



## Teachers' Perception of Job Environment on Professional Effectiveness

**Amalu Melvina Nkemdilim\*, Ajake Uchenna Egodi\*\* and Isangedighi Abang .J.\***

*\*Department of Educational Foundations, Guidance and Counselling, University of Calabar, Nigeria.*

*\*\*Institute of Education, University of Calabar, Nigeria*

*E-Mail: prettiprincez@gmail.com; ucheajake@yahoo.com*

### ABSTRACT

A survey data collected from 600 secondary school teachers and 2400 senior secondary school students from 60 out of the 230 public secondary schools in Cross River State were analyzed to determine the influence of teachers perception of job environment on their lesson presentation, use of instructional aids, classroom management, evaluation of students, learning motivation, supervision of co-curricular activities, professional and personal qualities. The result of the data analyses showed that the job environment has a significant influence on 3 dimensions. (lesson presentation, classroom management and evaluation of students) of professional effectiveness. Based on the findings, some recommendations have made.

**Keywords:** perception, job environment, professional effectiveness teachers, Cross River State.

### INTRODUCTION

Education occupies the most strategic position in Nigeria's struggle for national development. Without a well run school system, no nation can make adequate progress in point of view national development. However, for a school system to achieve the objective of aiding national development ,it must be endowed with teachers who are capable of being adequately effective (Ajayi, 2000). Teachers' roles in manpower development can only be meaningful if in their role playing they adequately develop in students the skills and competencies necessary for functionality and integration in the Nigerian society. This in effect, implies that, professional effectiveness of

### *Teachers' Perception of Job Environment on Professional Effectiveness*

teachers is adjudged by the degree to which they can help students facilitate the accomplishment of educational goals. The effective teacher establishes an environment which is conducive to teach (Brothers, 1993).

Perception, according to Isangedighi (2000) is a process through which an individual gains the knowledge of his environment. What is perceived depends on one's mental state or his state of awareness as well as his knowledge of how the elements in nature are related. He went further to state that the richness of an individual's perception shapes the quality of what is perceived. It implies, that any teacher who perceives his work environment as being good and conducive will try to put in his best in his role performance. In other words, a teacher may not be very effective in his professional role playing unless he has positive perception of his job environment.

The teacher is a trained professional with knowledge and skill, as well as a level of competence in the task of teaching and re-molding the children under his care. The profession requires high intelligence, concentration, dedication and commitment. He has to teach his students, evaluate them, maintain discipline, counsel and advice them. He is expected to motivate the students to learn and help them mature into responsible adults. Evidently, some teachers are non-challant and less committed in the discharge of their official duties. For example, in some schools, many teachers go to school late, teach the students sparingly, rarely conduct tests and assignments. In some cases, even when tests are given, some take too long a time to do the marking. Some teachers hardly help in supervising co-curricular activities in school. Commenting on the poor state of public education in Cross River State, Nigeria, Bisong (1996) noted that some teachers in secondary schools spend little or no time to prepare their lessons, In many schools when instructional materials are not available, their improvisation is something nobody wants to talk about In Cross River State. Despite the seeming improvement of teachers' salaries, one continues to observe truancy, lack of dedication to duty and declining productivity. According to Denga (1988), some teachers hardly evaluate their lessons or encourage students to participate in classroom learning. Such teachers never entertain questions in class nor praise students who answer questions rightly. In some schools, students are hardly ever given enough attention, individual differences are neglected, while continuous assessment suffers (Uzoeshi, 1994). In their role performance, some teachers do not seem to exert themselves adequately, so it is also common to see students loitering about inside their school compounds and even nearby streets when they are supposed to be in their classes for lessons Teachers' professional ineffectiveness and their consequences do not however pass unattended to. For example, the secondary school education Board has tried to push teachers to improve upon their present level by seeing to it that principals provide time books in their schools for teachers to indicate the time they report for work and also sign off when leaving the school. This is to help check lateness to school and lack of seriousness in role performance. In order to encourage teachers to be effective and stay on the job, Government of Cross River State had approved allowances for science

teachers, as well as some incentives for teachers whose students perform well in Secondary School Certificate Examination (SSCE). These apart, efforts are on-going to ensure that salaries are paid promptly.

