



Education Resources Situation and Teachers' Job Performance in Public Senior Secondary Schools

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Abstract. The job performance of teachers has come under serious scrutiny by education stakeholders. Teachers have been accused of poor performance of their job. However, teachers continue to complain about the situation of resources available for them to carry out their work. Therefore, could education resource situation determine the job performance of teachers? Thus, this study investigated education resource situation and teachers' job performance in public senior secondary schools in Edo State. The study was guided by three hypotheses. The study was adopted the correlation research design. The sample comprised of 31 public secondary schools and 327 public secondary schools' teachers in Edo State. A checklist titled: Education Resources Situation Checklist (ERSICHE) and a questionnaire titled Teachers' Job Performance Questionnaire (TJPQUE) were the instrument for data collection. The reliability of the questionnaire was determined using Cronbach alpha statistic and a value of 0.80 was obtained, which showed the internal consistency of the questionnaire. The data collected were collated and analyzed with Pearson Product Moment Correlation Coefficient, and Fisher's z statistic at 0.05 level of significance. The findings of the study were that a significant relationship existed between education resource situation and teachers' job performance. Furthermore, no significant difference existed in the relationship between education resource situation and teachers' job performance based on size, and location. Consequently, the study recommended that government should improve the situation of resources in public schools to reflect the minimum standard, and there should be even provision of resources in all school irrespective of location, and size

Keywords: Education resources, situation, teachers' job performance

1. Background to the Study

The performance of individual in a work place is predicated on three factors of motivation, work environment and ability to do work. The work place environment could influence the morale, productivity and job performance of employees in positive and negative ways. When employees do not like the work place environment, they are not motivated and it has effect on their performance. Employees in environment with poor schedule of time for work, inappropriate authorities or tasks, poor appreciation, and no opportunity for individual decision-making will not be satisfied. They are stressed and this influences their job performance (Atiya & Palwasha, 2012).

The academic performance of students has largely been adjudged as yardstick for measuring teachers' job performance. Thus, this has been the focus of many researches in this regard. The job performance of teachers could also be influenced by the school location and the school size. Merike and Emer (2011) asserted that school location is a component in forecasting job performance and teachers' level of satisfaction. They cited Abel and Sewell (1999) who observed in the US that teachers in urban secondary school experienced a significant more stress as a result of poor condition of work and poor relationship among staff than their counterparts in rural schools. Poor condition of work and pressures of time determine rural schoolteachers' burnout while misbehaviour of students and poor conditions of work determined urban schoolteachers' burnout.

Ibukun, Oyetakin and Akinfolarin (2012) revealed that the difference in the quality of teaching staff and students' academic performance between the public and private schools is not significant. According to the study, most public schools had qualified teachers as

compared to private schools where graduate teachers not having educational qualification account for 21% than 18% in public junior schools.

Kurdzioleck, (2011) examined classroom resources and their influence on learning in Texas USA, claimed that educationists and other stakeholders held that through provision of sufficient resources, students' academic performance could be improved. Ironically, they observed that this was not entirely correct as it may be important for resources to be necessary but it is not limited to that. Resources on their own do not result to the expected outcome, but expected outcomes come from the effective utilization of the resources made available.

Adalikwu and Iorkpilgh (2013) in his study which used the quasi-experimental design found out that there was a significant improvement in the performance of students taught with instructional materials than those taught without instructional materials. Similarly, he also observed that when instructional materials were use students understanding of concepts generally improves and higher academic achievements is attained.

Obasi and Oluwuo (2008), asserted that demographically, size can influence the performance. That is the vastness of the school in terms of students' and staff population has a great effect on how well the teachers would be able to effectively perform their responsibilities towards attainment of the educational goals. The size of schools' results to increase workload.

Kyriacou, Kunc, Stephens and Hultgren (2003) revealed that increased workload increases teachers stress and poor job performance and result to some teachers leaving the profession early. While a decrease teachers' workload reduces teacher stress and increase job performance/satisfaction (Kyriacou & Chien, 2008). These are functions of the school size. Afolabi (2013) cited Edem (1990) who asserted that large class size damp the moral of teachers or when they are faced with too many lesson periods on a daily basis. That is when teachers are made to exceed the average of twenty-five (25) to thirty (30) periods weekly; they may become less productive (Afolabi, 2013).

