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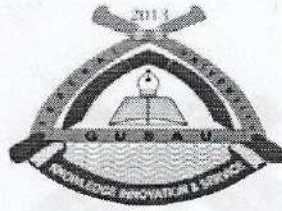
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## **EDITORIAL NOTE**

This is volume 2 of the Journal of Humanities and Education – a bi- annual publication of the Faculty of Humanities and Education Federal University Gusau. The volume has forty (45) articles from distinguished scholars across the country . Journal of Humanities and Education (JHE) is a high quality open access, peer reviewed research journal that is published by the Faculty of Humanities and Education, Federal University Gusau (FUGUS). The journal provides a platform for researchers, academicians, professionals, practitioners as well as students to impart and share knowledge in the form of high quality, empirical and theoretical research papers, case studies, book review and conceptual framework. The journal publishes in both print and online versions and has a link with other experienced publishers and researchers. It is my ardent hope and prayer that members of the academia , student and commentators and other people alike would find this volume good reference material . To those whose articles appeared in this edition I say congratulations.

Thanks.

**Prof. Aliyu Muhammadu Bunza**  
Editor-in-Chief



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**FEDERAL UNIVERSITY, GUSAU**  
**JOURNAL OF HUMANITIES AND EDUCATION (JHE)**

**TEACHERS' JOB PERFORMANCE AND SCHOOL EFFECTIVENESS  
IN SECONDARY SCHOOLS IN KWARA STATE, NIGERIA**

BY

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**Abstract**

*This study investigated the relationship between Teachers' Job Performance and school effectiveness in Public Senior Secondary Schools in Kwara State. To achieve this, two hypotheses were formulated and tested. Descriptive research design was used for the study. A self constructed questionnaire titled: "Teachers' Job Performance and School Effectiveness Questionnaire" (TJPSEQ) was used for data collection from principals. Pearson product moment correlation statistics was used to test the hypotheses at 0.05 level of significance. The findings of this study revealed that there was significant relationship between teachers' classroom management and school effectiveness ( $r(162)=0.95$ ,  $p<0.05$ ); assessment of students and school effectiveness ( $r(162)=0.87$ ,  $p<0.05$ ). It was, therefore, recommended that school teachers should continue to maintain effective classroom teaching. Furthermore, Teachers should continue to maintain effective classroom teaching and provides regular assessment of students so as to enhance school effectiveness.*

*Keywords: Teachers, Job Performance, School Effectiveness, Abdullahi, Kwara State*

## INTRODUCTION

Teachers play an important role on effectiveness of school and also in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students. The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration and the overall improvement of the school. This study was design to determine if teachers' job performance influences school effectiveness in public senior secondary schools in Kwara State. Teachers' job performance in broad term could be described as the duties performed by teachers at a particular period in the school system. Specifically, teachers' job performance is view in this study to include teachers' classroom management as well as assesment of students.

It is pertinent to call to mind that teacher play an important role in national development. The nation depends on the teachers for transfer of knowledge, man power development as well as the realization of educational policies of the nation. The quality of any nation's economy depends on the quality of its manpower and this manpower can only be developed by teachers. Oluwuo (2009) stressed that no nation develops without education and education is not possible without teachers because teachers inculcate what is worthwhile to learners who in turn utilize the knowledge, skill, values and attitudes to develop the nation.

