

## **Teachers' Job Performance and School Effectiveness in Public Senior Secondary Schools in Oyo State, Nigeria**

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### **Abstract**

The persistent underperformance of schools in Oyo State, Nigeria, has raised critical concerns about the effectiveness of teachers, whose roles are central to educational quality. This study investigated the impact of teachers' job performance on school effectiveness in public senior secondary schools in the state. The objective was to examine how specific dimensions of job performance—lesson plan preparation, teaching methods, use of instructional materials, and record keeping—relate to school effectiveness. The study employed a descriptive survey design of a correlational type. From a population of 11,430 teachers across 563 schools, a stratified random sample of 387 teachers was drawn. Data were gathered using a validated "Teachers' Job Performance and School Effectiveness Questionnaire" (TJPSEQ). At the significance level of 0.05, descriptive statistics (mean and standard deviation) and Pearson Product-Moment Correlation were utilized in the study. Findings revealed moderate teacher job performance ( $M=2.79$ ) and school effectiveness ( $M=2.16$ ). Statistically significant relationships were found between overall job performance and school effectiveness ( $r=0.810$ ,  $p<0.05$ ), as well as with individual indicators such as lesson planning ( $r=0.718$ ), teaching methods ( $r=0.980$ ), instructional materials ( $r=0.657$ ), and record keeping ( $r=0.775$ ). The study concluded that teachers' performance strongly determines school effectiveness. It contributes to knowledge by highlighting key performance domains directly influencing educational outcomes. The study recommends targeted professional development, resource allocation, and structured evaluation systems to enhance teacher performance and regional school effectiveness.

**Keywords:** *Teachers' Job Performance, School Effectiveness, Instructional Practices*

## INTRODUCTION

The foundation of a nation's success is in its education system, with teachers being crucial to this framework. Effective educators are the cornerstone of successful institutions, promoting academic achievement, cultivating young intellects, and motivating future leaders. The performance of teachers in public senior secondary schools is crucial in determining the quality of education, student results, and overall school effectiveness. Caleb et al. (2019) define teachers' job performance as the degree of commitment to pedagogical delivery, moral integrity, and academic achievement within the teaching profession. Teachers' job performance pertains to their general capacity to demonstrate a positive work ethic, display commitment and dedication to their teaching responsibilities, and make intentional attempts to achieve educational goals and objectives. The metric for assessing a teacher's job performance encompasses their deliberate efforts to improve students' academic outcomes, mastery and demonstration of comprehensive knowledge in their subject areas, structured lesson delivery, proficient classroom management, involvement in school curricular activities, consistent attendance and punctuality, fostering positive interpersonal relationships with colleagues and superiors, adherence to discipline, motivation and guidance of students, and compliance with the professional code of conduct for educators, among other factors.

Obilade (2019) asserted that teachers' work performance refers to the responsibilities executed by an educator within a certain timeframe inside the educational system to attain organisational objectives. According to Okeniyi (2015), teachers' job performance is defined as the ability of educators to effectively integrate relevant inputs to enhance teaching and learning processes. Job performance is influenced by the employee's degree of engagement in the daily operations of the organisation. Virtually every country, regardless of its developmental status, needs the services of educators. This acknowledges the vital role and function of teachers in nation-building, which cannot be overstated. In addition to serving as role models, instructors recognise and cultivate the potential of their students. One of the most significant assets of any organisation, including educational institutions, is its workers, including the instructors and staff. In the absence of educators, institutions become devoid of vitality. Teachers are a crucial element of the educational organisation, and their roles should be optimised for improved performance.

Teachers are essential, serving as the core of all educational reforms and innovations; thus, even the most 'perfect' policies and programs, supported by adequate funding, will yield no results if teachers, the implementers and drivers of these policies, are not sufficiently motivated or their roles are not improved. In advanced civilisations, educators are educated to exhibit actions that excite and provoke learners' critical and logical thinking abilities. Eventually, this leads to sound moral behaviour that can challenge and go beyond ensuring good moral, reasonable and responsible students. According to the Organisation for Economic Cooperation and Development, teacher professional development is a continuous learning, reflection and improvement process that enables teachers to develop the knowledge, skills and attitude necessary to provide high-quality education (OECD, 2019). According to Rinke (2019), it comprises a variety of activities that assist professional progression in well-established school systems as well as contexts that are less socially privileged. This development includes workshops and conferences, coaching and mentoring, peer support and collaboration, online courses and modules, action research and reflective practice.

Teacher professional development aiming to improve student outcomes, teacher efficacy and school effectiveness through collaborative, sustained and differentiated learning experiences. The importance of teacher professional development includes: improving teacher effectiveness, enhancing student achievement, increasing teacher motivation and job satisfaction, supporting school improvement and reform and fostering teacher leadership and professionalism. Hogan (2021) claimed that school effectiveness is the criterion of how well an organisation competes in five fields (selection of talent, motivation, leadership, having systems convenient for strategy and monitoring). There is no consensus on the definition of the concept. Scientists generally believe that organisational effectiveness is a multidimensional structure rather than one-dimensional. However, organisational effectiveness is a complex and challenging problem for theorists, researchers, and practitioners. Teachers are particularly important within the structure of educational organisations because the teachers' qualifications can directly affect the quality of the education provided. The Faculty of Education trains teachers (Hogan, 2021).

