

TEACHERS' JOB PERFORMANCE AND PUBLIC SENIOR SECONDARY SCHOOL EFFECTIVENESS IN LAGOS STATE, NIGERIA

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Abstract

This study examined the effect of teachers' job performance on public senior secondary school effectiveness in Lagos State, Nigeria, against concerns about declining educational quality and the assumed centrality of teachers to school outcomes. A descriptive survey design was adopted. The population comprised 328 principals, 656 vice principals, and 8,865 teachers across the six Lagos State Education Districts, from which 120 principals, 240 vice principals, and 1,200 teachers ($N = 1,560$) were selected using a combination of convenience, stratified, purposive, and simple random sampling techniques. Data were collected using the Teachers' Job Performance Questionnaire (TJPQ), the Senior Secondary School Effectiveness Questionnaire (SSSEQ), and a semi-structured interview guide. Instruments were validated by experts and supervisors; reliability indices were established via test-retest. Mean and standard deviation answered research questions, while Pearson Product Moment Correlation tested the hypothesis at 0.05 significance level. Findings showed that teachers' job performance was rated at an appreciable extent (grand mean = 2.8754), while school effectiveness was rated high (grand mean = 3.14235). However, teachers' job performance had a negative, very weak, and non-significant relationship with school effectiveness ($r = -0.073$, $p = 0.271$), indicating that teachers' job performance alone did not significantly explain variations in school effectiveness. The study recommends strengthening supportive school-wide mechanisms that enhance instructional conditions and overall effectiveness.

Keywords: OB Performance, Teacher's' Job Performance, Secondary School, Public Senior Secondary School, School Effectiveness

Introduction

Secondary school is a crucial stage of education that gives students the tools they need to be independent and employed. It equips students to continue their studies and make a positive impact on the nation's socioeconomic growth. As a result, preparing students for such a lifelong asset necessitates two types of assurances that the students will fulfill the institution's intended goal as fully as possible (Okeke-James, *et al*, 2020). This is the reason quality assurance in the views of Omebe (2015), Oguntimehin, Kuewumi and Adeyemi (2018), “is the ability of educational institutions to spell out some set of activities to pursue and meet the need of the use of manpower in relation to the quality of skills acquired by their products”, albeit with the teachers in active service and required job performance.

Academic success of students is directly impacted by teacher job performance. Consequently, deliberate efforts must be taken by educational administrators to enhance the performance of the teachers (Ekpoh, *et al*, 2013). Teachers' evaluations should be conducted using a holistic approach that incorporates information from a variety of sources, including parents, group teachers, the teachers themselves, administrators, and inspectors. Although they have some issues with the scoring system, according to Bozan and Ekinci (2018), school administrators and teachers have positive opinions of the performance evaluation process. They discovered that the current issues can be resolved by increasing the quantity and caliber of in-service trainings that teachers and administrators receive in relation to performance evaluation.

The goal of performance evaluation is to assess the success of the instructors' instructional activities, identify the variables that influence success, and get feedback (Erturk, 2018). To increase the efficiency of the school, it is also essential to concentrate on the performances of the instructors. More specifically, secondary education instructors are held accountable for implementing educational innovations at the school level and are crucial to creating a successful school. In other words, good schoolwork depends on instructors, and teachers' job performance is a crucial component of effective schools. The study of Turhan, Sener and Gündüzalp (2017) on school effectiveness and school improvement issues revealed that, in investigating the factors that affect school effectiveness, school administrators and teachers require an understanding of how to develop schools; it is important to provide information to policy makers at the system level.

In this view, a school's effectiveness may be measured by how well its predetermined goals and objectives for education quality, quantity, and equity are met (Yusuf & Alabi, 2013). Indicators of effective schools include student achievement levels and performance on standardized tests and examinations, classroom instruction and learning activities, primary and secondary school graduation rates, undergraduate schooling rates, social cohesion and citizenship, moral and ethical values, and employment outcomes (Bridglall, Caines and Chatterji, 2014).

