

# **INFLUENCE OF SCHOOL ENVIRONMENT ON TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN BENUE NORTH EAST SENATORIAL DISTRICT**

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## **Abstract**

*The study investigated the influence of school environment on teachers' job performance in secondary schools in Benue North East Senatorial District. Two research questions guided the study and two hypotheses were formulated for the study. The Ex-post-facto design was adopted for the study. The population was 1628 teachers from the existing 115 secondary schools. The sample size was 350 teachers from 20 secondary schools. A questionnaire titled 'School Environment and Teachers' Job Performance Questionnaire (SETJPQ) with reliability coefficient of 0.69 was used to collect data for the study. Mean scores and standard deviations were used to answer the research questions. Chi-square ( $X^2$ ) of goodness of fit was used to test the hypotheses tested at 0.05 level of significance. The study revealed that infrastructural facilities and adequate motivation of teachers have significant influence on teachers' job performance in secondary schools. Based on the findings of the study, it was recommended that provision and maintenance of infrastructural facilities by the school should be a routine exercise since this will enhance effective teachers' job performance in secondary schools. Also, that motivation of teachers is very important and it should include improved conditions of services, promotion and salary step increment as and when due, prompt payment of salaries, encouragement of teachers to develop themselves through attending seminar, conferences and workshops.*

**Keywords:** School Environment, Teachers and Job Performance

## **Introduction**

Teachers are the backbone of an educational system. The success and failure of any educational institutions activities highly depends on their performance. Their performance is directly linked to process and product of education. Therefore, the performance of teacher's job is emphatic for the improvement of education. For any educational institutions achieve its set objectives as specified in the National Policy on Education would not be realized; indeed, reforms of education may still establish new schools, effect changes on the structure and the curriculum, recommend and prescribe teaching methods and aids but in the end the teacher would be responsible for applying them. The teacher would be the one

to translate educational objectives into knowledge and skills and transfer them to students in the classroom.

Performance is described as “an act of accomplishing or executing a given task (Okunola, 1990). It could also be described as the ability to combine skillfully the right behavior towards the achievement of organizational goals and objectives (Olaniyan, 1999). Accordingly, the teacher commands the image of one who improves the physical condition of the school through orderliness, discipline, control and of one who makes diagnosis of students’ feelings and attitude inferred from their behavior and response in the school environment. Hence, in the absence of school programmers’ the major responsibility of working with children in the school rests with the teacher.

The teachers to perform well in schools, a conducive working environment is necessary for effective teaching/learning process as well as the achievement of the school’s goals. According to Stegn and Van (2004) school environment which includes the classrooms, libraries, technical workshops, laboratories, teachers, quality teaching methods, school management etc. are important to the performance of teachers. Obilade (1999) states that teachers job performance can be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals. Okeniyi (1995) says that it could be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning process.

The provision of physical facilities seems to have dwindled over the years despite the constant population explosion in schools in Benue state and Nigeria at large. The poor status of facilities in Nigeria is not unconnected with economic situation hard hit by economic recession coupled with high inflation rates. Nigeria has cut back on funding all levels of Education. Ibukun (2007) holds this view and states that education, as a sector of the economy has often become the scapegoat for budgeted cut in times for financial shortfalls in Nigeria. The resultant effects of poor funding of education has made the school system to rely on existing facilities, because there was inadequate fund to procure new and modern facilities. The reliance on old facilities over- stretched and over- utilization of physical resources.

School facilities are physical materials resources provided for teachers and students to optimize their productivity in teaching and learning process. Ofoegbu (2004) opines that a teacher needs different resources like technology (computers, projectors, multimedia, internet and others) and facilities (furniture, laboratory equipment and others) for effective classroom management and institution improvement. In the same vein Uganga (2002) states that, in order to meet the physical needs of staff, a safe structure, adequate sanitary facilities, a balance visual environment and appropriate thermal conditions and sufficient shelter for work should be provided. Akpakwu (2012) lists some facilities needed for effective teaching and learning in schools such as classrooms, buildings, libraries, assembly halls, staff quarters, and play grounds. According to him, these facilities are found to be very few or not available in some schools which adversely affect the teachers’ performance.

School environment plays a strategic role on teacher’s performance. This is because it provides infrastructural facilities, good motivation for teachers’ instructional materials and school climate to enable teachers perform excellently well. Consequently, lack of enabling environment in secondary schools such as infrastructural facilities, good motivation, teaching aids, and school climate among others may discourage teachers from

attending classes regularly and or putting in their best in order to inculcate knowledge to students and this may eventually lead to poor performance of teachers.