Creemers et al. (2017) assert that school effectiveness encompasses two primary objectives: first, to discern elements inherent to successful schools, and second, to delineate disparities in educational results across these institutions. The selection and use of outcome measures have proven contentious in several domains of educational research (Sun et al., 2017). A key indicator of successful schools is their influence on students' educational achievements, namely the test or examination scores achieved during formal assessments. Therefore, school effectiveness is a school's ability to provide high-quality education, achieve academic excellence and foster the holistic development of students. Key indicators of school effectiveness includes: academic achievement (student performance, graduation rates), teacher quality (training, experience, motivation), student engagement (attendance, participation, motivation), school climate (safety, discipline, well-being), parental involvement (communication, participation), resource utilisation (infrastructure, technology, materials), leadership (vision, management, support) and community partnerships (collaborations, networking). School effectiveness is important to improve student outcomes, enhance teacher job satisfaction and retention, increase parental confidence and involvement, improve resource allocation and utilisation, promote a positive school culture and climate, promote community development and social mobility, and promote economic growth and national development. Research has shown that teachers' job and family satisfaction are crucial to their job performance. When teachers are satisfied with their job and family life, they perform better, contributing to the school's overall effectiveness.

Teachers must impart knowledge and cultivate critical thinking, problem solving and life-long learning skills. The significance of teacher performance extends beyond the classroom, influencing student motivation, self-esteem and future career prospects. This study investigated the intricate relationship between teachers' job performance and school effectiveness in Oyo State public senior secondary schools by examining the factors that influence teacher performance and their impact on school outcomes to provide valuable insights for educational policymakers and stakeholders seeking to enhance the quality of education and unlock the potential of students.

### **Statements of the Problem**

Teacher performance plays a pivotal role in human development, but its potential is often unrealised due to systemic issues in Nigeria, especially in Oyo State public senior secondary schools (Mustafa & Pinar, 2019). Teachers are not committed to teaching, which, in turn, hurts their job performance and the school's effectiveness. Also, inadequate training and professional development opportunities, poor working conditions, low motivation, poor compensation or remuneration, among other factors, compromise teachers' effectiveness in Oyo State public senior secondary schools.

### **Research Questions**

1. What is the teachers' job performance level in Oyo State public senior secondary schools?
2. What is the level of school effectiveness in Oyo State public senior secondary schools?

### **Research Hypotheses**

- Ho1: There is no significant relationship between teachers' job performance and school effectiveness in Oyo State public senior secondary schools
- Ho2: There is no significant relationship between the preparation of lesson plans and school effectiveness in Oyo State public senior secondary schools
- Ho3: There is no significant relationship between teaching methods and school effectiveness in Oyo State public senior secondary schools
- Ho4: There is no significant relationship between the appropriate use of instructional materials and school effectiveness in Oyo State public senior secondary schools
- Ho5: There is no significant relationship between record keeping and school effectiveness in Oyo State public senior secondary schools

## **RESEARCH METHOD**

The study employed a descriptive survey design of the correlational variety. The relationship between the two variables was established. The independent variable pertains to the job performance of teachers, while the dependent variable relates to the effectiveness of schools in Oyo State public senior secondary institutions. The population for this study included 11,430 teachers and 563 public senior secondary schools located in Oyo State (Oyo State TESCOM, 2022). The research sample consisted of 387 teachers from the target population of 4914 in Oyo State public senior secondary schools, drawn from a stratified sample of 12 schools using Research-Advisor (2006). Four schools from each senatorial district will be selected to improve precision, enhance generalisability, increase statistical power and boost the power to detect significant relationships. The study employed the "Teachers' Job Performance and School Effectiveness Questionnaire" (TJPSEQ), a validated instrument consisting of 20 Likert-type scale items assessing the two variables with responses rated on a 4 4-point scale to compute a weighted mean. Specifically, 4 denotes extremely agree, 3 signifies agree, 2 represents disagree, and 1 indicates severely disagree. The instrument underwent content, construct, and face validation by four senior professors and a supervisor from the Department of Educational Management and Counselling at Al-Hikmah University, Ilorin, for critique and revision. The feedback and revisions directed the researcher in refining and altering the instrument. A pilot test was conducted over two weeks involving 50 instructors outside the studied population to

assess the instrument's dependability. The instrument's reliability was assessed using the Cronbach Alpha technique, yielding values of 0.780 and 0.729 for Teachers' Job Performance and School Effectiveness, respectively, indicating that the instrument was reliable for data collection. The study's data were analysed using version 21.0 of the Statistical Package for Social Sciences (SPSS). Research questions 1 and 2 were analysed using mean ratings, whereas hypotheses 1 to 5 were assessed using the Pearson Product-Moment Correlation statistic at a significance level of 0.05. A mean grade of 0.00 – 0.49 indicates Low, 1.50 – 2.99 denotes Moderate, and 3.00 and above suggests High.

