

EDUCATIONAL RESOURCES AND TEACHER JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN EKITI STATE, NIGERIA

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Abstract

The study examined the relationship between educational resources and secondary school teacher job performance in Ekiti State, Nigeria. The study specifically examined the level of teacher job performance and the level of educational resources. The study adopted the descriptive survey research design. The population of the study comprised all 8,167 teachers and 206 principals of the 206 public secondary schools in Ekiti State, Nigeria. The sample for this study was 780 respondents, comprising 750 teachers and 30 principals. Multi-stage sampling procedure which involved, simple random, stratified, purposive and proportionate sampling techniques was used to select sample for the study. Two sets of instruments tagged “Educational Resources Questionnaire (ERQ)” and “Teachers’ Job Performance Questionnaire (TJPQ)” were used for the study. The two instruments were validated by experts in the fields of Educational Management and Tests and Measurement. Test retest method of reliability was used for the study and ERQ and TJPQ yielded reliability coefficients of 0.77 and 0.82 respectively. The data were analysed using descriptive and inferential statistics. The descriptive statistics such as frequency counts, percentages, mean and standard deviation were used to answer the research questions while the inferential statistics involving Pearson Product Moment Correlation was used to test the research hypothesis at 0.05 level of significance. The study showed that the levels of teacher job performance and educational resources

in secondary schools in Ekiti State, Nigeria was moderate. The study showed that there was significant relationship between educational resources and teacher job performance. Based on the findings of the study, it was concluded that educational resources significantly influence teachers' job performance. Based on the findings of the study, it was recommended that the education stakeholders should show greater commitment to the provision and maintenance educational resources in school for enhanced teachers' job performance.

Key Words: Educational, Resources, Teachers, Job, Performance

Introduction

Education is a fundamental human right and is essential for the exercise of all other human rights. Secondary Education is the education which is received after the primary and before the tertiary level. Apart from the acquisition of knowledge and development of higher faculty of the individual, Secondary Education aspire to develop in the student respect for the worth and dignity of the human person. The broad goal of secondary education is to prepare the individual for useful living in the society and for higher education. Specifically, the secondary school system is geared towards catering for the differences in talents, opportunities and future roles, to provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development (FRN, 2013; UNESCO, 2021).

The primary aim of secondary education encompasses the acquisition of knowledge and production of graduates who are prepared for higher education, and become useful members of the society with intellectual competencies to help in the growth and development of our nation as well as meeting the international standards when compared with other graduates globally (Subedi, 2021). However, it appears that the accomplishment of the laudable educational objectives hinge on the job performance of teachers. Teachers are the main actor in secondary schools. It has been observed that without teachers, the educational objectives as specified in the national policy on education cannot be realized. So, the performance of teachers could be a main determinant of the achievement of objectives of secondary school education.

Performance is seen as an act or manner of performing or functioning (Mbatia, 2016). It can also be an action noticed or felt due to its effects on the people's lives or way of thinking. According to Uko, Umosen and Caleb (2015), Teacher job performance refers to the extent to which Teachers are committed to pedagogical delivery and display of moral uprightness and academic excellence in the teaching profession. Teachers job performance is concerned with overall ability of the teachers to exhibit the right attitude to work, be committed and dedicated to the teaching activities and making

deliberate efforts toward the attainment of educational goals and objectives. The indicator of Teacher's job performance could be evaluated in his or her ability to make deliberate effort to enhance students' academic performance, preparation of lesson plan, classroom management, effective communication, and relationship with students, knowledge of subject matter, evaluation skills and compliance to Teachers professional code of conduct among others (Donkoh, 2021).

However, it appears that some secondary school teachers are too confident of their ability to teach their subjects and see no reason for lesson plan before attending their classes. Further observation shows that some teachers are fond of using the same lesson plan for years without upgrading the lesson plan to suit the immediate needs of the classes. It has been observed that some teachers often do not deliver topic contents sequentially which could be due to a lack of preparation for the class. This could lead to poor performance as the teacher lesson delivery may not be sequential and the students get bored. Buari (2014) also asserted that lesson plan are like a resume of what is to be done in a teaching- learning lesson which means without it the teacher is directionless. Therefore, non-preparation of lesson plan by the teacher could lead to poor teacher job performance.

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. Morse (2012) postulated that classroom management involves curtailing student's disruptive behaviours such as fighting and noise making, arrangement of classroom learning materials and response to student's challenges. Through the experience of the researcher, it seems that many teachers direct their teaching, explanations and answers to the chalk board rather than the students thereby encouraging side talk. Observation has shown that some secondary school teachers exhibit poor classroom management skills by only teaching the few students in the front rows leaving the supposedly uninterested students to do as they like. Poor classroom management could lead to loss of class control thereby contributing to low teacher job performance.

