

Work Environment, School Type and Job Performance of Secondary School Teachers: Evidence from Ijebu-North, Ogun State, Nigeria

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Abstract

This study examined the influence of work environment and school type on job performance of secondary school teachers in Ijebu-North Local Government Area of Ogun State. Descriptive research design was adopted for the study and one hundred teachers were drawn from five secondary schools in Ijebu North Local Government through multi-stage stratified random sampling technique. A self-developed scale tagged “Influence of Work Environment and School Type on Job Performance Questionnaire” with a reliability coefficient of 0.71 was used in collecting data to test the three hypothesis postulated which was analyzed using percentage counts and multiple regression analysis. Findings revealed a significant combined influence of work environment and school type on job performance of secondary school teachers, significant relative influence of work environment and school type on job performance of secondary school teachers and a significant gender difference in the influence of work environment and school type on job performance of secondary school teachers. Based on the findings, it was concluded that conducive work environment is of necessity and that school type is a determinant of quality job performance. It was recommended among others that government should support and approve budgets for renovating old buildings.

Key words: Work Environment, School Type, Job Performance, Secondary School Teachers.

1.1 Introduction

Teachers are nation builders and as such desire conducive work environment as a motivating factor to boost performance. However, this has not always been the case as observation has proven that most teachers perform their roles in environments that are unconducive and this has affected their job performance adversely. Job performance is the assessment of whether an employee has done his job well or not. It is the degree of accomplishment of the tasks that make up an employees’ job (Ahmad, Nadeem and Hamad, 2014). When work environment of teachers is conducive and attractive, it can improve the entire educational system because it will guarantee and aid teachers’ instructional performance as well as raising the quality of teaching-learning process and students’ academic standard expected by the society (Ayeni, 2015; Bisi-Onyemaechi, Akani, Ikefuna, Tagbo&Chinawa, 2018).

Considering the vital role of teachers in the society, Mohamad and Jais (2016) identified the factors that could influence their job performance of teachers in the schools such as challenging and heavy workload, supervisor behaviours, conditions of service, working environment, and attitude of parents and students. Sheridan (2005) observed that the teachers would perform their duties effectively if they are aware that they are going to be compensated adequately. It therefore implies that work environment does not refer to only the physical structures but also to factors such as reward system, instructional material provision, interpersonal human relations, relations with parents and community (Ogundele & Olanrewaju, 2014; Nakpodia, 2011).

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Work environment, according to Nakpodia (2006) is the totality of conditions under which a person or a group of persons work or perform their duties. Al-Omari and Okasheh (2017) see it as those things around the worker that can affect the performance of their tasks while Sedarmayanti (2003) work environment which comprises the totality of forces, both internal and external that influences the morale of workers. To Sedarmayanti (2003) therefore, a conducive work environment is one that is healthy, secure, ideal and comfortable. It refers to interrelationship that exists within the employees and the environment in which they work. Work environment is important for educational institutions as it determines teachers' performance and efficiency (Ekpoh, 2018). From the above definitions, it can be adduced that work environment encompasses the physical environment, the human environment, the relationship with co-workers and superiors, interpersonal interactions in the work setting and the general atmosphere of the work setting (Nakpodia, 2011). All these can act as a motivating factors that influence teachers' job performance. Therefore, a teacher's job performance is the level at which the teachers in secondary schools do their duties based on the level at which they are satisfied with teaching job and this satisfaction cannot be achieved in a poor work environment (Wanakacha, Aloka&Nyaswa, 2018).

Work environment generally impacts immensely on employees' performance either towards negative or positive outcomes since according to Akinyele (2010) and Yusuf and Metibola (2012) work environments could be toxic or conducive. Work environments can immensely affect the mental outlook, behaviours, capabilities and performances of workers (Kasule, 2015) and the studies of Al-Omari and Okasheh (2017) show that performance is on the increase when workplace environment is good. Nakpodia (2006) believes the success of any educational set-up is determined by the commitment of the teachers but in Nigeria according to him, teachers are not treated fairly both by government and private bodies. It is based on this that Akhtar and Iqbal (2017) persist that if a teacher is not motivated, his or her job performance will be weakened. Since work environment plays an important role in the promotion of teaching and learning, it then implies that teachers that are motivated by having conducive work environments will be more likely to motivate students to learn in the classroom and ensure the implementation of educational reforms (Baba & Jamal, 2011).