There is public concern over declining educational quality in Nigeria, reflected in poor student academic performance and weak outcomes, with teachers frequently blamed because their job

performance directly shapes learning outcomes and overall school effectiveness. However, understanding school effectiveness requires more than assumptions or blame, because measured relationships may differ from stakeholders' perceptions and from policy expectations. This creates a practical and research problem: whether teachers' job performance is statistically related to, and can meaningfully explain variations in, public senior secondary school effectiveness in Lagos State.

1. To evaluate the job performance of public senior secondary school teachers in Lagos State, Nigeria
2. To evaluate the effectiveness of public senior secondary school in Lagos State, Nigeria

The following research questions guided the study:

1. What is the extent of job performance of public senior secondary school teachers in Lagos State, Nigeria?
2. How effective is Public Senior Secondary Schools in Lagos State, Nigeria?

H01 There is no significant relationship between teacher's job performance and Public Senior Secondary Schools' effectiveness in Lagos State, Nigeria

Methodology

Descriptive survey research design was adopted for this study. This method was considered appropriate because it allowed the researcher to make a careful record of what was observed which the researcher used to analyse the information obtained from the population to describe situations as they exist concerning teachers' job performance, and schools' effectiveness. Population of the study consisted of all the 328 senior secondary school principals, 656 Vice principals, and 8865 teachers in public senior secondary schools in all the six Lagos State Education Districts. The study employed a combination of convenience, stratified, purposive, and simple random sampling techniques to select 120 principals, 240 vice-principals, and 1,200 teachers, making a total of 1,560 respondents. The research instruments used for this study were Teachers' Job Performance Questionnaire (TJPQ) and Senior Secondary School Effectiveness Questionnaire (SSSEQ) and Semi Structured Interview (SSI) that were responded to by the principal, vice principals, HODs, and teachers. Each research instrument has two sections, sections A and B. Section A sought information on personal data of respondents. Section B of Teachers Job Performance" Questionnaire (TJPQ) contains 20 structured items that are designed for senior secondary school teachers' job performance and was responded to only by the teachers. More so, Section B of Senior Secondary School Effectiveness Questionnaire (SSSEQ) contains 20 structured items that were designed to measure the effectiveness of senior secondary schools in Lagos State to be responded to by the teachers, too. These questionnaires were structured on a four-point Likert-type rating scale and scored accordingly on the options of Very High Extent (VHE) - 4, High Extent (HE) - 3, Low Extent (LE) - 2 and Very Low Extent (VLE) -1. To ensure their validity, the draft of each research instrument was given to experts who suggested amendments and corrections where

necessary. Each instrument was later given to the supervisors for final scrutiny for its content related validity.

The instruments were subjected to test-retest reliability so as to ascertain their internal consistency. The instruments were administered twice at a two-week interval to a set of 40 participants drawn from among 10 public senior secondary schools in Lagos State who were part of the population but not part of the sample. The obtained responses were then subjected to Pearson's Product- Moment Correlation coefficient reliability test and the reliability coefficient of each instrument was calculated after the instruments were administered among the 40 respondents. The reliability coefficient for Secondary School Quality Assurance Practices Questionnaire (SSQAPQ), was 0.731, Teachers' Job Performance Questionnaire (TJPQ) was 0.862, and Senior Secondary School Effectiveness Questionnaire (SSSEQ) was 0.840. The reliability coefficients of the instruments were in line with the submission of Taber (2018) that a high alpha value provides a guard against specific items being unique in the particular sense of eliciting response pattern, unlike any of the other items. The completed questionnaire copies were collected and the data therein collected and analyzed using the Simple Percentage and Frequency Distribution. The mean and standard deviation were used to answer the research questions while the hypotheses was tested using PPMC. If the computed probability value (p-value) is less than or equal to 0.05 ($p \leq 0.05$), the null hypothesis (H_0) is rejected, indicating that a significant relationship exists between the two variables. Otherwise, the null hypothesis (H_0) is not rejected, implying that no significant relationship exists between the variables.