Effective communication in such a way that the students can comprehend the objectives of the lesson is one of the determinants of teacher job performance. According to Chandler (2011), communication refers to the various strategies and caring approach which teachers employ to make the learners understand their instructions effectively. Thus communication when looked at from the teaching perspective may be understood or viewed as the impartation of thoughts, ideas, opinions and knowledge from the sender (teacher) to the receiver (students). The researcher observed that some teachers appear to create communication barriers by talking to the chalk board rather than the students while some are fond of using abusive and derogatory language in the class. It has been observed that some teachers degrade students in their feedback or class work leaving them with deflated self-esteem. It has also been observed that some teachers bring their personal problems and

frustrations to bear in the class which is reflected in their harsh tone and aggressiveness in communication in the classroom. These could lead to low teacher job performance.

It appears some teachers are no more mastery of their subject as they are assigned to teach more than one subject and at different classes while some teachers do not bother to evaluate students in the classroom. Teachers seemingly do not use their allocated time well as it has been observed that some teachers do delve into preambles not linked to the subject or topic in the classroom due to improper mastery of the content or subject being taught. When a teacher has poor mastery of subject matter and poor evaluation skill, such teachers are likely to perform below expectation. However, to achieve effective teacher job performance in school, the researcher observed that educational empowerment cannot be under estimated.

Educational resources of the school play a crucial role in order to reduce the effect of socio economic features on teachers' job performance, especially in the effort to achieve the vision, mission, and goals of the school and improve the quality of education in general. It requires synergy and commitment from all school components. Educational resources can be viewed as any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives (Ijaduola, 2007). Educational resources help teachers to make their lessons implicit to learners and they are also used to transmit information Educational resources is highly indispensable because of its role in the attainment of educational goals and objectives. The extent to which an educational institution attains her objectives is directly proportional to educational resources available and their utilization (Ekundayo and Alonge, 2012). For effectiveness and efficiency, educational resources are essential at all levels of education and most especially, at the secondary school and this is because many career decisions are made at this level of education. The study examined the relationship between educational resources and secondary school teacher job performance in Ekiti State, Nigeria. Specifically, the study examined:

the level of secondary school teachers' job performance in Ekiti State;

the level of educational resources in secondary schools in Ekiti State.

The following research questions are raised for this study

What is the level of teacher job performance in secondary schools in Ekiti State, Nigeria?

What is the level of educational resources in secondary schools in Ekiti State, Nigeria?

The null hypothesis was formulated to guide the study:

There is no significant relationship between educational resources and teacher job performance in secondary schools in Ekiti State.

Methodology

The study examined the relationship between educational resources and secondary school teacher job performance in Ekiti State, Nigeria. The study specifically examined the level of teacher job performance and the level of educational resources. The study adopted the descriptive survey research design. The population of the study comprised all 8,167 teachers and 206 principals of the 206 public secondary schools in Ekiti State, Nigeria. The sample for this study was 780 respondents, comprising 750 teachers and 30 principals. Multi-stage sampling procedure which involved, simple random, stratified, purposive and proportionate sampling techniques was used to select sample for the study. Two sets of instruments tagged “Educational Resources Questionnaire (ERQ)” and “Teachers’ Job Performance Questionnaire (TJPQ)” were used for the study. The two instruments were validated by experts in the fields of Educational Management and Tests and Measurement. Test retest method of reliability was used for the study and ERQ and TJPQ yielded reliability coefficients of 0.77 and 0.82 respectively. The data were analysed using descriptive and inferential statistics. The descriptive statistics such as frequency counts, percentages, mean and standard deviation were used to answer the research questions while the inferential statistics involving Pearson Product Moment Correlation was used to test the research hypotheses at 0.05 level of significance.

Results

Research Question 1: What is the level of teacher job performance in secondary schools in Ekiti State, Nigeria?

In analyzing the question, mean score, frequency counts and percentages were used to illustrate the responses to items 1-25 in Section B of “Teachers’ Job Performance Questionnaire (TJPQ)”. Mean score on each of the item was compared the criterion benchmark mean score of 3.00. Items with mean score below the cut-off were categorized into ‘Low’ level of teacher job performance in public secondary schools while those around the mean and above the criterion were categorized into

‘Moderate’ and ‘High’ level of teacher job performance respectively. The level of teacher job performance in public secondary schools in Ekiti State is presented in Table 1.