School type can also influence job performance of teachers. In Nigeria, schools are managed by both government and private bodies. Therefore, school ownership or type determines the type of management and this may affect achievement of set objectives, extent of utilization of available resources as well as the extent at which teachers will be motivated through incentives and enhancement of work environment. Yusuf and Adigun (2010) submit that school ownership will affect how resources are harnessed so as to create conducive atmosphere for work. On this note, Opande (2013) expressed that in privately owned schools that government may not actually effectively supervise the incentives that are made available for teachers by their employers and this may likely affect job performance of teachers in private schools. However, where government provided motivation and incentives, job performance of teachers improved (Opande, 2013). Contrarily, studies by Nakpodia (2011) discovered that most times the work environment in the public or government owned secondary schools are poor in terms of infrastructures, poorly equipped offices, low motivation and irregular payment of salaries, as well as lack of training opportunities. This has led to lack of job satisfaction, loss of interest on part of the teachers and low job performance of teachers as well as students (Bisi-Onyemaechi, Akani, Ikefuna, Tagbo & Chinawa, 2018). Bisi-Onyemaechi, Akani, Ikefuna, Tagbo and Chinawa (2018) while evaluating school environment in private and public schools in Enugu State in order to ascertain child-health promotion found private schools to provide better work environment than government schools in the areas of water supply and waste disposal while public schools have better ventilation. However, their studies went further to discover that teachers in public schools are made to provide their own office seats themselves which was seen as demotivating and likely to reduce their job performance.

Apart from the issues raised above, gender can actually moderate the job performance of teachers. Looking at the situation in Nigeria, female teachers are sometimes treated with preference compared to their male counterparts. For instance, women are given maternity leaves between 41 days to 6 months. To this end, Lee, Rhee and Rudolf (2017) discovered that female teachers have higher level of achievement in teaching style than their male counterparts. In addition, Ekpoh (2018)'s research on teachers' satisfaction with physical working environment subscribed that female teachers are more satisfied and have better empathy for their students than their male counterparts. With all these views, it therefore implies that gender can moderate the influence of work environment and school type on job performance of teachers and it is along this line that this study sought to determine the influence of work environment and school type on job performance of secondary school teachers in Ijebu-North Local Government area of Ogun State, Nigeria.

1.2 Objectives of the Study

This study specifically sought to:

- i. Examine the combined influence of work environment and school type on job performance of secondary school teachers in Ijebu-North Local Government area of Ogun state.
- ii. Assess the relative influence of work environment on job performance of secondary school teachers in Ijebu-North Local Government Area of Ogun State.
- iii. Assess the relative influence of school type on job performance of secondary school teachers in Ijebu-North Local Government Area of Ogun State.
- iv. Examine the moderating influence of gender on work environment and school type on job performance of secondary school teachers in Ijebu-North Local Government Area of Ogun State.

1.3 Research Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There are no significant combined influence of work environment and school type on job performance of secondary school teachers in Ijebu-North Local Government Area of Ogun State.
2. There are no significant relative influence of work environment and school type on job performance among secondary school teachers in Ijebu-North Local Government Area of Ogun State.
3. There is no significant gender difference in the influence of work environment and school type on job performance of secondary school teachers in Ijebu-North Local Government Area of Ogun State.

2.0 Literature Review

2.1 Job Performance

According to Al-Omari and Okasheh (2017), job performance is an important factor in organizational effectiveness because the way workers perform their tasks is an indication of how an organization is fairing. Motowidlo, Borman and Schmit (1999) define job performance as the outcome resulting from the input of a person or group of persons which is targeted towards achieving set objectives of an organization. Performance is the level at which an individual's effort at work yields success. Job performance can be viewed as any observed fulfillment of a given task (Karapete and Sokman, 2006). Job performance therefore determines the success or failure of an organization. There is successful performance when workers contribute effectively towards goal achievement in an organization through the motivation and desire to do the job (Buchanam, 2011).

Teachers' job performance mean the tasks performed by teachers over a given period of time in their various school targeted towards achieving set goals of that school (Obilade, 2009). The ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes culminates to job performance (Akinyemi, 2013; Okeniyi, 2015). However, performance is determined by participation and according to Uwannah (2017) even the best performing employees are not valuable if they miss work frequently and Meindl (2015) argued that teachers' job performance could determine teacher quality delivery in a school system. Adeyemi, (2015) and Ekpoh (2018) went further to opine that teachers job performance could be measured through their level of competency in subject matter, lesson note preparation, content coverage, ability to cover scheme of work, lesson presentation, monitoring of pupils' work, effective supervision, effective leadership, disciplinary ability, record keeping and performance of other duties assigned from time to time. The above positions show that teachers perform numerous duties which are tasking deserving high level of motivation. It is however sad to note that due to lack of motivation performance of teachers have been adversely affected (Anusu, Barasa & Omulando, 2014; Ekpoh, 2018). Teachers' performance is the key intended to open the door of success for school organizations while teachers themselves have personal goals which when achieved can enhance their morale and boost their performance which can only be achieved by when work environment is attractive, comfortable, satisfactory and motivating to employees so as to give them a sense of pride and purpose in what they do. This is important because according to Kasule (2015) how working environment is arranged affects workers' performance and satisfaction.