Results

Research Question One

RQ1 What is the extent of job performance of public senior secondary school teachers in Lagos State, Nigeria?

Table 1: Mean responses of respondents on the extent of job performance of public senior secondary school teachers in Lagos State, Nigeria

	Poor	Unsatisfactory	Satisfactory	Very Satisfactory	Mean	Std. Deviation
Formulate and adopt objectives of lesson plan	0 0.0%	4 1.8%	125 55.1%	98 43.2%	3.4141	.52829
Select contents and prepare appropriate instructional materials /teaching aid	0 0.0%	5 2.2%	131 57.7%	91 40.1%	3.3789	.52973

Relate lessons with previous knowledge /skills	0	4	113	110	3.4670	.53424
	0.0%	1.8%	49.8%	48.5%		
Present and develops lessons appropriately	1	5	132	89	3.3612	.55006
	0.4%	2.2%	58.1%	39.2%		
Convey ideas clearly to the students	1	2	131	93	3.3921	.53259
	0.4%	0.9%	57.7%	41.0%		
Ensure students participation during teaching and learning	1	6	116	104	3.4229	.56990
	0.4%	2.6%	51.1%	45.8%		
Address individual differences of the learners	2	12	160	53	3.1630	.54436
	0.9%	5.3%	70.5%	23.3%		
Showing mastery of the subject matter	0	6	137	84	3.3436	.52881
	0.0%	2.6%	60.4%	37.0%		
Diagnose a learner's needs	2	24	171	30	3.0088	.52370
	0.9%	10.6%	75.3%	13.2%		
Evaluate learning outcomes	1	17	142	67	3.2115	.58692
	0.4%	7.5%	62.6%	29.5%		
Assess lesson to determine desired outcomes within the allotted time	0	12	167	48	3.1586	.49013
	0.0%	5.3%	73.6%	21.1%		
Maintain clean and orderly classroom	0	15	114	98	3.3656	.60475
	0.0%	6.6%	50.2%	43.2%		
Maintain classroom conducive to learning	0	11	105	111	3.4405	.58728
	0.0%	4.8%	46.3%	48.9%		
Provide assistance to other teachers in improving their teaching competence	0	24	141	62	3.1674	.59362
	0.0%	10.6%	62.1%	27.3%		
	1	36	160	30	2.9648	.55542

Prepare prototype instructional materials that can be used by other teachers	0.4%	15.9%	70.5%	13.2%		
Assist in the conduct of in-service trainings/conferences	1	41	143	42	2.9956	.62043
	0.4%	18.1%	63.0%	18.5%		
Spend extra time to achieve school objectives.	4	46	122	55	3.0044	.71950
	1.8%	20.3%	53.7%	24.2%		
Committed to the school progress and development	0	18	143	66	3.2115	.57164
	0.0%	7.9%	63.0%	29.1%		
Discharge duty effectively as and when required.	2	12	145	68	3.2291	.58024
	0.9%	5.3%	63.9%	30.0%		
Cooperate with other member of staff	0	17	135	75	3.2555	.58439
	0.0%	7.5%	59.5%	33.0%		
Average					2.875419	0.649468

Table 1 revealed that teachers' job performance was rated between satisfactory and very satisfactory with an overall mean of 2.875 (SD = 0.649). Looking across the specific indicators, teachers were rated strongest on core classroom/instructional practices. For example, lesson planning objectives were largely rated satisfactory/very satisfactory (55.1% and 43.2% respectively; mean = 3.414), and relating lessons to learners' prior knowledge was similarly high (49.8% satisfactory, 48.5% very satisfactory; mean = 3.467). They were also rated high on maintaining a classroom conducive to learning (46.3% satisfactory, 48.9% very satisfactory; mean = 3.441) and ensuring students' participation during lessons (51.1% satisfactory, 45.8% very satisfactory; mean = 3.423).

