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A Comparative Study of the Factors Determining Teachers' Job Performance in Urban and Rural Areas of Ijebu-Ode, Ogun State

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Abstract. Recent reports by the Teachers Registration Council of Nigeria (2017) revealed that while the numbers of schools and children in both rural and urban areas are increasing, the numbers of qualified teachers are not increasing proportionately. This is a problem that needs to be addressed because non-performing schools negatively drawback the country's educational standard. While scholars have examined the factors that affect the academic performance of pupils in rural and urban areas, there is much to be done on the factors that determine teachers' job performance in rural and urban centres. It is on this basis that this paper comparatively examined the factors that are responsible for teachers' job performance in rural and urban schools in Ijebu-Ode Local Government area of Ogun State, Nigeria. A descriptive research method was adopted while the target population involved teachers, pupils, and the school based management committee (SBMC) in public primary schools. The sample size consists of 140 respondents. The breakdown of participants is 80 teachers (40 rural teachers and 40 urban teachers); 40 pupils (20 rural pupils and 20 urban pupils); and 20 SBMC (10 rural participants and 10 urban participants). The sample was drawn from 10 public primary schools (5 rural schools and 5 urban schools) out of a total of 42 primary schools in Ijebu Ode LGA. Three instruments were used to collect data from the participants. Independent *t*-Test was used to statistically test the mean score of the dependent variables for the two independent groups. The findings of the study revealed that teachers in urban public schools outperform teachers' from rural public schools on three indicators (i) quality teaching (ii) coverage of the syllabus and (iii) instructional design; while teachers from rural schools outperform teachers in urban school on two indicators (i) teachers' workload and (ii) evaluation of pupils' assignments. Recommendations were made on how to improve teachers' job performance in both rural and urban areas.

Keywords: Urban, Rural, Teacher, Quality Education, Challenges.

1. Introduction

In Nigeria, the government sees education as an instrument for national development and social change which is compulsory for every individual irrespective of gender, social status, religion, colour, ethnic background (NPA, 2013). However, a comparison of education indicators in rural and urban areas, especially in the domains of Net Enrolment Rate (NER), Gender Parity Index (GP1), Pupil-Teacher Ratio, Transition Rate, Instructional Facilities, and Out-of-School Rate, shows that there exist differences between schools in rural and urban areas. Rural children may experience quality of teaching that is different from what is provided for children in urban areas for a number of reasons. Firstly, parents and teachers' may have lower expectations of what rural children can achieve. Secondly, most of the teachers' in rural areas are not satisfied with the location, and so

may have poor disposition towards their profession. Also, teachers' posted to rural areas may be less likely to receive in-service training, or have the support of inspection or an education support service. One of the recurring patterns is that the rural-urban disparities are not adequately monitored and analyzed (Ogenyi, 2009)

Teachers' job performance, according to Obilade (1999) can be described as "the duties performed by a teacher at a particular period in the school system in achieving organizational goals". In this study, teachers' job performance is defined as the occupational duty of the teacher towards achieving the school goals and implementing national education policy through quality teaching, class attendance, classroom management, instructional delivery, dedication to classroom teaching time, Teacher workload, instructional design, coverage of the syllabus, and evaluation of pupils' assignments. In the definition given, there are nine components whereby teachers' job performance can be measured: (i) Quality teaching (ii) School/Class attendance (iii) Classroom management (iv) Instructional delivery (v) Dedication to classroom teaching time (vi) Instructional design (vii) Teacher workload (viii) Coverage of the syllabus (ix) Evaluation of pupils' assignments.

These aforementioned areas correspond with the suggestions of Arreola, Theall and Aleamoni (2003) who identified five areas (content expertise, instructional design skills, instructional delivery skills, instructional assessment skills and course management skills) where teacher' job performance can be measured. It must be noted that the elements of teachers' job performance is not the same as the method of measuring teachers' job performance as the latter deals with specific source, process and scale by which teachers' job performance is measured. Ronald (2005) identified twelve potential sources by which teachers' job performance can be measured: (a) pupil ratings, (b) peer ratings, (c) self-evaluation, (d) videos, (e) pupil interviews, (f) alumni ratings, (g) employer ratings, (h) administrator ratings, (i) teaching scholarship, (j) teaching awards, (k) learning outcome. Each source or method of measuring teachers' job performance has its strength and limitations. Emery, Kramer, & Tian, (2003) are of the view that *pupil ratings* is the most influential measure of teachers' job performance; *peer review* is believed to offer more professional information than *pupil ratings* (Berk, Naumann, & Appling, 2004); while Theall and Franklin (2001) is of the opinion that *self-evaluation* provides greater insight into what affects the performance teachers in a particular school. It is logical therefore to make use of pupils' ratings, peer review and self-evaluation in measuring the performance of teachers in this study.