Judging from poor work environment, like dilapidated class rooms, inadequate infrastructures in schools, poor classroom ventilation, teachers not been motivated, poorly equipped workshops and libraries and good school climate of the Nigerian secondary school teachers, all the above objectives are hardly achievable. The work environment is the totality of conditions under which a person works or performs his or her duties. Lash and Kirpatric, (2001) states that work environment can be in form of physical environment, human environment and relationship with colleagues and administrators interaction within the system and general aura of the work environment. Nakpodia, (2006) observes that in any educational arrangement, the success lies in the commitment of the teachers. Terkaa (2000) found out that: infrastructural facilities affect teacher commitment and performance of their duties, that no matter how good a teacher is, his efforts to impact knowledge into the learner will be hampered by the absence of necessary facilities such as good classrooms, chairs and desks, good staff rooms and toilet facilities.

Most school owners and the government do not consider the importance of the school environment to the teacher's performance. According to Nakpodia, (2006) the government may not appreciate the negative impact of dilapidated, leaking and ill ventilated school house with broken windows, panes or defective walls or muddy and sandy floors on teacher's performance. It would be stating the obvious to say no teacher would embrace such a social environment, as it leads to teacher's anger, tension and frustration and inhibits effective classroom control. Abdulkareem (2008) states that teachers have been over stretched as a result of work load imposed on them by their schools. Expectations from teachers on daily basis have expanded to the extent that their roles are no longer limited to attending to students but also functioning as social workers (Linday, 2009). In some schools in Benue State the ratio of teachers to students is alarming and discouraging. It also seems that some teachers handle over 400 students in a week with some arms having up to 70 students and above. In some schools the facilities that were provided in the past were allowed to rot without maintenance, in some it is lack of instructional materials, interpersonal relationship and effective communication to mention but a few.

In a study conducted Ajayi and Oguntoye (2003) found that there was no significance relationship between motivation and teachers' job performance. Asur, Ahmed and Bushra (2011) discovered from the school, for the fact that it carried with it significant change in the wage package of the worker, the rise in salary indicates the value of promotion. Furthermore, none of the variables of motivation such as remuneration, authority-staff relationship, recognition, promotion/advancement and provision of facilities had significant relationship with teachers' job performance

In a similarly study Ometere (2013) also found that the quality of education does not only depend on the teachers as reflected in the performance of their duties, but also in the effective coordination of the school environment. The physical characteristics of the school have a variety of effects on teachers, students and the learning process. The situation has degenerated so much that teachers no longer take the achievement of school goals as an important issue. Most teachers engage in private businesses that can augment their income instead of those of the school

Pierce (2004) says that classroom is a critical focus for students' interpersonal relationship and educational development. Goodlord (2007) also notes that the school environment such as physical, emotional and aesthetic characteristics of the classroom tend

to enhance students' attitude towards learning. It has however been observed that many of the schools in Nigeria are still functioning below standards. Schools that are characterized by the above are not likely to provide quality education for youths. Akinbote, (2001) once asserts that many secondary school teachers are not sufficiently equipped in both pedagogical and content knowledge of what they are to teach in schools.

According to Aye, (2012) school management is seen as day to day job of the principal, his job entails holding the school together and making progress towards set goals and getting things done. It must be stressed that education cannot be an instrument per excellence for achieving national development where the secondary education is not effectively managed to accomplish its aims and objectives in Benue North East Senatorial District. There is therefore, a felt need to find out if adequate provision of infrastructural facilities, good motivation of teachers, provision of instructional materials and school climate can influence teachers' job performance in secondary schools.

Over the years, the Nigerian school system has been infested by a number of issues that bother on its decay. Two of such issues are the school environment and teachers performance. This describes the sum total of all the external conditions which may influence the people in the school including teachers. It is evident that most of the Nigerian secondary schools' environments are not conducive enough for the development of appropriate skills, knowledge, interest and attitude in individual to become responsible citizens. Although government and UNICEF have been trying in the last decade to make the school environment conducive, a visit to most public schools reveals that the situation still requires drastic solution.

A close examination of this statement and considering what is really obtainable in Benue State secondary schools makes one to ponder on "where do we go from here?" The environment is poor and teachers have lost confidence on the job. This has resulted to a number of strike actions and unresolved issues between government and teachers in public schools. Can research into the phenomena serve as a panacea? It is against this background that the researcher wishes to carry out this research to find out the influence of school environment on teachers performance in public secondary schools in Zone A Senatorial District of Benue State.

### **Statement of the Problem**

The centrality of education to issues of national development is incontrovertible. What is surprising is that the realization of the potency of education and continuing education at all level has not translated into effective mobilization of all resources which constitute the school environment towards the achievement of higher goals in the educational sector. It is generally known that the explosion in education in the last 33years in Nigeria is almost unprecedented. The explosion has called for a rethink on the quality and influence of school environment on teachers' performance.

It has been observed that there seems to be no enabling environment to enhance teachers' performance in public secondary schools in Benue North East Senatorial District. If this found to be true then it means teachers may not be eager or encouraged to teach due to lack of motivation and instructional material among others (lack of enabling environment). This invariably affects teachers' performance because the essential facilities are not available for both teachers and students to achieve teaching and learning.