Despite all these efforts and other good gestures by State Secondary School Board, State Government, School Principals, Parents, Educationists, even teachers themselves complain about teachers' lack of dedication to duty. In consequence, poor academic performance of students has remained a recurrent issue. This situation is what has motivated the need for the study, which is aimed at helping the school system solve this problem of teacher professional ineffectiveness.

The purpose of the study was therefore to determine if perception of job environment could be an explanation for the level of professional effectiveness of some secondary school teachers in Cross River State, Nigeria. The hypothesis tested in the study was:

\*Teachers' perception of job environment does not significantly influence their professional effectiveness.

### **Literature Review**

Rosenshine (1971) had observed that condition of service, job satisfaction, quality and quantity of facilities and materials are vital factors in teaching effectiveness. He stressed that teacher's poor condition of service has some dysfunctioning effects on their teaching roles. In his work on professional commitment of teachers. Isangedighi (2000) advised that the teacher should be committed to his duties by enforcing rules and regulations put in place to ensure the right climate for effective teaching and learning. He argued that where this commitment is lacking, the productivity of the teacher is lowered. Generally social atmosphere in any school depends on the head teacher's administrative behavior. Agbong (1991) conducted a research which aimed at determining the relationship between principals' administrative behavior and teachers' effectiveness. The result however showed that Principals' administrative behavior has a significant influence on teachers' effectiveness. Teachers' effectiveness is positively related to teachers' attitude towards duties. In a study, Ibu (1988) found out that teachers' perception of their incentives is related to their productivity.

Facilities are vital aspects of school environment and teachers' effectiveness may have a link with how they see school facilities. Hallak (1990) identified school facilities as factors in academic performance of students. In a study, Basse and Ekpo (2003) found out, that office and class accommodation, as well as teaching aids do significantly influence teachers' work performance. Thus, when there is dearth of essential facilities, teachers' work performance in secondary school would leave much to be desired. Ebuta (2000) is of the opinion that when there is adequate provision of school facilities, teachers and students outputs are likely to improve. With these educational facilities, appropriate class size of thirty- thirty five (30-35) students, it would be possible to create effective and favourable

## *Teachers' Perception of Job Environment on Professional Effectiveness*

atmosphere for teaching and learning. In his view (Uko, 2001) maintained that the quality of education given in the secondary school setting is directly proportional to the availability of physical facilities and the overall atmosphere in the school. Where school facilities are deficient, teaching and learning stand to suffer.

Yet as reported by Nwadiani (2000) in Cross River State, classroom furniture and other instructional materials are inadequate in most schools, and where they are in existence, most are not always in good shape due to neglect. Fadipe (1988) noted that adequate facilities are needed to translate the school curriculum into reality without which the attainment of our educational goals would be absolutely impossible. For a teacher to be effective at work, he needs a well furnished staffroom and residential accommodation. From observation, a good number of teachers go but do not have tables and seats to settle down to work do their routine school work. When the school environment is impoverished it may have a negative effect on teachers' perception, thus their job effectiveness.

## **METHODOLOGY**

### **Subjects**

A total sample of 600 teachers (264males and336 females) was used for the study. In order to obtain a representative sample for the study, the stratified random sampling technique was. Teachers who were between the25-36years were one hundred and two(102).Those who are between 37-40years were three hundred and twenty five(325).Those who are between 41-45 years were hundred and three(103).Subject teachers who were between 46-50 years were sixty (60).Teachers with Higher National Diploma were hundred and twenty five(125).Those with Bachelor degree were three hundred and fifty(350).Subjects with Master's degree were one hundred and seventeen(117).Those with Doctorate degree (PhD) were eight(8).Years of teaching experience of the teachers shows that teachers with teaching experience below 5years were (15),those with experience between 5-11 years were forty-two(42),teachers with experience between 11-15 years were two hundred and five(205), subjects with teaching experience between 21-25 years were two hundred and sixty- three, those with experience 26years and above were seventy-five.