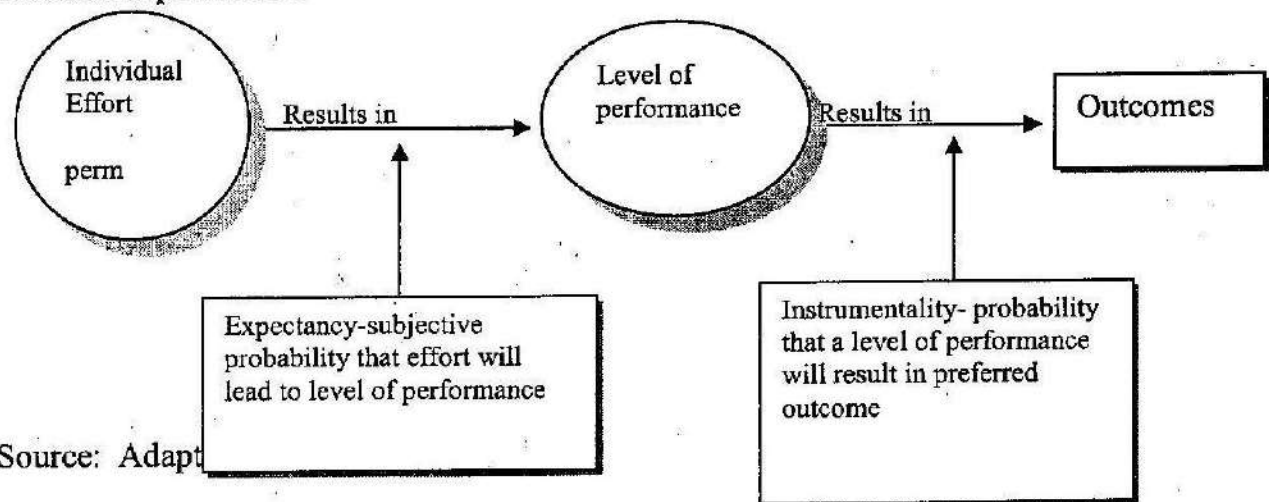
School effectiveness involves doing the right things, producing creative alternative, optimizing resources utilization, obtaining and increasing results. Among the determinants of effectiveness are productivity stability, low turnover rate, high moral, maximization of individual potentials, value contributed to the society, satisfaction of employee needs and proper management of school in terms of-classroom management, appropriate assessment of students and the like.

The theoretical framework of this study is based on the Vroom's expectancy theory of motivation. The theory suggests that individuals are motivated at work to make choices among different behaviours, for example intensities of work effort: a choice will be made by the worker so that a preferred reward is received. The logic of expectancy motivation is that individual will exert work effort to achieve performance that will result in preferred rewards (Durosaro, 2002).

Three primary variables in the expectancy theory of motivation are choice, expectancy, and preference. Choice designation is the individual's freedom to select from a number of alternative behaviours. For example, a person's work may be fast or slow, hard or moderate, the employee may stay home or come to work. In some cases, working fast may lead to more pay if compensation is based on the number of units produced. Another issue covered in the expectancy motivation model is called instrumentality - the probability that a person assigns to the performance outcome link. It is the probability that a particular performance level will lead to a specific outcome (Durosaro, 2002).

It is important for teachers as managers to understand the vital role of perception in motivation. It is obvious from the theory that a person's expectancies, instrumentalities, and valences depend upon a person's perceptions. Different levels of motivation among people with similar could be explained in terms of perceptual differences. This could also be applicable to teachers in school in that some teachers may believe about working hard and achieve a particular level of performance (Expectancy), some teachers may also believe that various outcome (positive or negative) may result from the achievement of the particular level of performance (instrumentality) and finally, the achievement of the desired outcome or behaviour (preference). Therefore, the current study sought to investigate the extent to which teachers' job performance is directly or indirectly led to excellent school effectiveness.

Figure 1 present a general explanation and a work-oriented example of the expectancy theory. The work-oriented example is presented to show how the theory can be applied. To predict whether a person will select path A or B you need to examine the interrelationships of the variables in the model. The motivation to work is expressed as:  $M = E \times I \times P$

**Figure 1: How the expectancy theory of motivation works****General explanation:**

Source: Adapt

**Empirical Studies**

Agharuwhe & Nkechi (2009) investigated teachers' effectiveness and students' academic performance in public secondary school in Delta State, Nigeria. Teacher Effectiveness Questionnaire was used to collect data for the study. A sample of 1,150 teachers was selected using stratified random sampling techniques while 72 secondary schools were selected from Delta State by stratified random sampling techniques. Pearson product moment correlation was used to test the hypotheses. The finding showed that there was a significant relationship between teachers' classroom effectiveness and students' academic performance in public secondary schools in Delta State, Nigeria.

