). Lack of commitment among teachers leads to subpar job performance, affecting academic outcomes in public secondary schools. High turnover rates among new hires and dissatisfaction with workplace conditions, evident through resignations and absenteeism, contribute to this issue (Mustafa & Pinar, 2019). The prevalent negative attitudes among existing staff, such as tardiness and disengagement, further compound the problem.

Purpose of the Study

1. Assess the level of teachers' job performance in public secondary schools.
2. Evaluate the level of effectiveness of secondary schools in Oyo State.
3. Investigate the correlation between teachers' job performance and school effectiveness.

4. Examine the impact of teachers' record-keeping on school effectiveness.
5. Determine the relationship between teachers' subject mastery and school effectiveness.
6. Explore how teachers' use of instructional materials affects school effectiveness.
7. Investigate the connection between teachers' student assessment methods and school effectiveness.
8. Assess the relationship between teachers' lesson plan presentations and school effectiveness in Oyo State.

Research Questions

What is the level of teachers' job performance in public secondary schools in Oyo State?
What is the level of secondary school effectiveness in Oyo State?

Research Hypotheses

Main Hypotheses

Ho: There is no significant relationship between teachers' job performance and public secondary schools' effectiveness in Oyo State

Operational Hypotheses

Ho1: There is no significant relationship between teachers' record keeping and public senior secondary schools' effectiveness in Oyo State

Ho2: There is no significant relationship between teachers' mastery of subject matter and public senior secondary schools' effectiveness in Oyo State

Ho3: There is no significant relationship between teachers' use of instructional materials and public senior secondary schools' effectiveness in Oyo State

Ho4: There is no significant relationship between teachers' students' assessment and public senior secondary schools' effectiveness in Oyo State.

Ho5: There is no significant relationship between teachers' lesson plan presentations and public senior secondary schools' effectiveness in Oyo State.

Literature Review

Theoretical Framework

The theoretical framework of motivational theory encompasses various models that elucidate human motivation and its impact on behaviour. It includes Self-Determination Theory (SDT), highlighting intrinsic and extrinsic motivation, as well as basic psychological needs like autonomy, competence, and relatedness. Other theories like Expectancy Theory, Goal Setting Theory, Maslow's Hierarchy of Needs, Cognitive Evaluation Theory, Equity Theory, and the Job Characteristics Model offer insights into factors driving motivation and their implications for behavior in different settings. This framework serves to comprehensively explain motivational theories and their relevance across diverse contexts, elucidating the factors influencing and sustaining human motivation.

Expectancy Theory

The Expectancy Theory, stemming from Victor Vroom's 1964 study on motivation, has been widely utilized in recent times. Rooted in Vroom's research, this theory posits that behavior results from deliberate decisions made to maximize pleasure and minimize pain. It comprises three components: Expectancy, Instrumentality, and Valence (E, I, and V). Expectancy reflects an individual's belief in accomplishing a task, influencing their motivation. Vroom highlights that an employee's motivation to perform a task is influenced by their belief in completing it, ranging from doubt to certainty (Victor, 1964).

Teacher's Job Performance

The pivotal role of teachers in the educational system profoundly impacts learning outcomes (Ololube, 2020). Teachers significantly influence the success or failure of instructional activities, thereby shaping the educational process and outcomes (Smet, 2022). Effective instructors play a vital role in advancing education by guiding and mentoring students. The principal, in a school setting, holds a unique authority to motivate and support teachers, contributing to the promotion of effective teaching and learning (Smet, 2022). Segmenting teachers' roles into structured goal structures, multidimensional job performance constructs, competence standards, and managing and measuring job performance is crucial for enhancing the teaching process (Carver & Darling, 2019). This includes aspects such as classroom organization, monitoring and evaluation, maintaining a conducive learning environment, and exhibiting leadership qualities (Smet, 2022).

Instructional planning involves lesson plans, class activities, and various activities during teaching, while classroom organization encompasses furniture arrangement, knowledge of the curriculum, physical classroom conditions, and student engagement (Goldhaber & Cowan, 2021). Assessing student learning through examinations, tests, and homework checks, known as monitoring and evaluation (ME), is a critical facet (Roselin, 2019). Moreover, fostering a secure, healthy, inclusive, and conducive learning environment is essential for effective communication and classroom discipline. Teacher leadership, encompassing student motivation, guidance, mentoring, and positive influence, represents a foundational aspect of their job performance (Atif et al., 2020). These components collectively contribute to the effectiveness of teaching and learning within educational institutions.