Relatively weaker areas (still around "satisfactory," but with higher unsatisfactory responses and lower means) were tasks that reflect extra-role support and professional contribution beyond routine teaching, such as preparing prototype instructional materials for others (mean = 2.965; 15.9% unsatisfactory) and assisting in-service trainings/conferences (mean = 2.996; 18.1% unsatisfactory). Another comparatively weaker point was "spending extra time to achieve school objectives" (mean = 3.004) with the largest spread (SD = 0.720) and a notable proportion rating it unsatisfactory/poor (20.3% unsatisfactory; 1.8% poor). This implies that

teachers are generally performing at a satisfactory level, especially in the area of direct instructional tasks.

Research Question Two

RQ2 How Effective are Public Senior Secondary Schools in Lagos State, Nigeria?

Table 2: Mean responses of respondents on Effective are Public Senior Secondary Schools in Lagos State, Nigeria?

	Very Low Extent	Low Extent	High Extent	Very High Extent	Mean	Std. Deviation
Attainment of school goals	1.5% 15	0.3% 3	51.8% 528	46.5% 474	3.4324	.58299
Accomplishment of senior secondary school curriculum	1.5% 15	2.1% 21	50.3% 513	46.2% 471	3.4118	.60991
Extracurricular Participation	0.9% 9	3.2% 33	49.4% 504	46.5% 474	3.4147	.60060
Teaching and learning process	0.9% 9	1.5% 15	40.6% 414	57.1% 582	3.5382	.57551
Teachers' classroom management	0.9% 9	2.4% 24	52.1% 531	44.7% 456	3.4059	.58436
Teachers' Motivation	5.6% 57	23.5% 240	49.4% 504	21.5% 219	2.8676	.81034
Student Attendance rate	0.9% 9	10.0% 102	57.4% 585	31.8% 324	3.2000	.64292
Equality and inclusiveness	1.5% 15	14.7% 150	65.6% 669	18.2% 186	3.0059	.62336
Instructional leadership	1.8% 18	14.7% 150	68.5% 699	15.0% 153	2.9676	.60577
	0.3%	7.9%	43.5%	48.2%		

Safe and conducive environment for teaching and learning	3	81	444	492	3.3971	.64520
Orderly environment for teaching and learning	1.2%	5.6%	43.8%	49.4%		
	12	57	447	504	3.4147	.65230
Display of professionalism by both teaching and non-teaching staff.	1.8%	8.5%	56.8%	32.9%		
	18	87	579	336	3.2088	.66492
Community involvement in school activities and decision making	12.4%	23.5%	48.5%	15.6%		
	126	240	495	159	2.6735	.88288
Students' motivation	4.4%	32.6%	50.0%	12.9%		
	45	333	510	132	2.7147	.74263
Staff professional development	2.6%	18.2%	58.2%	20.9%		
	27	186	594	213	2.9735	.70487
Coordination of school activities	0.9%	8.8%	61.2%	29.1%		
	9	90	624	297	3.1853	.61705
Student Teacher ratio	5.9%	15.0%	54.4%	24.7%		
	60	153	555	252	2.9794	.79533
Access to Learning materials	2.9%	30.9%	52.4%	13.8%		
	30	315	534	141	2.7706	.71595
Principal's Leadership	1.8%	5.0%	43.5%	49.7%		
	18	51	444	507	3.4118	.66973
Innovative Practices	2.6%	20.0%	64.7%	12.6%		
	27	204	660	129	2.8735	.64557
Average					3.14235	0.66861

Table 2 above revealed that respondents rated school effectiveness across all indicators as on average (overall mean = 3.14235; SD = 0.66861). Practically, this means the respondents generally perceived Lagos public senior secondary schools as effective, though effectiveness is not uniformly strong across all domains. The highest-rated domain is the teaching and learning process (mean = 3.5382), with a majority rating it at a very high extent (57.1%) and high extent (40.6%). This suggests respondents see classroom instruction and learning delivery as the most effective aspect of the schools.

Other strongly rated indicators include attainment of school goals (mean = 3.4324), extracurricular participation (mean = 3.4147), orderly environment for teaching and learning (mean = 3.4147), accomplishment of the senior secondary curriculum (mean = 3.4118), and principal’s leadership (mean = 3.4118). These results imply that schools are generally perceived as achieving their objectives, implementing the curriculum, maintaining order, and benefiting from leadership structures that support school functioning.