This study is related to the current study in that classroom teaching is considered as one of the critical variables of teachers' job performance. However, the study left a lot of gaps in that it did not examine the need for assessment of students as necessary for effective classroom teaching. The current study is different and unique in the sense that it used multi-stage sampling techniques and focused specifically in Kwara State of Nigeria.

Chika & Ebele (2008) investigated Principals' Instructional Leadership Role and Effect on Teachers Job Performance in Secondary Schools in Asaba metropolis, Delta State, Nigeria. A sample of 240 teachers randomly selected from 12 Government owned secondary schools. Questionnaire on Instructional Leadership Employed by Principals (QILEP) was used to collect data for the study. The data collected were analyzed using Pearson Product Moment Correlation Coefficient. The findings shows that there was a significance relationship between principals' classroom instructional leadership role and the job performance of the teachers.

This study is related to the current study in that principals' classroom leadership role was considered as one of the variables that has effect on teachers' job performance. However, the study left a lot of gap in that it did not examine assessments of students in the classroom as necessary to determine effective job performance of teachers to enhance school effectiveness in the school. This is what this study set out to fill.

### **Statement of the Problem**

The relationship between teachers' job performance and school effectiveness has been a controversy by many researchers (Agharuwhe & Nkechi, 2009; Joshua & Kristonis, 2006) the controversy was center on whether or not the job performances of teachers influence the level of school effectiveness. Common observation in the school system shows that the performance of teacher could perhaps have serious impact on school effectiveness. Good classroom teaching and assessment of students are assumed to be necessary teachers' job performance for the attainment of school effectiveness. Part of the problem of this study was to investigate the level of school effectiveness and to which teachers in public senior secondary schools in Kwara State teaches well in the classroom as well as provides appropriate assessments of students. The main thrust of this study is therefore, to investigate the relationship between teachers' job performance and school effectiveness in Public Senior Secondary Schools in Kwara State.

### **Objectives of the study**

The objectives of the study are:

1. To investigate relationship between teachers' classroom management and school effectiveness in Public Senior Secondary Schools in Kwara State and
2. To examine the relationship between teachers' assessments of students and school effectiveness in Public Senior Secondary Schools in Kwara State

### **Research Questions (RQs)**

The following research questions were raised and answered in this study:

**RQ<sub>1</sub>:** What is the relationship between teachers' classroom management and school effectiveness in public senior secondary schools in Kwara State?

**RQ<sub>2</sub>:** what is the relationship between teachers' assessment of students and school effectiveness in public senior secondary school teachers assess their students in Kwara State?

### Research Hypotheses

To guide the conduct of this study, the following hypotheses were formulated:

Ho<sub>1</sub>: There is no significant relationship between teachers' classroom management and school effectiveness in Public Senior Secondary Schools in Kwara State.

Ho<sub>2</sub>: There is no significant relationship between teachers' assessments of students and school effectiveness in Public Senior Secondary Schools in Kwara State.

### RESEARCH METHODOLOGY

The study adopted a descriptive research design. The population of this study comprised 279 principals from Kwara State Government Secondary Schools. As at the time of study there were 279 functioning public secondary schools spread across the three senatorial districts of the State. One hundred and sixty two (162) principals out of 279 were selected with the use of Krejcie and Morgan's (1971) table for determine sample size from a given population.