Factors Affecting Teachers' Job Performance

The effectiveness of teachers in classrooms is influenced by various internal and external factors (Alberola-Mulet et al., 2021). These encompass societal demands, the specific school system, school policies, parental involvement, and student dynamics, yet assigning their relative importance to individual teachers is challenging due to their unique differences.

- (i) **Teacher's attitude:** Attitudes reflect ingrained responses, encompassing cognitive, affective, and behavioral components (Alberola-Mulet et al., 2021; Child, 2019).
- (ii) **Teacher Subject's Mastery:** A strong foundation in subject matter and pedagogical knowledge, including technology integration, forms the basis of effective teaching (Nayak & Rao, 2022; Siddiqui, 2023).
- (iii) **Teaching Methodology:** In-service training and varied teaching approaches—problem-solving, interactive, teacher-directed, and student-directed techniques—enhance professional development (Singh & Shan, 2019).

Importance of Teacher Professional Development

Teacher professional development significantly impacts teacher expertise, ultimately influencing student learning (Smet, 2022). It encompasses a broad spectrum of activities supporting career growth, both in well-established education systems and less privileged environments (Rinke, 2019). This development includes enhancing academic standing and improving effectiveness in classroom duties (Rinke, 2019). Professional development strategies, inclusive of organizational structures, are instrumental in aiding teachers to excel in their roles (Smet, 2022). Organizational structures monitor and support ongoing professional growth, incorporating diverse training programs, and seminars, and the establishment of resource centers (Smet, 2022; Tran et al., 2021). Small school clusters serve as effective settings for mentoring and training, wherein experienced teachers play the role of mentors and trainers (Tran et al., 2021). These structures facilitate informal practices like team teaching and material sharing among educators, fostering self-improvement while encouraging formal professional development (Smet, 2022). This approach sparks discussions, and promotes peer mentoring, collaborative study groups, and reflective practices, allowing teachers to explore new roles, devise innovative teaching methods, refine practices, and broaden their perspectives both professionally and personally.

School Effectiveness

The effectiveness of schools is directly tied to their diligence in achieving objectives, necessitating collaborative efforts from various stakeholders, including school officials. Hoy and Miskel (2022) established a systematic evaluation approach focusing on inputs, processes, and outputs to assess a school's effectiveness in reaching set goals. Yankey and McClellan (2023) emphasize that an organization's effectiveness is gauged by its performance throughout processes and successful goal attainment, highlighting the significance of educational inputs, procedures, and outputs in this evaluation. Effective school leadership, especially by principals, and a continuous emphasis on education and learning are vital criteria impacting school effectiveness (Teddle & Springfield, 2019). Leithwood, Harris, and Hopkins (2019) stress the pivotal role of teachers and principals in fostering successful education by effectively steering learning processes. Effective school leadership, particularly by principals, involves coordinating all school resources and systems while focusing on enhancing teaching and learning standards to achieve effectiveness and optimal learning outcomes.

Factors Affecting School Effectiveness

Poor Attendance: Mustafa and Pinar (2019) highlight attendance as fundamental for effective teaching. When students miss classes, they may struggle to grasp the lesson fully, impacting their overall retention of information.

Student Discipline: Heni et al. (2020) emphasize that disciplinary issues disrupt the teaching process, leading to a loss of valuable instructional time. Persistent disturbances due to disciplinary problems can restrict a school's efficacy.

Lack of Parental Support: Parental involvement significantly influences academic achievement (Heni et al., 2020). When parents support teachers, engage with their children at home, and prioritize education, students tend to excel academically. However, a lack of parental involvement can impede a student's success.

Lack of Funding: Funding plays a crucial role in education (Mustafa & Pinar, 2019). Budget constraints impact various essential factors such as class size, available programs, curriculum quality, technology access, and professional development. Reduced funding can affect students' educational success due to compromised resources and support.

Link between Teachers' Job Performance and School Effectiveness

Teachers' performance holds paramount importance in educational reform, significantly impacting school effectiveness (Mustafa & Pinar, 2019). Competent teachers, responsible for translating policies into practice, enhance overall school efficacy by creating engaging and supportive classroom environments and fostering better learning outcomes (Smet, 2022). Effective classroom management and attentive student observation by teachers correlate with improved academic performance.