### **Data Collection**

The research data were collected through the use of a self-administered questionnaire titled teachers' Job Perception Inventory The questionnaire which was constructed by the researcher had two sections.

Section A elicited from the respondent demographic information such as sex, age, highest educational qualification, marital status, years of Teaching experience and their Areas of specialization. Section B was designed to measure the respondents' perception of their job environment. It consisted of 21 item Likert-type scale with 4 alternative responses (Strongly agree, Agree, Disagree, Strongly Disagree). The Instrument had a reliability index of 0.98. Copies of the instrument were administered to the subjects in their respective schools. Of the 640 copies of the questionnaire given out, only 600 were fully completed and returned. Information from the 600 respondents was used for data analysis. Regarding teacher job effectiveness, each teacher was assessed by 4 of his/her own students. The average score of the 4 assessors was used as a measure of the teachers teaching effectiveness. The scale used in assessing teachers' job effectiveness was a 28 item Likert-type scale, and the subunits considered included lesson presentation, use of instructional aids, classroom management, evaluation of students, learning motivation, supervision of co-curricular activities and professional/personal qualities. The teacher effectiveness scale had a reliability index of 0.93.

### **Data analysis**

The independent t-test statistics was used in testing the hypothesis at 0.05 level of significance.

## **RESULTS**

As presented in Table 1, the result of the data analysis shows that teachers' perceptions of the job environment has a significant influence on three aspects of their teaching effectiveness. These three areas include lesson presentation ( $t=2.15; <0.05$ ), classroom management ( $t=2.50; p<0.05$ ) and evaluation of students ( $t=2.40; p<0.05$ ). In each of the three areas, teachers who had positive perception of their job environment had significantly outscored those who had negative perception of their job environment. Further examination of the results shows that teachers perception of their job environment had a significant influence on the overall teachers performance ( $t=2.08; p<0.05$ ). The teachers who had positive perception performed better than their counterparts who had negative perception. There was no significant difference between teachers' perception on the use of instructional aids, supervision of co-curricular activities, professional/personal qualities.

**Table 1:** Results of independent t-test analysis of the influence of teachers' perception of their job environment on their professional effectiveness.

Professional effectiveness	Group of perception	N	Mean	SD	T-value
1 Lesson presentation	Positive	67	11.15	1.88	2.15*
	Negative	533	10.51	2.33	
2 Use of instructional aids	Positive	67	10.22	1.61	0.44
	Negative	533	10.12	1.9	
3 Class room management	Positive	67	10.49	1.26	2.50*
	Negative	533	10.00	1.70	
4 Evaluation of students	Positive	67	11.15	1.88	2.40*
	Negative	533	9.81	1.64	
5 Learning motivation	Positive	67	10.21	1.55	1.76
	Negative	533	9.81	1.64	
6 Supervision of co-curricular	Positive	67	10.15	1.64	1.76
	Negative	533	9.78	1.63	
7 Professional and personal qualities	Positive	67	10.49	2.14	0.69
	Negative	533	10.30	2.10	
Overall professional effectiveness	Positive	67	10.55	1.85	2.08
	Negative	533	10.05	1.85	

---

Significant at .05 level df=598(critical t=1.96)

## DISCUSSION

The result of the study showed that teachers who had positive perception of their job environment were superior to their counterparts who had negative perception in lesson presentation, classroom management, evaluation of students and overall professional effectiveness. The finding is not surprising because, the teacher as a primary motivator, reinforcing agent and initiator of prevailing atmosphere, occupies a central position in the learning environment and can indeed influence the tone of his classroom to a considerable extent. The overall school climate is dependent largely on his input, such that favourable perception of his job environment will facilitate in him the drive to perform effectively, boost his morale, enhance his loyalty, dedication/commitment and usefulness ( Fadipe1998;Nwadiani2000; Ibu1988;Isangedighi 2000 andAgbong1991).In other words, impoverish

school environment has negative effect on teachers perception thus, their job effectiveness.