Teachers' job performance is however affected by multiple factors. First, location of school in rural or urban area may affect the motivation of the teacher to perform his/her duties. In Nigeria, most teachers prefer to teach in urban areas. As a result, rural schools may be left with empty posts, or have longer delays in filling posts. Even if posts are filled, rural schools may have fewer qualified teachers, if the better qualified teachers have a greater choice of jobs. Sometimes, the rural schools have less experienced teachers, as the more experienced teachers' finds ways to move to the more desired schools.

Second, teachers in rural schools may teach less than their counterparts in urban areas. Any trip away from the rural area, to visit a doctor, to collect pay, to engage in in-service training, or to visit family may involve long journeys and involve missed school days. In addition, where teachers walk long distances to school, they may tend to start late, and finish early. As transport difficulties often make supervision visits from inspectors less frequent in isolated schools, there is little to prevent a gradual erosion of the school year.

Third, even when teachers are teaching, the quality of their teaching may be of lower quality. Rural teachers often have less access to support services than their urban counterparts, and fewer opportunities to attend in-service courses. In some cases they also have difficulties in accessing books and materials. In addition, because the parents tend in general to be less

educated, they are less likely to monitor the quality of teaching, or to take action if the teaching is of poor quality (Mulkeen, 2005).

School principals often travel to Zonal or State offices to make administrative arrangements. In Nigeria, the head teacher in public schools is responsible for arranging salary increments and adjustments for each teacher. The more remote the school is the longer the head teachers would be away for these purposes, and the less the time spent by the principal on supervising curriculum structuring and planning. Also, it is noted that absenteeism is more frequent in remote schools where the atmosphere is more relaxed and visits by inspectors are less frequent. Moreover, the monitoring of teachers by the local community is often weaker in remote rural areas. The local community may place a lower value on education simply because they are less educated themselves' and so feel less able to challenge the authority of teachers. The absence or inadequate teachers in rural schools is a major setback to the achievement of quality education, and capacity building.

In making a comparative analysis of location factors, Phillips (2011) surmised that provision of education in rural areas is normally fraught with the following difficulties and problems: qualified teachers refuse appointment in isolated villages, villagers refuse to send their children to schools because they are dependent on them for help, parents hesitate to entrust their daughters to male teachers, some villagers have few children for an ordinary primary school, lack of roads or satisfactory means of transportation and communications makes it difficult to get books and teaching materials to the school which place difficulties in the way of organizing school transport among others. Khaanna (2010) conceives job satisfaction as a positive attitude by an employee towards his job as well as his personal life. Hence, work settings have direct and indirect impacts on how an individual live and associate in the environment. This definitely shows that job satisfaction covers activities within and outside the work place.

The problem facing teachers in rural schools has been persistent neglect. Politicians and professionals educators have focused their attention on urban education, leaving many to assume that all is well in the schools in rural areas. The seeming urgency in addressing problems facing urban schools, such as low achievements test scores, school violence and vandalism, high teacher turnover have repeatedly captured politicians and administrators attention leaving rural schools all forgotten. Raz and Arids, (2010) attribute this apparent neglect to the perceived lack of political will to develop the rural constituency. Some politicians argue that the votes that brought them to power were mostly from the urban areas and not from the rural areas and so they are not accountable to the plight of people living in these areas. At times, school administrators use teachers deployment and posting into rural schools as a means of punishment for teachers that misbehaved.

1.1 Research Objectives

The general aim of this study is to comparatively study the factors determining teachers' job performance in urban and rural areas of Ijebu-Ode, Ogun State. Specifically, the study seeks to compare the mean score of rural teachers and urban teachers on five indicators of (a) quality teaching (b) coverage of the syllabus (c) instructional design (d) teachers' workload and (e) evaluation of pupils' assignments.