Methodology

Research Design

A quantitative survey design was used in this study. This approach was suitable because it is appropriate when determining if two or more variables predict the relationship or whether one variable predicts another variable.

Population of the study

The population of the study comprised all teachers in public senior secondary schools in Oyo Metropolis, Oyo State. The targeted population of this study comprised all 563 public secondary schools and 11,430 teachers in Oyo Metropolis as of the 2022/2023 academic session.

Sample and Sampling techniques

For this study, the samples consisted 387 teachers of public secondary schools in Oyo. From each of Oyo State's senatorial districts, four schools were selected making a total of twelve schools in the state.

Research Instrument

The study utilized the "Teachers' Job Performance and School Effectiveness Questionnaire (TJPSEQ)," comprising two sections: A for demographic data (gender, age, rank, qualification, experience year) and B containing twenty Likert-scale items evaluating teachers' job performance and school effectiveness. Responses were rated on a scale of 1 to 4, with weights assigned: 4 for strongly agree, 3 for agree, 2 for disagree, and 1 for strongly disagree to compute a weighted mean.

Validity of the Instrument

The instrument used was both face and content validated by some experts from within and outside the Department of Educational Management and Counselling of Al-Hikmah University, Ilorin. Comments and corrections given by the experts were used to modify and adjust the instrument.

Reliability of the Instrument

The reliability of the instrument was piloted by 50 teachers who were randomly selected from public secondary schools in the Oyo metropolis, which are not part of the sampled schools but were part of the research population; as a result, they were not used for the real study. The reliability of the instrument was determined using split half method and the reliability coefficient value was 0.83.

Procedure of Data Collection

The researcher obtained an introductory letter from the head of the department and visited the sampled schools to obtain permission from the school principals. After the permission was granted, the researcher distributed the questionnaires to the respondents with the assistance of the research assistant. After the completion of the questionnaire by the respondents, they were withdrawn immediately from the respondents for analysis.

Method of Data Analysis

Data collected were analysed using Statistical Package for Social Sciences (SPSS) version 22.0. The mean rating was used to analyse research questions 1 and 2. Pearson product-moment correlation statistics were used to test the main and Operational hypotheses 1 to 5. All the formulated hypotheses were tested at 0.05 level of significance. A mean rating of 0.00 – 0.49 = Low, 1.50 – 2.99 = Moderate, and 3.00 and above = High was used to examine the teachers' job performance and school effectiveness in public secondary schools.

Results

Research question one: What is the level of teachers' job performance in public senior secondary schools in Oyo State?

Table 1

Level of Teachers' Job Performance in Oyo State

N	Mean	SD	Remark
387	2.79	1.06	Moderate

Source: Field study, 2023.

As shown in Table 1, the level of Teachers' Job performance in Public senior secondary schools is moderate with a mean of 2.79 points.

Research question two: What is the level of public senior secondary school effectiveness in Oyo State?

Table 2

Level of Public Senior Secondary School Effectiveness in Oyo State

N	Mean	SD	Remark
387	2.16	1.02	Moderate

Source: Field study, 2023.

Based on the data in Table 2, the level of public senior secondary school effectiveness in Oyo State is also moderate with a mean of 2.16 points.

Hypotheses Testing

Main Hypothesis

Ho: There is no significant relationship between teachers' job performance and public senior secondary schools' effectiveness in Oyo State.

Table 3

Teachers' Job Performance and Public Senior Secondary school Effectiveness in Oyo state

Variables	N	Mean	SD	df	Cal. r-value	Cal p-value	Decision
Teachers' Job Performance	387	2.79	1.06				
Secondary schools' effectiveness	387	2.16	1.02	385	0.810	0.000	Significant

Source: Field study, 2023.

The p-value (0.000) from Table 3 at 385 degrees of freedom is lower than the set p-value (0.05). Hence, the null hypothesis stating no significant link between teachers' job performance and Public Senior Secondary school Effectiveness in Oyo state was dismissed, confirming a substantial relationship between these variables in Oyo State.

Operational Hypotheses

Ho1: There is no significant relationship between teachers' record keeping and Public senior secondary school effectiveness in Oyo State.

Table 4*Teachers' record keeping and Public Senior Secondary School Effectiveness in Oyo state*

Variables	N	Mean	SD	df	Cal. r-value	Cal p-value	Decision
Teachers' record-keeping	387	2.65	1.29	385	0.775	0.000	Significant
Secondary schools' effectiveness	387	2.16	1.02				

Source: Field study, 2023.

