



INSTITUTIONAL VARIABLE'S PREDICTORS OF SECONDARY SCHOOL
TEACHER'S JOB EFFECTIVENESS IN SOUTHERN SENATORIAL
DISTRICT OF CROSS RIVER STATE: IMPLICATION FOR
SUPERVISION

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ABSTRACT

This study investigated institutional variables predictors of secondary school teachers job effectiveness. One research question and one null hypothesis was tested. Descriptive survey research design was adopted. The population of the study comprises of 2053 teachers, a sample of 288 teachers were adopted for the study. The instrument tagged institutional variable predictors of secondary schools teacher job effectiveness was used for data collection (Questionnaire IVP SSTJEEQ) designed by the researcher, validated by two experts in test and measurement and educational management. To determine the reliability of the instrument, Cronbach Alpha reliability test was applied from 0.71 – 0.84. Data was analyzed using simple regression analysis and the result showed that institutional variables such as school facility predict teachers job effectiveness in the study area. It was concluded that school facility predict or influence teachers job effectiveness. It was recommended among other that government should provide school facility to enhance high level productivity of the teachers.

Keywords: Institutional variable, facility, supervision, job effectiveness, Teachers

Introduction

Teachers occupy a unique position in any educational system. The progress and quality of education is drastically dependent on the performance of the teachers in the institution, Ategwu (2018). However, observation over the years has shown that the enthusiasm and devotion to duty of teachers do not characterized the traits of the teaching profession in Nigerian and southern senatorial district in Cross River State. It appears teachers here in recent times performed poorly and below expectations in the implementation of the approved school curriculum. This might

be attributed to inadequate school facilities. The existing situation is as a result of the poor institutional variables teaching status, size and support services, qualification and school facilities. In addition, teachers go late to school and spend more time outside the school environment whereas they were meant to spend most of their time to implement the curriculum. The ineffective performance of teachers in schools in southern senatorial district of Cross River State has been linked to the inability of the school principals to ensure that administrative or managerial task such as regular supervision of teachers activity in the



school is carried out, Ategwu (2018). Sequel to the position occupied by the principals, they are expected to maintain the way and manners teachers implement the school curriculum.

Institutional variables are characteristics that are more associated with performance, rather than students and teachers. Fogarty, Zimmerman and Richardson (2016). Teachers qualification help to determine the status of the level of her instructional delivery while the school facilities gives both the teachers and the student comfortability in as for instructional delivery is concerned. As a result of inadequate school facilities and other variables. Teachers teaching capacity is questionable dues to the relevant of institutional variables in the educational sectors, researchers seek to understand which and how variables are associated with teachers effectiveness in order to optimize it. Ahinful, Yabingana, Bansah & Essuman (2019) opined that understanding the factors associated with academic performance of students can help teachers, faculty, academic director and educational policy makers implements or adjust policies, practices and pedagogical plans to increase students learning. Institutional variables refers to the components that make up the school organization and school environment which include school facilities, size and types, Inyang (2019). Teachers job effectiveness is a process in which school, colleges and university officials demonstrate how well they succeed in accomplishing the institutions mission and meet goal through their skills and competence, this is done through teaching method, classroom discipline. Interpersonal relationship and communication effectiveness (Ategwu, Fanani, Ogbuli & Jenny 2023), this is also dependent on the effort of the school principals in ensuring that administrators or managerial tasks such as supervision of teachers activities in the schools are effectively carried out by monitoring the way

and manner teacher execute their various instructional activities in the schools. There has been a consistent record of remarkable failure in public examinations in the study area. This is attributed to teachers ineffectiveness and inadequate institutional variables such as school facilities.