2.2 Work environment

Okumbe (1980) defined work environment as a process that begins with a physiological scarcity or need that motivates conduct or a force that is designed at an objective or enticement. It is “the reasons underlying behavior” (Guay, Chanal, Ratelle, Marsh, Larose & Boivin, 2010) and can motivate employees to act in particular directions (McGuire & McLaren, 2009). Chandrasekar (2011) in his studies discovered that work environment that are unhealthy and unsafe demotivated employees, lowered their productivity and adversely affected their health. Similarly, employee commitment with their work and jobs is more, if they are motivated as compared to less motivated employees (Fernet, Guay, Senécal & Austin, 2012). Employee work environment is most important element for all organization to achieve success whether public or private (Anyim, Chidi & Badejo, 2012). According to Nakpodia (2011) there are several aspects of work environment which could be physical (comprising of infrastructural facilities such as school building, staff offices, laboratories, libraries conveniences for staff and pupil’s recreational facilities); human (consisting of the relationship with colleagues, administrators or school as well as staff of the ministry of Education who are the supervisors); relationship with others (comprising of the kind of relationship between teachers and their colleagues, supervisors and the community in which the school is located) and political (involving the government with some degree of control, the ministry of education and the local government education authority with different philosophies and political ideologies). Work environment as the setting in which teachers perform their duties, must be conducive for work to be carried out comfortably with high morale (Ekpoh, 2018) but Uchendu, Nnaji and Nwafor (2016) found work environment to be significantly related with job performance but regrettably found facilities to be inadequate in Nigerian schools and studies have shown that when such facilities are poor or not provided, the teachers’ morale is low and their level of commitment is very minimal (Yusuf & Adigun, 2010; Amusu, Barasa, & Omulade, 2014).

2.3 School Type (Private and Public)

Two type of schools exist in Nigeria. A school can be publicly owned by government or privately owned by private individuals or non-governmental bodies (Olatunya, Oseni, Ogundele & Oyelami, 2013). Yusuf and Adigun (2010) had earlier submitted that school ownership will affect how resources are channeled depending on the interest of the owner. For instance, observation has shown that in public or government owned schools in Nigeria, government is not doing much in the area of making the environment conducive for teaching and learning thus, teachers in these schools are not motivated. Olatunya, Oseni, Ogundele and Oyelami (2013) in their studies in primary school environment in a local government in South-West, Nigeria as well as Onyemaechi et al (2018)’s research on evaluation of private and public schools in Enugu, Nigeria found that generally school environments in most Nigerian public schools are not congenial. However, Olatunya et al (2014) found that private schools provide more safety facilities for both teachers and students while the reverse is the case for public schools where teachers complain mostly of poor salaries. On this note, school type may be an important determinant of job performance of teachers because when school management make the environment conducive, job performance will be enhanced while when it is not conducive, job performance will also be adversely affected.

3.0 Methodology

3.1 Research Design: This study adopted the descriptive design of the *ex-post facto* type. This is because the researcher did not manipulate any of the variables, but rather observed and explained the effect of the already existing independent variables (work environment and school type) on the dependent variable (job performance).

3.2 Population/Sample Size: The target population for the study include all secondary school teachers in Ijebu-North Local Government Area, Ogun state, Nigeria totaling 923 teachers. There are 39 secondary schools (16 public and 23 private) in Ijebu North. A sample of one hundred (100) teachers was the subject of study. Multi-stage sampling technique was used for sample selection. Firstly, simple random sampling technique was used to select five (5) secondary schools (three (3) public secondary schools and two (2) private secondary schools). The study was conducted among teachers who teach both junior and senior classes of students. Secondly, convenience sampling technique was employed to select fifty percent (50%) of the total population of each from the five (5) secondary schools chosen as sample for this study.

3.3 Sampling Procedure: The researcher worked with a research assistant to administer the instruments on the participants in their various schools after intimating them with the purpose of the exercise, obtaining their informed consent, and assuring them that information volunteered by them would be treated as strictly confidential and used for the purpose of this research only.