Table 1: Population Sample

| S/N | Senatorial Districts | Total number of principals | Sample principals |
|-----|----------------------|----------------------------|-------------------|
| 1   | Kwara Central        | 80                         | 46                |
| 2   | Kwara North          | 55                         | 32                |
| 3   | Kwara South          | 144                        | 84                |
|     | Total                | 279                        | 162               |

Stratified random sampling technique were used to select the sample. Proportional random sampling techniques was used to determine the number of principals selected per schools across the three senatorial districts,

The instrument used for data collection for this research was self constructed questionnaire titled Teachers' Job Performance and School Effectiveness Questionnaire (TJPSEQ) was used for the study. The instrument is in two sections; section A contains personal information of the principals, while section B used to elicit information concerning teachers' job performance. The instrument was validated by the experts in the Department of Educational Management, University of Ilorin. The observations and corrections of the experts of educational research were incorporated in the questionnaire as to update it standard and accuracy. Its reliability was determined with the use of Chrobach's Alpha to

obtain a reliability index of 0.76. The instruments were administered with the help of research assistants to the principals of the sampled schools. This method facilitated on the spot collection of the completed copies of the instruments. Pearson product moment correlation coefficient statistic was used to test the hypotheses at 0.05 significance level.

## DATA ANALYSIS AND RESULT

Frequency counts and percentages were used to provide answers to the research questions raised.

**Research Question one:** What is the relationship between teachers' classroom management and school effectiveness in public senior secondary schools in Kwara State?

**Table 2: Teachers' Classroom management in Public Senior Secondary Schools in Kwara State**

| S/N   | Teachers' classroom management                                                     | Agreed |    | Disagreed |    |
|-------|------------------------------------------------------------------------------------|--------|----|-----------|----|
|       |                                                                                    | Freq.  | %  | Freq.     | %  |
| 1.    | Teacher maintains a neat and orderly classroom environment conducive for learning. | 120    | 74 | 42        | 26 |
| 2.    | Teacher move round the classroom to keep abreast of students' activities.          | 155    | 96 | 7         | 4  |
| 3.    | Teacher dresses modestly and appropriately for classroom teaching                  | 145    | 89 | 17        | 11 |
| 4.    | Teacher utilizes appropriate classroom rules and procedures                        | 130    | 80 | 32        | 20 |
| 5.    | Teacher consistently models and reinforces appropriate behaviours among students   | 147    | 90 | 15        | 10 |
| Total |                                                                                    | 697    | 86 | 113       | 14 |
| Mean  |                                                                                    | 139    | 86 | 23        | 14 |

Table 2 showed that, on the average, about 86% of the participants agreed that teachers' classroom management is effective in public senior secondary schools in Kwara State. Furthermore, it shown that majority of the respondents (96%) agreed with the view that teachers move round the classroom to keep abreast of students' activities. While 74% of the participants agreed teachers maintains a neat and orderly classroom environment conducive for learning,

**Table 3: Teachers' Assessment of Students in Public Senior Secondary Schools in Kwara State**

| S/N | Principals' Methods of Supervision                       | Agreed |    | Disagreed |   |
|-----|----------------------------------------------------------|--------|----|-----------|---|
|     |                                                          | Freq.  | %  | Freq.     | % |
|     | Teachers set appropriate tests and examination questions | 155    | 96 | 7         | 4 |
|     | Teachers give clear instructions during tests and        | 152    | 94 | 10        | 6 |

|                                                                |     |    |    |    |
|----------------------------------------------------------------|-----|----|----|----|
| examination                                                    |     |    |    |    |
| Teachers mark students test and examinations scripts promptly  | 157 | 97 | 5  | 3  |
| Teachers record test and examination results correctly         | 140 | 86 | 22 | 14 |
| Teachers provide students with results of test and examination | 160 | 99 | 2  | 1  |
| Total                                                          | 764 | 94 | 46 | 6  |
| Average                                                        | 153 | 94 | 9  | 6  |

Table 3 showed that, on the average, majority of the participants 94% agreed teachers' assessment of students is effective in public senior secondary schools in Kwara State. Furthermore, about (99%) of the participants agreed that teachers provide students with results of test and examination promptly. While about 86% agreed that Teachers mark students test and examinations scripts promptly.