1.2 Research Questions

What are the differences in the mean score of rural teachers and urban teachers on five indicators of (a) quality teaching (b) coverage of the syllabus (c) instructional design (d) teachers' workload and (e) evaluation of pupils' assignments?

2. Research Method

A descriptive research method was adopted while the target population involved teachers, pupils, and the school based management committee (SBMC) in public primary schools in Ijebu Ode Local Government Area of Ogun State, Nigeria. Simple random sampling technique was used to select a total of 140

participants.The sample size consists of 80 teachers (40 rural teachers and 40 urban teachers); 40 primary six pupils (20 rural pupils and 20 urban pupils); and 20 SBMC (10 rural participants and 10 urban participants). The sample was drawn from 10 public primary schools (5 rural schools and 5 urban schools) out of a total of 42 primary schools in Ijebu Ode LGA. The criteria for selection were based on the geographic location of school in riverine/rural area and upland/ urban area.

Three instruments were used to collect data from the participants. The instruments are (i) Pupils' Rating of Teachers' Performance - PRTP (ii) Teachers' Self-Assessment - TSA (iii) SBMC Rating of Teachers' Performance – SRTP. Each instrument has two sections (A and B). Section A comprises of the demographic data of respondents while Section B consist of 10 items each that measures the teachers' performance in a five Likert type scale: Strongly Agree (SA), Agree (A), Neutral (N), Strongly Disagree (SD), and Disagree (D).

Content validity was used to ensure that the items in the instrument reflect the research objectives and research questions. Furthermore, face validity was carried out on the instruments where experts in the field of Educational Management advised on the instruments. The internal consistency of the instrument was carried out in order ascertain the degree to which all the items in the three instruments agree with each other. Hence, a pilot study was carried out among 20 participants who did not form part of the total sample of respondents. In the pilot study, the participants responded to the items and was analysed using Cronbach Alpha. The result found out that the internal reliability of the instrument PRTP was r = .82, TSA was r = .76, and SRTP was r = .84. Hence, the values of the three instruments for this study were considered good and reliable.

For the administration of questionnaires, the three authors carried out field work in the 10 schools used in the study with 100% retrieval of distributed questionnaires. Independent *t*-Test was used to statistically test the mean score of the dependent variables for the two independent groups of teachers (*urban* and *rural)* in the study.

3. **Data Analysis**

Research Question: What are the differences in the mean score of rural teachers and urban teachers on five indicators of (a) quality teaching (b) coverage of the syllabus (c) instructional design (d) teachers' workload and (e) evaluation of pupils' assignments?

Figure 1: Differences in Teachers' Job Performance in Rural and Urban Areas

	Teachers	*N*	*Mean*	*Std. Deviation*	*S.E. Mean*
Quality teaching	Urban	70	57.56	22.50	2.69
	Rural	70	31.67	20.82	2.49
Coverage of Syllabus	Urban	70	89.09	10.47	1.25
	Rural	70	63.11	21.47	2.57
Instructional Design	Urban	70	83.40	8.74	1.05
	Rural	70	49.41	26.25	3.14
Teachers' Workload	Urban	70	43.50	7.62	.91
	Rural	70	74.47	18.54	2.22
Evaluation of pupils	Urban	70	47.21	24.60	2.94
	Rural	70	78.79	14.90	1.78

The output for the mean score on teachers' job performance in urban and rural areas shows that teachers in urban areas scored higher than teachers in rural locations in three major indicators: Quality teaching (urban teachers = 57.56, compared to rural teachers = 31.67); coverage of syllabus (urban teachers = 89.09, compared to rural teachers = 63.11); instructional design (urban teachers = 83.40 compared to rural teachers = 49.41). However, teachers in rural areas scored higher than teachers in urban locations in the following indicators: Teachers' Workload (rural teachers = 74.47, compared to urban teachers 43.50) and work environment (rural teachers = 78.79, compared to rural teachers = 47.21).