Teachers who are not motivated therefore losses focus as this may also affect teaching and learning process in secondary schools in the Senatorial District of Benue State thereby affecting the development of permanent literacy and numeracy in children. The question therefore is that, does school environment have influence on teachers' performance in secondary schools in Benue North East Senatorial District. It is against this background that the problem of this study is to determine the influence of school environment on teachers' performance in areas of provision of infrastructural facilities and motivation of teachers.

### **Research Questions**

The following research questions guided the study:

1. To what extent does the provision of infrastructural facilities in the school influence teachers' performance in secondary schools in Benue North East Senatorial District of Benue State?
2. In what ways does motivation of teachers in the schools influence teachers' performance in secondary schools?

### **Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. Provision of infrastructural facilities has no significant influence on teachers' performance in secondary schools in Benue North East Senatorial District.
2. Motivation of teachers has no significant influence on teachers' job performance in secondary schools.

### **Research Method**

Ex-post-facto, design was used by the researcher. According to Emaikwu (2010), Ex-post-facto research is a research in which the independent variables have already occurred and in which the researcher begins with the observation of an independent variables followed by a retrospective study of possible relationship and effects. He also stated that the data are collected after the event under investigation has taken place hence the name ex-post-facto.

The population was 1628 teachers from the existing 114 government secondary schools in Benue North East Senatorial District. The sample size was of 350 representing 18% of 1628 teachers. This sample agrees with Schnoor (2004) who states that a sample between 15-25% is ideal for a study. The study employed multi-stage sampling procedure.

The instrument for data collection was a structured questionnaire titled: influence of school environment on teachers' job performance in secondary schools (ISETJPSS) with reliability coefficient of 0.69 was used to collect data. The questionnaire was structured using the four point rating scale with a response mode of Strongly Agree-SA=4, Agree -A=3, Disagree-D=2 and Strongly Disagree-SD=1. The instrument was validated by three experts in Educational management Department of Educational Foundations, Faculty of Education, Benue State University, Makurdi for necessary construct, content correction and adjustments on the instrument and ascertained that the number of items in the clusters are equal and the language of items was not ambiguous so that data to be collected from them would be reliable. The researcher administered the 350 copies of the questionnaire with the aid of a two trained research assistant who visited each of the sample schools; it was direct contact approach with respondents and also to enable the researcher to explain thoroughly

any problem that may arise. Mean scores and standard deviation were used to answer the research questions and chi-square was used to tested at 0.05 level of significance.

## Results

**Research Question 1:** To what extent does the provision of infrastructural facilities in the school influence teachers' performance in secondary schools in Benue North East Senatorial District of Benue State?

**Table 1:**

*Mean Ratings and Standard Deviation of Teachers on Influence of Provision of Infrastructural Facilities on Teachers Job Performance in Secondary Schools*

Item No	Item Description	N	X	Decision
1	There are enough classroom For teaching and learning In my school	350	3.30	Agree
2	The school has adequate Staff offices	350	2.62	Agree
3	The school has functional Libraries	350	3.01	Agree
4	The school laboratories /workshops are functional with modern equipment	350	2.85	Agree
5	Sports facilities are available in my school	350	3.04	Agree
6	Both staff rooms and class Rooms are well equipped	350	3.08	Agree
<b>Cluster Mean</b>			<b>2.98</b>	<b>Agree</b>

Table 1 showed that the man rating of respondents for item 1-6 are 3.30, 2.62, 3.01, 2.85, 3.04, and 3.08 with the corresponding standard deviations of 0.85, 0.88, 0.88, 0.89, 0.85, and 0.91. The cluster mean of 2.98 cut-off point which is high indicates that the provision of infrastructural facilities has influence on teachers' job performance in secondary schools.

**Research Question 2:** What is the influence of motivation influence teacher' job performance in secondary schools?

**Table 2:**

*Mean Ratings and Standard Deviation of Teachers on Influence of Motivation of Teachers on Teachers' Job Performance in Secondary Schools*

Item No	Item Description	N	$\bar{X}$	Decision
7	Teachers are paid salaries Promptly	87	2.85	Agreed
8	Teachers are motivated through improved condition of service	79	2.96	Agreed

9	Teachers enjoy promotion and salary step increment as at when due	66	2.62	Agreed
10	Incentives given to teachers who are outstanding enhances performance	108	2.95	Agreed
11	Teachers are encouraged to develop themselves through attending seminars, conferences and workshops	69	2.78	Agreed
12	Teachers are provided with free medical treatment	24	1.53	Agreed

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 Rachel Unom Wanger and Mary Nguhunde Chafa (BSUJEM Vol. 3 No. 1 2021)

Table 2 showed the mean ratings of item 7-12 are 2.96, 2.85, 2.62, 2.95, 2.78 and 1.53 with responding standard deviations of 0.73, 0.80, 0.87, 0.86, 0.89 and 0.91. Based on the cut-off point of 2.50 all the items are above the criterion mean except item 12. The mean rating was 2.61 is above the cut-off point of 2.50. This means that adequate motivation of teachers has influence on the management of secondary schools.