3.4 Instruments

A self-developed scale termed “Influence of Work Environment and School Type on Job Performance Questionnaire” with a reliability co-efficient of 0.71 was used in collecting data from the respondents. It is a Likert type scale with four (4) options ranging from strongly agree to strongly disagree.

3.5 Method of Data Analysis

The data obtained were analyzed using percentages frequency distributions and multiple regression analysis. Tests were carried out at the 0.05 level of significance.

4.0 Results and Discussion

4.1 Socio-Demographic Characteristics of Respondents

Table 4.1: Distribution of Socio-Demographic Characteristics of Respondents

S/N	Variable	Category	Frequency	Percentage %
1	Gender	Male	45	45%
		Female	55	55%
2	Age (years)	20 – 30 years	15	15%
		31 – 40 years	50	50%
		40 – 50 years	20	20%
		51– 60 years	15	15%
3	Marital Status	Single	20	20%
		Married	75	75%
		Divorced	5	5%
4	Educational Qualification	NCE	25	25%
		OND/HND	35	35%
		B.Sc	30	30%
		Other Certificate	10	10%
5	Years of Experience	Less than 5 yrs.	30	30%
		6 – 10yrs.	30	30%
		11 – 15yrs.	25	25%
		16yrs. and above	15	15%
6	Type of School	Public school	60	60%
		Private school	40	40%

Source: Field Survey 2019

Results in table 4.1 revealed that a majority of the respondents (55%) were female, while 45% respondents were male. Thus, we had more female than male participants in the study. Half of the respondents (50%) were between the ages of 31 and 40 years old. This was followed by those who were 41 and 50 years of age (20%), 20 to 30 years of age were 15%, and 51 to 60 years of age were also 15%. A majority of the respondents (75%) were married: 20% of the respondents were single, while 5% of the respondents were divorced. The greatest proportion of the respondents (35%) had OND/HND educational qualification. This was successively followed by those with B.Sc (30%), NCE (25%), and other educational qualifications (10%). A great proportion of the respondents (30%) had less than 5 years working experience; an equal proportion (30%) of the respondents had 6 to 10 years working experience. This was followed by those with 11 to 15 years working experience (25%) and 16 years and above (15%) working experience. Finally, a majority of the respondents (60%) were from public schools while 40% of the respondents were from private schools.

4.2 Test of Hypotheses

Hypothesis One

H₀₁: There are no significant combined influence of work environment and school type on job performance of secondary school teachers in Ijebu North Local Government area of Ogun State.

Table 4.2:1 Model Summary and Coefficients of the Multiple Regression Analysis for the Combined Influence Work Environment and School Type on Job Performance

Model	Sum of squares	Df	Mean square	F	Sig	Remark
Regression	1097.778	2	543.889	32.467	.000	Significant
Residual	1624.972	97	16.752			
Total	2712.750	99				
Model summary: R = .663; R ² = .401; R ² _(adj) = .389; Std Error = 4.09296						

Table 4.2 showed significant results ($F_{(2,97)} = 32.467, P < .05$). The null hypothesis one which stated that there will be no significant combined influence of work environment and school type on job performance of secondary school teachers in Ijebu North Local Government area of Ogun State is therefore rejected in favour of the alternative hypothesis. It is therefore concluded that there was a significant combined influence of work environment and school type on job performance of secondary school teachers in Ijebu North Local Government area of Ogun State. Table 4.2 further indicated that 38.9% of the variance in job performance could be attributed to the combined influence of work environment and school type (Adj. R² = .389).

4.3 Hypothesis Two

H₀₂: There are no significant relative influence of work environment and school type on job performance among secondary school teachers in Ijebu-North Local Government Area of Ogun State.

Table 4.3.1: Model Summary and Coefficients of the Multiple Regression Analysis for the Relative Influence Work Environment and School Type on Job Performance

Model	Unstandardized B	Std Error	Beta	T	Sig
(Constant)	10.475	2.275		4.604	.000
School Type	.020	.835	.009	.481	.576
Work Environment	.667	.083	.633	8.058	.000

Dependent variable: Job Performance

Predictors: (Constant), School Type, Work Environment

Table 4.3 revealed both significant and non-significant results leading to the part-rejection and part-holding of the null hypothesis two. Specifically, it is concluded that there is no significant relative influence of school type on job performance of secondary school teachers in Ijebu-North Local Government Area of Ogun State (Beta = .009, t = .481, p > .05), but there is a significant relative influence of work environment on job performance of secondary school teachers in Ijebu-North Local Government Area of Ogun State (Beta = .663, t = 8.058, p < .05)

4.4 Hypothesis Three

H₀₃: There is no significant gender difference in the influence of work environment and school type on job performance of secondary school teachers in Ijebu North Local Government Area of Ogun State.