Figure 2: Independent Samples Test

Levene's Test for Equality of Variances		*t-test for Equality of Means*								
									95% Confidence Interval of the Difference	
		F	*Sig.*	*t*	*df*	*Sig. (2-tailed)*	*Mean Difference*	*Std. Error Difference*	*Lower*	*Upper*
Quality teaching	Equal variances assumed	.56	.454	7.06	138.00	.001	25.89	3.66	18.64	33.13
	Equal variances not assumed			7.06	137.18	.001	25.89	3.66	18.64	33.13
Syllabus Coverage	Equal variances assumed	60.27	.000	9.10	138.00	.003	25.97	2.86	20.33	31.62
	Equal variances not assumed			9.10	100.07	.003	25.97	2.86	20.31	31.64
Instructional Design	Equal variances assumed	82.09	.000	10.28	138.00	.002	33.99	3.31	27.45	40.52
	Equal variances not assumed			10.28	84.13	.002	33.99	3.31	27.41	40.56
Workload	Equal variances assumed	45.87	.000	-12.93	138.00	.000	-30.97	2.40	-35.71	-26.23
	Equal variances not assumed			-12.93	91.66	.000	-30.97	2.40	-35.73	-26.21
Evaluation	Equal variances assumed	16.46	.000	-9.18	138.00	.000	-31.57	3.44	-38.37	-24.77
	Equal variances not assumed			-9.18	113.60	.000	-31.57	3.44	-38.38	-24.76

The output from the independent t-Test is as follow:

Variable on Quality Teaching outputs $t(138)=.7.06$, p=.001. Since $p < .005$ is less than our chosen significance level $\alpha = 0.05$, there was a significant difference in the teachers' job performance in rural and urban areas

Variable on Syllabus Coverage outputs $t(138)=9.10$, p=.003. Since $p < .005$ is less than our chosen significance level $\alpha = 0.05$, there was a significant difference in the teachers' job performance in rural and urban areas

Variable on Instructional design outputs $t(138)=10.8$, p=.002. Since $p < .005$ is less than our chosen significance level $\alpha = 0.05$, there was a significant difference in the teachers' job performance in rural and urban areas

Variable on Teachers' Workload outputs $t(138)=12.93$, p=.000. Since $p < .005$ is less than our chosen significance level $\alpha = 0.05$, there was a significant difference in the teachers' job performance in rural and urban areas

Variable on Evaluation of Pupils Assignments outputs $t(138)=.9.18$, p=.000. Since $p < .005$ is less than our chosen significance level $\alpha = 0.05$, there was a significant difference in the teachers' job performance in rural and urban areas

4. Discussion of Findings

The findings of the study revealed that teachers in urban public schools outperform teachers' from rural public schools on three indicators (i) quality teaching (ii) coverage of the syllabus and (iii) instructional design; while teachers from rural schools outperform teachers in urban school on two indicators (i) teachers' workload and (ii) evaluation of pupils' assignments. This

is in line with Watford (2009), he observed that teachers with the highest training are posted to cities, and even more noticeably to the city capital. This and more findings abound on the disparity in the quality of teachers in urban schools compared to those in rural areas, which consequently affect pupil academic attainment. Thus, schools cited in rural location, their pattern of school activities are characterized by dilapidated buildings, understaffed and poor working condition for teachers.

5. Conclusion

The knowledge gap between the urban and rural schools are widening and rural children are falling behind their urban counterparts because the schools are in bad shape physically, and there are not enough qualified teachers or enough teachers in general to attend to some subjects and pupils. Rural people need quality education, in the form of literacy and numeracy skills, to become informed participants in the social life of their community and engage in its development, which they are been denied. It is important to ensure an organized collaboration between all the stakeholders, (Ministry of Education, Principals, the community and the teachers) in the provision of teachers for the education sector, especially for the rural areas. This will allow reliable conclusions to be drawn by policymakers and comparison made for improving teachers job performance in urban and rural areas.

6. Recommendations

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

- Teachers in the rural areas should be encouraged and be giving inducement to live within the domicile community of the school with their families so as to be regular and punctual in school.
- Exposure to in-service training is necessary for teachers' job performance irrespective of location.
- Support services should be made available to teachers in the rural areas so as match up with their urban counterparts.
- Necessary machinery should be put in place for effective supervision which is necessary if there is going to be a good job performance by teachers.
- Payment of rural allowance should be made to teachers in the rural areas so as to ensure that they are committed to their jobs.

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