Table 1: Showing the level of teacher job performance in public secondary schools in Ekiti State

S/N	JOB PERFORMANCE	E	VG	G	F	P	MEAN	REMARK
1.	Preparation of Lesson Plan	294	177	101	89	89	3.66	High
2.	Classroom Management	311	253	73	76	36	3.97	High
3.	Effective Communication	351	170	115	60	54	3.94	High
4.	Relationship with Students	301	177	70	99	104	3.63	High
5.	Knowledge of the Subject Matter	277	225	83	46	120	3.66	High
6.	Evaluation Skill	146	270	42	206	86	3.25	High
		280	212	80	96	81		High
	Average	(37.3)	(28.3)	(10.7)	(12.8)	(10.9)	3.68	
Mean Cut-Off: 3.00								

Table 1 presents the level of teacher job performance in secondary schools in Ekiti State, Nigeria. Using a criterion mean score of 3.00 for the rating scale, all the items had mean score above the cut-off point. This implies that level of teacher job performance in secondary schools in Ekiti State, Nigeria was high.

Research Question 2: What is the level of educational resources in secondary schools in Ekiti State, Nigeria?

In analyzing the question, mean score, frequency counts and percentages were used to illustrate the responses to items 1-20 in Section C of “Educational Resources Questionnaire (ERQ)”. Mean score on each of the item was compared the criterion benchmark mean score of 3.00. Items with mean score below the cut-off were categorized into ‘Low’ level of teacher job performance in public secondary schools while those around the mean and above the criterion were categorized into

‘Moderate’ and ‘High’ level of teacher job performance respectively. The level of educational resources in secondary schools in Ekiti State is presented in Table 2.

Table 2: Level of educational resources in secondary schools in Ekiti State, Nigeria

S/N	EDUCATIONAL RESOURCES	VO	O	SO	SE	N	MEAN	REMARK
1.	Human Resources	259 (35.0)	227 (30.7)	135 (18.3)	70 (9.5)	59 (6.4)	3.74	High
2.	Physical Resources	275 (36.7)	123 (16.5)	118 (15.7)	131 (17.5)	103 (13.7)	3.45	High
3.	Financial Resources	288 (38.3)	190 (25.3)	88 (11.7)	70 (9.4)	115 (15.3)	3.62	High
4.	Instructional Resources	389 (51.8)	131 (17.5)	101 (13.5)	59 (7.9)	70 (9.3)	3.95	High
	Average	302 (40.5)	168 (22.5)	111 (14.8)	83 (11.1)	87 (11.2)	3.69	High
	Mean Cut-Off: 3.00							

Table 2 presents the level of educational resources in secondary schools in Ekiti State, Nigeria. Using a criterion mean score of 3.00 for the rating scale, all the items had mean score above the cut-off point. This implies that the level of educational resources in secondary schools in Ekiti State, Nigeria was high.

Testing of Hypothesis

Hypothesis 1: There is no significant relationship between educational resources and teacher job performance in secondary schools in Ekiti State, Nigeria.

In order to test the hypothesis, scores relating to educational resources and teachers job performance in Ekiti State were computed using items 1–20 and 1-25. The result is shown in Table 3.

Table 3: Educational Resources and Teacher’s job performance in Ekiti State

Variable	N	Mean	SD	r-cal	p-value
Educational Resources	750	69.22	12.53		
Teachers’ job Performance	750	112.66	6.14	0.664*	0.000

*p<0.05

Table 3 shows that the computed r value (0.664) is significant at p<0.05 level of significance. The null hypothesis was rejected. This implies that there was a significant relationship between educational resources and teachers’ job performance in Ekiti State. The correlation between educational resources and teachers job performance in Ekiti State was moderate and statistically significant in a positive direction.

Discussion

The findings of the study revealed that level of teacher job performance in secondary schools in Ekiti State, Nigeria was high. Also, the findings of the study revealed that the level of educational resources in secondary schools in Ekiti State, Nigeria was high. The findings of the study showed

that that there was a significant relationship between educational resources and teachers' job performance in Ekiti State, Nigeria.

Conclusion

Based on the findings of this study, it was concluded that teacher job performance significantly depend on educational resources. It was also concluded that educational resources are important factors that influenced to teacher job performance in secondary schools in Ekiti State, Nigeria.

Recommendations

Based on the findings of the study, it was recommended that the education stake holders government, NGOs, philanthropists, school administrators and parents should show greater commitment to the provision and maintenance educational resources such as furniture and fittings, equipment, laboratory apparatus, stationeries, functional internet facilities, textbooks, fans and air-conditioning systems in school for enhanced teachers' job performance.

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