The table further revealed that the lowest-rated area is community involvement in school activities and decision-making (mean = 2.6735; SD = 0.88288). A sizeable proportion rated it low/very low extent (23.5% low; 12.4% very low). This indicates that stakeholder/community participation is a major weakness in perceived school effectiveness. Students’ motivation (mean = 2.7147) and access to learning materials (mean = 2.7706) are also weak, with large “low extent” responses (32.6% low for students’ motivation; 30.9% low for learning materials). This suggests that although instruction is perceived as strong, learner drive and resource availability are not equally strong, which can undermine sustained outcomes. Teachers’ motivation is another concern (mean = 2.8676) with nearly 29.1% rating it low/very low extent, implying morale and motivation may be insufficiently supported. Therefore, respondents perceive Lagos public senior secondary schools as generally effective, especially in core instructional delivery, goal attainment, curriculum implementation, and maintaining a safe/orderly learning environment.

Hypothesis One

H₀₁: There is no significant relationship between teachers’ job performance and public senior secondary schools’ effectiveness in Lagos State, Nigeria.

Table 3: Relationship between teacher’s job performance and public senior secondary school effectiveness in Lagos State, Nigeria

		Teachers’ job performance	School effectiveness
Teachers’ job performance	Pearson Correlation	1	-.073
	Sig. (2-tailed)		.271
	N	227	227

School effectiveness	Pearson Correlation	-.073	1
	Sig. (2-tailed)	.271	
	N	227	1020

The result in Table 3 shows that there is a negative, very weak and non-significant relationship between teacher's job performance and public senior secondary schools' effectiveness in Lagos State, Nigeria ($r = -.073$, $\rho > 0.05$). This implies that teachers' job performance could only influence senior secondary schools' effectiveness to a very low extension, but not statistically significant. Therefore, the hypothesis which states that there is no significant relationship between teachers' job performance and public senior secondary school effectiveness in Lagos State, Nigeria is not rejected.

Discussion of Findings

There is no significant relationship between teachers' job performance and public senior secondary school effectiveness in Lagos State, Nigeria. The analysis revealed that teachers' job performance did not significantly influence school effectiveness. This finding agrees with Ogunyemi (2022) and Akinsolu (2023), who found no significant relationship between teachers' job performance and student academic outcomes. Similarly, Adeogun (2021) reported a weak and negative correlation between teachers' job performance and student learning outcomes. The present finding also supports Joa and Viola (2022), who posited that teachers' instructional performance alone may not guarantee school effectiveness, as other institutional factors such as administrative support, and parental involvement play crucial roles. However, contrary evidence from Fagbamiye (2020), Adeyemi (2020), and Babalola (2020) showed that teachers' job performance significantly contributes to school effectiveness. The variation between the present study and these findings might stem from contextual differences in resource availability, teacher motivation, and institutional culture.

Conclusion

On the bases of the analysis above, it could be deduced that teachers in Lagos State public secondary schools are generally performing at a satisfactory level, especially in the area of direct instructional tasks. Also, Lagos state public senior secondary schools as generally effective, especially in core instructional delivery, goal attainment, curriculum implementation, and maintaining a safe/orderly learning environment. It could also be deduced that no significant relationship existed between teachers' job performance and the effectiveness of public senior secondary schools in Lagos State.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Stakeholders in education such as the Government, Ministry of Education, and Teaching Service Commission (TESCOM) should organise workshops, seminars and

conferences for principals and teachers regularly to improve their effectiveness and efficiency.

2. Secondary school principals should be conversant and up to date with roles expected of them to enhance the effectiveness of their school such as in school plant maintenance, communication and staff motivation.
3. Teachers' job performance roles should be handled with utmost commitment and teachers should be able to make use of instructional materials and plan lessons properly to ensure effective teaching and learning so as to improve students' academic performance.

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