Wasley (2003), observed schools smaller in size are less impersonal and gives room for personal attention to be given to every student by the teachers. They describe the interpersonal and physical environment that individual has to work. (Nadine, Gwendoline, Geert, Dave & Aelتمان, 2008). Students' enrolment determines the resources at the school's disposal

(Ogonor & Igenegbai, 2015; Igenegbai & Marchie, 2022). Thus, the size of schools determines the amount of resources schools can afford.

Merike and Emer (2011) from their analysis of principals' responses on job satisfaction by number of pupils in the school in Irish schools observed that large schools' principals or schools with enrolment of over 280 students were likely to indicate being more satisfied with their job. On the level of school, several researches have indicated that the relationship between the school size and the achievement of student achievement to be negative. Therefore, speculating that schools small in size could be better conducive for learning (Andrews, Duncombe, & Yinger, 2002). Several researches have portrayed the relationship between per-pupil spending and student achievement, with the majority indicating no significant relationship. From the forgoing, it is therefore true to say that, the situation of education resources is sine qua nor to the outcome of education.

1.1 The Problem

Teachers have constantly received backlashes from stakeholders on how they perform their job. They are accused of laziness, negligence, and poor attitude to work. This is usually predicated on the poor result of student from external examinations such as WAEC, and NECO. Although, this yardstick is not enough to adjudge the performance of teachers, yet they are usually condemned without facts on how they perform their jobs.

These stakeholders equally do not bother to find out if the environment teachers are required to perform their jobs is enabling and conducive. Education resource situation is imperative for teaching and learning in schools. Observations have indicated that some classrooms are usually overcrowded, which might make classroom management, effective teaching, marking of assignments and class work, among other instructional activities a herculean task. Some classrooms pose health hazard to teachers; with no floor and the roof can easily give way at any point in time. These can make the work of the teacher very tedious and can lead to negative attitudes. Therefore, it is imperative to determine the relationship between the situation of education resources and the job performance of teachers in Edo State public secondary schools.

1.2 Research Hypotheses

The following research hypotheses were raised to guide this study:

Ho₁. There is no significant relationship between the education resources situation and teachers' job performance in public senior secondary schools in Edo State.

Ho₂. There is no significant difference in the relationship between the education resources situation and teachers' job performance in urban and rural public senior secondary schools in Edo State.

Ho₃. There is no significant difference in the relationship between the education resources situation and teachers' job performance in large and small public senior secondary schools in Edo State.

2. Methodology

The study adopted correlation research design. A total of 31 schools, which represented 10% of the public senior secondary schools and all the 327 teachers in the sampled schools, constituted the study sample. The

3. Analysis of Data

Hypothesis 1: There is no significant relationship between the education resource situation and teachers' job performance in secondary schools in Edo State.

Table 1: Analysis of relationship between the education resource situation and teachers' job performance in secondary schools in Edo State

	Education Resource Situation	Teachers Job Performance	Decision
Education Resource Situation	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	31	Significant
Teachers' Job Performance	Pearson Correlation	.843**	
	Sig. (2-tailed)	.000	
	N	31	

** . Correlation is significant at the 0.01 level (2-tailed).

The data in Table 1 indicated that there is a positive relationship between education resource situation and teachers' job performance. The strength of the relationship is high at .843. Furthermore, the data indicates that 71% of teachers' job performance is determined by the situation of education resources in schools. Thus, the P value of .000, which is lower than the alpha level of 0.05 indicates that there is a significant relationship between the level of education resource situation and teachers' job performance in secondary schools in Edo State. Therefore, the null hypothesis is rejected.

Hypothesis 2: There is no significant difference in the relationship between the education resource situation and teachers' job performance in urban and rural senior secondary schools in Edo State.

multi-stage stratified sampling procedure was employed to draw the sample in three stages. In the first stage, the schools were categorized based on the three senatorial districts (Edo Central, North, and South). In stage two, the schools were stratified based on the variables of school location (urban and rural schools), and school size (large and small schools). In stage three, 10 percent of schools in the three senatorial districts, as well as all the teachers in the sampled schools were purposively drawn to form the sample. Two research instruments, a checklist entitled Education Resources Situation Checklist (ERSICHE) and a questionnaire entitled Teachers' Job Performance Questionnaire (TJPQUE) were used for the study. The research instruments were validated by educational administrators. Their contributions led to the final draft of the instrument. The hypotheses were tested using Pearson Product Moment Correlation Coefficient, and Fisher's z Statistics at 0.05 alpha level of significance.