**Hypothesis 1:** Provision of infrastructural facilities does not significantly influence teachers' job performance in secondary schools in Benue North East Senatorial District.

**Table 3:**  
*Chi-Square for Influence of Provision of Infrastructural Facilities on Teachers' Job Performance in Secondary Schools in Benue State Senatorial District*

<i>Respondents</i>	<b>Observed Frequency</b>	<b>Expected Frequency</b>	<i>Df</i>	<b>Alpha level</b>	<i>X<sup>2</sup>-cal</i>	<i>P.Value</i>	<i>Decision</i>
<b>Have effect</b>	1559(74%)	1050(50%)		0.05	570.51	0.00	<i>Ho Rejected</i>
<b>No effect</b>	541(26%)	1050(50%)					

Values in parentheses are percentages ( $X^2$ )

Table 3 showed that the chi-square value=570.51, df=1, p=0.05>0.00. Since set alpha value of 0.05 is greater than the probability value 0.00. The null hypothesis was therefore rejected. This implies that the provision of infrastructural facilities has significant influence on teachers' job performance in secondary schools.

**Hypothesis Two:** Motivation of teachers does not significantly influence teachers' job performance in secondary schools.

**Table 4:**  
*Chi-Square for Influence of Motivation on Teachers' Job Performance in Secondary Schools*

<b>Respondents</b>	<b>Observed Frequency</b>	<b>Expected Frequency</b>	<i>Df</i>	<b>Alpha Level</b>	<i>X<sup>2</sup>-cal</i>	<b>P. value</b>	<b>Decision</b>
Have Influence	1256(60%)	1050(50%)					

			3	0.05	230.62	0.00	Ho Rejected
No Influence	844(40%)	1050(50%)					
* Significant							

Values in parentheses are percentages ( $X^2=230.62$ ,  $df=1$ ,  $p=0.05>0.00$ )

Table 3 showed that the chi-square=230.62,  $p=0.00$ . Since,  $p=0.05>0.00$ , the null hypothesis was therefore rejected. This implies that adequate motivation of teachers' has significant influence on teachers' job performance in secondary schools.

### Discussion of Findings

The discussion of the major findings of the research is organized around the research questions and hypotheses for case of reading and comprehension.

This study reveals that the provision of infrastructural facilities has significant influence on teachers' job performance in secondary schools in Benue North East Senatorial District. The result showed that when there are enough classrooms for teaching and learning in their schools and adequate staff offices and functional libraries influence teachers' performance. The respondents also reported that laboratories, workshops are fictional with modern equipments influence teachers' job performance. This result is in line with the finding of Campbell (1999) who found that the provision of adequate infrastructures and proper maintenance would foster high performance and longevity of the life of schools' plants. Owueme (1995) opines that Nigeria plans and manages her educational system without relevant facts, thus the failure to relate enrollment projections to provision of facilities. This study supports the finding of Aderalegbe (1993) that from inspections' reports over the years, there is abundant evidence of catalogue of inadequacies in the provision and judicious use of school buildings and materials for instructions.

Again this shows that motivation of teachers has significant influence on teachers' job performance in secondary schools. This study found that teachers are motivated through improved conditions of service and teachers enjoy promotion and salary increment as when due influence their performance. Again the study found that teachers are encouraged to develop themselves through attending seminars, conferences and workshops. Furthermore, incentives given to teachers who are outstanding on their jobs enhances performance. This result agrees with the finding of Ugwu (2005) who found that when a person is gingered to do something that person is motivated. To that end he noted that for a worker to live up to expectations such a worker must be motivated. He further states that the worker must in addition get his salaries and entitlements are given other incentives. It is also in line with Ejiogu (1995) who sees a teacher "as an economic man especially motivated by reward and appropriate motivation would enhance his productivity and performance in the school system for quality assurance to be guaranteed.

### Conclusion

Based on the findings of this study it is concluded that provision of infrastructural facilities, provision of instructional materials, motivation of teachers' and school climate



significantly influence on teachers' job performance in secondary schools in Benue North Senatorial District.

### Recommendations

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

1. The provision and maintenance of infrastructural facilities by the school should be a routine exercise since this will enhance effective teachers' job performance in secondary schools.
2. Motivation of teachers is very important and it should include improved conditions of services, promotion and salary step increment as and when due, prompt payment of salaries, encouragement of teachers to develop themselves through attending seminar, conferences and workshops.

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