## **CONCLUSION AND RECOMMENDATIONS**

The study indicated that perception of job environment exert a significant influence on teachers' role performance. It is therefore expedient for the teachers to develop good perception of their job environment. This cannot be the case unless Government should provide better teaching-learning environment. For teacher job effectiveness, the schools need books and instructional materials. Without appropriate and adequate tools and materials, teachers cannot convey learning experience to students in a meaningful way. School Heads have a lot to do if conducive climate must be provided. They should go extra miles of organizing seminars and workshops to help continuous adjustment of their staff. Ministry of Education and other stakeholders in Education need to take seriously teachers motivation. It may be helpful for Government to allocate adequate funds to school principals to enable them procure and maintain facilities. Both teaching and learning will progress if the teaching-learning environment is well attended to.

## **REFERENCES**

- Agbong, E. E. (1991). The relationship between principals leadership behavior and teachers'effectiveness in Ugep and Calabar Municipality. An unpublished M.Ed Thesis, Faculty of Education, University of Calabar, Calabar, Nigeria.
- Ajayi, A.C. (2000). Teacher characteristics and human learning in schools.In.S. Ezewu (Ed), Social Psychological Factors in human learning. (pp.66-68). Onitsha: Leadway Books.
- Anukam, I. L. (2004). Investigating Factors Influencing Primary Pupils' Learning Achievement in Imo State. Unpublished M. Ed Thesis Faculty of Education, University of Calabar, Calabar, Nigeria
- Bassey, U.U. and U. I. Ekpo (2003). Influence of Physical Facilities in Secondary School Teachers' Work Performance in Uyo Educational Zone. Paper Presented at the Annual Conference of Nigeria Association for Educational Administration and Planning. University of Ibadan, Ibadan Nigeria.
- Bisong, J. O. (1996). Philosophy of Education in Nigeria. An Unpublished Paper. University of Calabar, Calabar Nigeria .
- Brothers, L. (1993). Report of the Adhoc Committee on evaluation of teaching effectiveness .University of North Texas.

*Teachers' Perception of Job Environment on Professional Effectiveness*

- Denga, D. I. (1988). *Education and Social Psychology for schools and other social organization*. Calabar; Rapid Educational Publishers.
- Ebuta, C. N. (2000). Preparing for the Success of the University Basic Education. *International Journal of research in Basic and Life Long Education* (1) 2
- Fadipe, J. O (1998). *Modern Strategies of School Plant Maintenance*. Ondo; NEPA
- Hallak, J (1990)ss. *Investing in the Future: Setting Educational Priorities in the Developing World*: Paris; Kep & Pergamon.
- Hankins .B. (1993). Studies in the effects of classroom discussion upon children's normal development. *Journal of Moral Education* 10(1):11-13.
- Ibanga, J. (1982). *A handbook on teaching preparation and classroom teaching*. Lagos: Paico Press.
- Ibu, W. O. (1988). *Motivation for occupational preference scale*. Ibadan: Ibadan Press.
- Idiong, B (1984). *Educational Management: Secondary School Level*. Uyo; Modern Press.
- Isangedighi, A. J. S. (2000). Teacher professional commitment. *Education for Today* 1(1): 81-89.
- Isangedighi, A. J. (2007). *Child Psychology: Development and education*. Calabar: Eti-Nwa.
- Lewin , K. (1935). *A Dynamic Theory Perception*. New York; Mcgraw-hill.
- Nwadiani, .M. (2000). *Economic Dimension of Educational Planning in Nigeria: Theory and Practice*. Benin-city: Monose almagamate.
- Rosenshine, B. (1971). *Teaching behavior and students' achievement*. London: Northern Foundation for Educational Research.
- State Secondary School Education Board ( 2005). *Student Enrolment*. Calabar State Government press.
- Travers, .R. (1992). *Organizational behavior in Schools*. New Jersey: Prentice Hall.
- Ukoh, C. (2001). Managerial Skill. *Journal of Education* I (3), 66-73
- Uzoeshi, K. C. (1994). Motivation and School Learning in C.G. Asagwara (Ed) *Psychology In Education* (pp 57-64). Calabar; Bon universal.