### Hypotheses Testing

The null hypotheses formulated to guide the study were tested, using Pearson product-moment statistic techniques at 0.05 significance level as follows:

$H_{01}$ : There is no significant relationship between teachers' classroom management and school effectiveness in Public Senior Secondary Schools in Kwara State

**Table 4:** Teachers' Classroom Management and School Effectiveness

| Variable             | N   | X    | SD   | Df  | Cal-r | p-value | Decision               |
|----------------------|-----|------|------|-----|-------|---------|------------------------|
| Classroom Management | 162 | 30.9 | 4.53 | 160 | 0.95  | 0.00    | H <sub>05</sub> Reject |
| School Effectiveness | 162 | 52.3 | 5.31 |     |       |         |                        |

Table 4 indicated there was a positive correlation between teachers' classroom management and school effectiveness,  $r(162) = 0.95$ ,  $p < 0.05$ . The hypothesis that there was no significant relationship between teachers' classroom management and school effectiveness in Public Senior Secondary Schools in Kwara State was rejected.

H<sub>02</sub>: There is no significant relationship between teachers' assessments of student and school effectiveness in Public Senior Secondary Schools in Kwara State.

**Table 5:** Relationship between Teachers' Assessment of Students and School Effectiveness in Public Senior Secondary Schools in Kwara State.

| Variable                | N   | X    | SD   | Df  | Cal-r | p-value | Decision                 |
|-------------------------|-----|------|------|-----|-------|---------|--------------------------|
| Examination of Students | 162 | 30.1 | 4.16 | 160 | 0.87  | 0.00    | H <sub>05</sub> Rejected |
| School effectiveness    | 162 | 52.3 | 5.31 |     |       |         |                          |

Table 5 indicates that Pearson product-moment correlation test revealed a positive and significant relationship between teachers' assessments of students and school effectiveness in public secondary schools in Kwara State,  $r(162) = 0.87$ ,  $p < 0.05$ . Therefore, the hypothesis which states there was no significant relationship between teachers' assessment of students and school effectiveness in Public Senior Secondary Schools in Kwara State was rejected.

### Discussion of Findings

Table 2 showed that, on the average, about 86% of the participants agreed that teachers' classroom management is effective in public senior secondary schools in Kwara State. Furthermore, The findings of hypothesis one revealed that there was positive and significant relationship between teachers' classroom management and school effectiveness in public senior secondary schools in Kwara State. This means that the more the teachers managing and teach well in the class, the better the positive school effectiveness will be enhanced. The finding of this study agreed with Agharuwhe & Nkechi (2009) who found that there was a positive relationship between teachers' classroom effectiveness and student's academic performance in public senior secondary school in Delta State, Nigeria.

Table 3 showed that, on the average, majority of the participants 94% agreed teachers' assessment of students is effective in public senior secondary schools in Kwara State. The findings of hypothesis two revealed that there was positive and significant relationship between teachers' assessment and school effectiveness in public senior secondary schools in Kwara State. This means that the more the teachers examine students, the better the enhancement of positive academic performance. The findings of this study agreed with Chika & Ebele (2008) who found that there was a significant relationship between principals' classroom instructional leadership role and job performance of teachers.

### **Conclusion**

The finding of this study shows that teachers classroom management and assessment of students had significant relationship with school effectiveness in public senior secondary schools in Kwara State.

### **Recommendations**

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

3. Teachers should continue to maintain effective classroom management by maintains a neat and orderly classroom, utilizes appropriate classroom rules and procedures as well as moves round the classroom teaching to enhance excellence school effectiveness.
4. Teachers should continue to maintain and provide regular assessment of students by setting appropriate questions, marking, grading as well as reporting the extent of students' learning in order to achieve excellence school effectiveness.

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