Table 2: Analysis of difference in the relationship between the education resource situation and teachers' job performance in urban and rural senior secondary schools in Edo State

Variables	N	r-cal	Zr (Transformation of r-Z using Table)	Z-cal	Z	Decision
Urban Schools	19	-.268	-.277	.324	+1.96	Not significant
Rural Schools	12	-.388	-.412			

The data on Table 2 showed the summary of Fisher's z analysis on the difference in the relationship between the level of education resource situation and teachers' job performance in urban and rural senior secondary schools in Edo State. The result showed that the Fisher's z-calculated value of .324 is less than the critical value of +1.96. Hence, the null hypothesis is accepted. Thus, there is no significant difference in the relationship between education resource situation and teachers' job performance in urban and rural senior secondary schools in Edo State.

Hypothesis 3: There is no significant difference in the relationship between the education resource situation and teachers' job performance in large and small senior secondary schools in Edo State.

Table 3: Analysis of difference in the relationship between the education resource situation and teachers' job performance in large and small senior secondary schools in Edo State

Variables	N	r-cal	Zr (Transformation of r-Z using Table)	Z-cal	Z	Decision
Large Schools	12	-.033	-.030			
Small Schools	19	-.325	-.343	.751	±1.96	Not significant

The data on Table 3 showed the summary of Fisher's z analysis on the difference in the relationship between the level of education resource situation and teachers' job performance in renovated large and small senior secondary schools in Edo State. The result showed that the Fisher's z-calculated value of .751 is less than the critical value of +1.96. Hence, the null hypothesis is accepted. Therefore, there is no significant difference in the relationship between education resource situation and teachers' job performance in large and small senior secondary schools in Edo State.

4. Discussion on the findings

The findings of the study indicated that there is a significant relationship between the education resource situation and teachers' job performance in secondary schools in Edo State. The education resources in the public senior secondary schools were inadequate; this situation hindered the performance of teachers. Education resources aid a skilful teacher to achieve a level of instructional effectiveness that outweighs that which is possible when they are not available (Ogunu, 2000). Newton (1997) further added

that the magnitude of instructional resources makes teachers more productive; give instruction a more scientific base; make teaching and learning more individualistic; make instruction more powerful and immediate; and finally make attainment of objectives easier. Therefore, education resources (especially, materials) are determinant of productivity; they could improve the productivity of teachers. Certain or extraordinary heights may be attained based on the adequacy of education resources in schools.

The findings also indicated that there was no significant difference in the relationship between the education resource situation and teachers' job performance in urban and rural senior secondary schools in Edo State. The standard of resources both in urban and rural schools is largely the same. The government also ensures that there is uniformity of standard in the renovated schools both in the urban and rural areas. This could be responsible for no significant difference in the relationship between the level of education resource situation and teachers' job performance in urban and rural areas. It is a popular notion that schools in urban areas are usually given

preferential treatment in the provision of both human and material resources. However, the finding of this study indicated that population was the main determinant of the adequacy or otherwise of resources in schools. Therefore, this explains why there were no significant differences between educational resources and teachers' job performance in urban and rural areas.

In the same vein, the findings of the study equally concluded that there is no significant difference in the relationship between the education resource situation and teachers' job performance in large and small senior secondary schools in Edo State. Obasi and Oluwuo (2008), asserted that demographically, size can influence performance. That is, the vastness of the school in terms of students' and staff population has a great effect on how well teachers would be able to effectively perform their responsibilities towards attainment of the educational goals. Wasley (2003) showed that smaller schools are less impersonal and enable teachers to give more attention to each individual pupil. They refer to the interpersonal and physical environment in which the individual has to work (Nadine, Gwendoline, Geert, Dave & Aelterman, 2008). However, the study observed that the relationship between the level of educational resources situation and teachers job performance did not differ in large and small school. Again, this could be the result of adopting the same standard in the provision of resources to schools in Edo State irrespective of the school's size.

5. Conclusion

Based on the findings, it concluded that there is a significant relationship between education resources situation and teachers' job performance in public senior secondary schools in Edo State. The relationship between education resources situation and teachers' job performance in public senior secondary schools did not differ in urban and rural schools, and large and small schools.

6. Recommendations

Based on the findings, the following recommendations were made:

- The improvement of the education resources situation will enhance the job performance of teachers. Therefore, government should make it a priority to enhance and provide resources that aid teachers to perform their job effectively.
- Government should improve the resource situation and maintain uniformity of

resources both in urban and rural public secondary schools, by ensuring strict adherence to stipulated minimum standards in all school location.

- Government should improve the resource situation and maintain uniformity of resources both large and small public secondary schools. Minimum standards should be maintained irrespective of the size of the school.

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