Table 4.4.1:Coefficients of the Multiple Regression Analysis for the gender difference in the influence of work environment and school type on job performance

Gender	Model	Sum of Squares	Df	Mean square	F	Sig
Male	Regression	814.190	2	407.095	28.644	.000
	Residual	596.921	42	14.212		
	Total	1411.111	44			
Female	Regression	252.706	2	126.353	11.417	.000
	Residual	575.496	52	11.067		
	Total	828.182	54			

Dependent variable: Job Performance

Predictors: (Constant), Work Environment, School Type

Results in Table 4.4 were significant for both male teachers ($F_{(2,42)} = 28.644, P < .05$) and female teachers ($F_{(2,52)} = 11.417, P < .05$). The null hypothesis three which stated that there will be no significant gender difference in the influence of work environment and school type on job performance of secondary school teachers in Ijebu North Local Government Area of Ogun State is therefore rejected and the alternative hypothesis three is upheld. Consequently, it is concluded that there is a significant gender difference in the influence of work environment and school type on job performance of secondary school teachers in Ijebu North Local Government Area of Ogun State.

4.5 Discussion of Findings

This study investigated three research hypotheses. Data were gathered for the study through the use of a structured questionnaire. This study was conducted among teachers in Ijebu-North Local Government area of Ogun State, Nigeria. According to research hypothesis one, there was a significant combined influence of work environment and school type on job performance of secondary school teachers in Ijebu North Local Government area of Ogun State, Nigeria. This is corroborated by the findings of Akhtar and Iqbal (2017) whose results proved statistically significant impact of teachers' work environment, school type on job performance. Bello and Adebajo (2014) also revealed that there is a significant relationship between employee's performance and salary package, employee job allowances and performance and in-service training and employee's performance. Likewise, Urdziková and Kiss (2009) portrayed the significance and embodiment of work environment and focus on the human variable as the most profitable asset of associations and provide information about the application of work environment in Slovak associations.

Hypothesis two concluded that there was a significant relative influence of work environment and no significant relative influence of school type on job performance of secondary school teachers in Ijebu-North Local Government Area of Ogun State, Nigeria. This disagrees with the findings of Akanbi (2011) whose study demonstrated that there existed relationship between work environment, school type and job performance of teachers and extraneous inspiration and the performance of workers, while no relationship existed between inherent inspiration and workers execution. Also, this disagrees with Akhtar and Iqbal (2017) whose results proved statistically significant impact of teachers' work environment, school type on job performance. Abdulsalam and Mawoli (2012) explored the relationship of work environment and performance of teachers and research performance. It demonstrated that work environment applies critical impact on teaching execution yet does not apply any huge impact on research execution. The study also prescribed that institution of higher education must capture the matter of scholastic personnel work environment truly to encourage powerful instructing and conveyance of information.

Hypothesis three also concluded that there was a significant gender difference in the influence of work environment and school type on job performance of secondary school teachers in Ijebu North Local Government Area of Ogun State, Nigeria. Ogundele and Olanrewaju (2014) found that teachers' gender significantly predicted their job performance in Kwara state. The findings revealed that teachers' gender have positive influence on the teachers' job performance in schools. Nyarko, Twumwaa and Adentwi (2014) investigated the influence of work environment on the job performance of teachers and findings from the study indicated that teacher's gender was discovered to be a principal moderator of work environment and their performance. Morrison (2015) investigated gender differences in a perceived benefits of work environment and organizational outcomes and found that gender significantly moderated work environment and organizational outcomes. However, Yusuf, Omolayo and Azikiwe (2015) found that socio-demographic variables (gender, age, etc.) have no significant influence on work environment and teachers' performance in their study titled the influence of gender, work environment, length of service and age of academic staff on work performance.

5.1 Conclusion and recommendations

Work is a major part of human life and it is generally regarded as the main developmental task of a person's adult stage of life, therefore work has become a necessity in which people cannot escape. In this case, teachers' work life is restricted to schools and educational activities. The main aim of education is to learn. In order for the learning to take place, the environment in which the learning and teaching activity takes place is one of the most important factors in determining the quality of the learning therefore a conducive work environment whether in a public or private secondary schools make teachers feel good about coming to work, boost their morale, increase their productivity, reduce turnover and reduce absenteeism thereby enhancing their performance. Based on the findings, it is recommended that government should pay attention to school environments by supporting schools' budgets for renovating the old buildings and equipment, school management should design trainings workshops and seminars to enhance teachers' performance while further research may be done using a larger number of respondents.

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