Uwadiae (2000) attributed the poor performance of students in WASSCE to a lack of

infrastructural facilities as institutional variables, lack of adequate preparation, shortage of qualified teachers. Government was expected to create an enabling environment for effective teaching and learning to take place through the provision of necessary infrastructure, facilities and qualified man power. Bully (2001) observed that the problem of mass failure in public examinations is a game concern in the present millennium. Measuring student academic performance is also useful and necessary because of variables such as school facilities. Teaching and discipline measure may apply to student depending in learning overtime though government and other relevant stakeholders have made efforts to improve teachers teaching effectiveness by organizing teachers in-service training, seminars, workshops, teachers motivational packages and discipline yet the problem persists. This has attracted the attention and concern of the researcher. The implication of supervision in this study is demonstrated when school principals are confronted with variety of issues as they practice leadership and maintenance of school facilities to predict teachers job effectiveness, Ategwu, Kenn-Aklah, Fanan & Uzoigwe (2022). There is no adequate supervision of infrastructural and

instructional facilities such as classrooms libraries, laboratories etc. which is attributed to teacher's ineffectiveness and institutional variables. Nakpodia (2016) asserts that, instructional supervision in the modern era centers on the improvement of the



teaching learning situation to the benefits of both the teacher and the learners which help in the identification of teachers weaknesses and given recognition to the teacher and create a cordial working atmosphere based on good human relations. It is against this backdrop that the researcher is poised to investigate institutional variables predictors of secondary school teachers job effectiveness in southern senatorial district of Cross River State.

Statement of the problem

The ineffectiveness of teachers in discharging their duty in secondary schools in southern senatorial district of Cross River State is quite disheartening. This is because, secondary school that were meant to train student with various skills have unsatisfactorily performed instead of producing sound minds, and they are rather back ill-equipped and substandard. The situation looks disappointing when one measures with huge amount of money parents and guardians spent as school charges in the education of their wards. Generally, it is believed that, the standard of our education has fallen due to teachers ineffectiveness at work, it is quite unfortunate that some teachers engage in unproductive tendencies such as lateness to work, non-compliance with service ethics, poor commitment to lesson delivery and unskillful behaviour in secondary schools in the study area. Though the government through the ministry of education and other stakeholders have made efforts to improve teachers teaching effectiveness by organizing teachers in-service training, seminars, workshops, welfare packages and staff discipline yet the problem persists because of lack of school facilities and other institutional variables. This has attracted the attention and concern of the researcher.

Purpose of the study

The purpose of this study is to examine institutional variables predictors of teachers job effectiveness in southern senatorial district

of Cross River State, Nigeria. Specifically the study tends to find out the;

- i. How school facilities predict teachers job effectiveness in southern senatorial district of Cross River State.

Research questions

This research question will guide the study:

- i. How does school facilities predict teachers job effectiveness

Research hypothesis

- i. School facilities does not significantly predict teacher's job effectiveness

LITERATURE REVIEW

School facilities form an integral part of the educational system and are observed as a potent factor to qualitative and quantitative education. Ikegbusi (2019), institutional variables are those variables that emanate from the school in which the school uses to improve their academic standard. Ganyaupter (2013) supported that must institution which lack these facilities is likely results in malfunctioning, hence such schools may not compete. Bassi (2001) conducted a study on students under achievement in schools and colleges and found that overpopulated classes, institutional materials for teaching and learning and teachers pedagogy are significantly related to students academic achievement. Survey design was used, 599 students and 213 teachers were used as sampled size, one way Analysis were used as statistical tools, questionnaire tagged: "SASS" were used for data collection. It was concluded that lack of teaching aids and infrastructure discredit students academic performance in the study area.

Arop, Ekpong, & Owan (2018). Management of school related variables and teachers' job effectiveness in secondary schools in Calabar South Local Government Area, Cross River State was the main thrust of this study. Four research questions were raised, and four hypotheses were formulated to direct the



study. The descriptive survey design was adopted for the study while the total population of 208 secondary school teachers in Calabar South Local Government Area were selected for the study using census technique. A questionnaire titled “Management of School Related Variables and Teachers’ Job Effectiveness in Secondary School Questionnaire (MSRVTJESSQ)” designed by the researcher was used as instrument to collect data from the respondents. The null hypotheses were tested at 0.05 level of significance using Pearson Product Moment Correlation, Independent t-test, and One-Way Analysis of Variance statistical techniques where applicable. It was found that; managing class size, school management style, and school location has a significant influence on teachers’ job effectiveness respectively in Calabar South Local Government Area of Cross River State. It was recommended amongst others that; school principals should ensure that they adopt a more contingent management style where different situations will warrant the use of different technique; and the recommended teacher-pupils’ ratio of 1:35 should be maintained.