Table 4 indicates a p-value of 0.000 at 385 degrees of freedom, lower than the set p-value (0.05). Rejecting the null hypothesis of no significant link between teachers' record keeping and Public Senior Secondary School Effectiveness in Oyo state, it reveals a significant relationship between these variables.

Ho2: There is no significant relationship between teachers' mastery of subject matter and public senior secondary school effectiveness in Oyo State.

Table 5*Teachers' mastery of subject matter and public senior secondary schools effectiveness in Oyo State.*

Variables	N	Mean	SD	df	Cal. r-value	Cal p-value	Decision
Teachers' mastery of subject matter	387	2.73	1.13	385	0.980	0.000	Significant
Secondary schools' effectiveness	387	2.16	1.02				

Source: Field Study, 2023.

The data in Table 5 indicates a p-value of 0.000 at 385 degrees of freedom, which is below the set p-value (0.05). Consequently, rejecting the null hypothesis establishes a significant relationship between teachers' mastery of subject matter and Public Senior Secondary School Effectiveness in Oyo state.

Table 6*Teachers' use of instructional materials and Public Senior Secondary school Effectiveness in Oyo state*

Variables	N	Mean	SD	df	Cal. r-value	Cal p-value	Decision
Teachers' use of instructional materials	387	2.80	1.11	385	0.657	0.000	Significant
Secondary schools' effectiveness	387	2.16	1.02				

Source: Field Study, 2023.

In Table 6, the p-value (0.000) is less than the set p-value (0.05) at 385 degrees of freedom. Consequently, rejecting the null hypothesis confirms a significant relationship between Teachers' use of instructional materials and Public Senior Secondary School Effectiveness in Oyo state.

Ho4: There is no significant relationship between teachers' students' assessment and public senior secondary school effectiveness in Oyo State.

Table 7*Teachers' students' assessment and public senior secondary school effectiveness in Oyo State*

Variables	N	Mean	SD	df	Cal. r-value	Cal p-value	Decision
Teachers' students' assessment	387	2.91	1.03	385	0.862	0.001	Significant
Secondary schools' effectiveness	387	2.16	1.02				

Source: Field Study, 2023.

Table 7 reveals a calculated p-value of 0.001, lower than the set p-value of 0.05 at 385 degrees of freedom. Rejecting the null hypothesis indicates a significant relationship between teachers' students' assessment and Public Senior Secondary School Effectiveness in Oyo state.

Ho5: There is no significant relationship between teachers' lesson plan presentation and public senior secondary schools' effectiveness in Oyo State.

Table 8

Teachers' lesson plan presentation and public senior secondary school effectiveness in Oyo State

Variables	N	Mean	SD	Df	Cal. r-value	Cal p-value	Decision
Teachers' lesson plan presentation	387	2.85	1.16				
				385	0.718	0.000	Significant
Secondary schools' effectiveness	387	2.16	1.02				

Source: Field Study, 2023.

Table 8 displays a calculated p-value of 0.000, lower than the set p-value of 0.05 at 385 degrees of freedom. Consequently, the null hypothesis, suggesting no significant relationship between teachers' lesson plan presentation and Public Senior Secondary School Effectiveness in Oyo state, was rejected. This indicates a significant relationship between teachers' lesson plan presentation and school effectiveness.

Discussion of Findings

The study found a significant link between teachers' job performance, including record keeping, subject mastery, use of instructional materials, student assessment, lesson plan presentation, and the effectiveness of public senior secondary schools in Oyo State. Teachers' role is crucial in the success of educational activities (Ololube, 2020). Their performance significantly impacts educational outcomes (Smet, 2022). Teachers contribute substantially to enhancing job performance, affecting students' academic success (Atif et al., 2020). Leadership styles of teachers influence students' achievement (Isaac et al., 2021).

Conclusion

The study reveals a vital connection between teachers' job performance and the effectiveness of public senior secondary schools in Oyo State. Teachers' ability to fulfill their responsibilities influences the overall effectiveness of these educational institutions.

Recommendations

1. Encourage teachers to maintain accurate student records.
2. Provide subject-specific professional development programs for teachers.
3. Encourage the use of various teaching aids in lessons.
4. Promote diverse assessment methods for evaluating student understanding.

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