Ikegbusi, & Manafa (2022). The study examined the influence of school facilities on academic achievement of students in public secondary schools in Eti Osa Local Government

Area of Lagos State. Poor school facilities have been affecting the students, especially in their academic achievements. The purpose of the study is to identify the role school facilities play in academic achievement of public secondary school students in Eti Osa Local Government

Area of Lagos State. Four research questions and four null hypotheses guided the study.

Descriptive survey research design was adopted for the study. Out of the population of 2,904 SSII students schooling in the area, 250 students were randomly selected as the sample

of the study. A researcher-developed instrument duly validated by experts was used for data collection. Mean scores was used to answer the research questions while the t-test was used to test the null hypotheses at .05 level of significance. The findings of the study revealed among others that school facilities such as library, school building, ICT, and laboratory have influence on the academic achievement of secondary school students. Based on the findings, the study concluded that school facilities are very essential for the achievement of students’ quality academic performance in any school. It is further concluded that those who have failed to provide quality facilities in their schools have always have poor academic achievement of the students. The study therefore recommended among other things that there should be consistent routine supervision of quality of facilities in schools done by the government to ensure that schools are operating with good facilities that would help them.

Methodology

Descriptive survey research design was adopted. This is used because it describe the characteristics of the population or phenomena that is being studied. The population of the study comprises of 2053 teachers in the study area. 123 teachers in Akpabuyo, 206 in Akamkpa, 44 in Bakassi, 193 in Biase, 783 in Calabar Municipality and 560 in Calabar south. 790 teachers were randomly selected to form the sample of the study. The instrument used for data collection was the questionnaire tagged (IUPSSTJEQ). The questionnaire was divided into section A and B. instrument was validated by expert in Test and Measurement and Educational Management using face and content validity from the value of 0.71-0.84. The statistical tool used for data analysis was one way analysis of variance



Presentation of results

Linear regression analysis of the institutional variables predictors of secondary schools
N = 288

teachers job effectiveness in southern senatorial district of Cross River State.

Variables	R	R ²	Adjusted R ²
School facilities	.733	.578	.514
Teachers job effectiveness			

The result presented in Table 1 indicated that the analysis produced R-value of .733, which is the strength of the institutional variables which present teachers job effectiveness in secondary schools in southern senatorial district of Cross River State. The result also shows that the coefficient of determination of .518 was obtained from the analysis. The R² value indicated that the independent variables explains 51.8 percent of the variable associated with teachers job effectiveness, suggesting that there are other variables that account for the remaining 48.2 percent of teachers job effectiveness in secondary schools in southern senatorial district of Cross River State.

Discussion of findings

Adeyemi & Adeyemi (2014) conducted a study on institutional factors as predictors of students academic achievement in colleges of education in south western Nigeria. The study adopted ex-post facto design, using a survey design and a multiple regression model. The sample used for the study comprised 1,100 (200 and 300 levels) NCE students using stratified sampling techniques. The validated research instruments used for the study had the following psychometric properties. Cronbach alpha (a) (0.79) students and 0.73 (teachers) ratio, the study found that a number of institutional factors, student-teacher-ratio, lecture's interest and commitment, school facilities and lesser extent, teaching method were significant predictors of students' academic achievement in the Colleges of

Education. On other hand, school leadership, school plant and library facilities were not found to be significant predictors of academic achievement. The study proffered a number of recommendations to improve the quality of educational policy, outcome geared towards improving students educational performance.

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