## RESULTS

Research question 1: What is the teachers' job performance level in Oyo State public senior secondary schools?

**Table 1.**  
**Level of teachers' job performance in Oyo State**

N	Mean	SD	Remark
387	2.79	1.06	Moderate

Table 1 presents the average level of job performance among teachers in public senior secondary schools across Oyo State. With a mean score of 2.79 on a 4-point Likert scale, teacher performance is interpreted as moderate, suggesting that while teachers are making considerable efforts in fulfilling their duties, there remains room for improvement in key areas such as lesson planning, delivery techniques, instructional resource use, and administrative record keeping. The standard deviation of 1.06 indicates a moderate variability in performance levels among the respondents, meaning that while some teachers perform at a higher or lower level than the average, most fall within a consistent range of performance.

Research question 2: What is the level of school effectiveness in Oyo State public senior secondary schools?

**Table 2.**  
**Level of school effectiveness in Oyo State**

N	Mean	SD	Remark
387	2.16	1.02	Moderate

Table 2 reflects the respondents' evaluation of school effectiveness in public senior secondary schools across Oyo State. The mean score of 2.16, assessed on a 4-point Likert scale, suggests that schools are operating at a moderate level of effectiveness. This indicates that while schools are fulfilling some of their expected roles—such as academic delivery, student engagement, and administrative organisation—there are noticeable gaps that may hinder optimal performance and holistic development. The standard deviation of 1.02 suggests moderate variability, indicating that perceptions of effectiveness differ somewhat across schools and may be influenced by local leadership, teacher commitment, availability of resources, and student outcomes.

### Hypotheses Testing

**H<sub>01</sub>:** No significant relationship exists between teachers' job performance and school effectiveness in Oyo State public senior secondary schools.

**Table 3.**  
**Teachers' job performance and school effectiveness in Oyo State**

Variables	N	Mean	SD	df	Cal. r-value	Cal p-value	Decision
Teachers' Job Performance	387	2.79	1.06				
School Effectiveness	387	2.16	1.02	385	0.810	0.000	Significant

Table 3 illustrates the statistical correlation between teachers' job performance and school effectiveness. The Pearson correlation value ( $r = 0.810$ ) indicates a robust positive association between the two variables. The p-value of 0.000, much lower than the 0.05 threshold, indicates that this association is statistically significant. This means that higher levels of teacher job performance are strongly associated with improved school effectiveness. In practical terms, when teachers perform their duties effectively—through consistent planning, engaging instruction, use of resources, and administrative efficiency—schools are more likely to achieve their academic, organisational, and developmental goals. The rejection of the null hypothesis ( $H_01$ ) affirms that teacher performance plays a central role in shaping the overall effectiveness of public senior secondary schools in Oyo State.

**H<sub>02</sub>:** There is no significant relationship between the preparation of lesson plans and school effectiveness in Oyo State public senior secondary schools.

**Table 4.**  
**Preparation of lesson plan and school effectiveness in Oyo State**

Variables	N	Mean	SD	df	Cal. r-value	Cal p-value	Decision
Teachers' preparation of lesson plans	387	2.85	1.16				
School Effectiveness	387	2.16	1.02	385	0.718	0.000	Significant

Table 4 evaluates the relationship between teachers' preparation of lesson plans and school effectiveness. The Pearson correlation coefficient ( $r = 0.718$ ) indicates a strong positive correlation, suggesting that schools where teachers consistently prepare structured and purposeful lesson plans tend to be more effective in achieving educational goals. The null hypothesis ( $H_02$ ) is rejected since the p-value is 0.000, below 0.05. This confirms that the relationship is statistically significant. This finding underscores the critical role of lesson planning in educational delivery. Well-prepared lesson plans help teachers align instructional

activities with curriculum objectives, enhance classroom organisation, improve student understanding, and ensure systematic progression through subject content. Consequently, this contributes meaningfully to school performance and learner achievement. Table 4 shows a computed p-value of 0.000, below the fixed 0.05 at 385 degrees of freedom. Thus, the null hypothesis was rejected, indicating no correlation between Oyo State public senior secondary school teachers' lesson plan preparation and school effectiveness. This suggests that lesson planning affects school performance.

**Ho3:** No significant relationship exists between teaching methods and school effectiveness in Oyo State public senior secondary schools.

**Table 5.**  
**Teaching methods and school effectiveness in Oyo State**

Variables	N	Mean	SD	df	Cal. r-value	Cal p-value	Decision
Teaching methods	387	2.73	1.13	385	0.980	0.000	Significant
School Effectiveness	387	2.16	1.02				

Table 5 reveals a very high positive correlation between teaching methods and school effectiveness, with a Pearson correlation coefficient of  $r = 0.980$ . This near-perfect linear relationship indicates that schools with teachers who adopt effective, innovative, and learner-centred teaching methods are significantly more likely to be effective institutions. The p-value of 0.000 confirms that this relationship is statistically significant, leading to the rejection of the null hypothesis (Ho3). This result emphasises the transformative role that teaching strategies play in the learning environment. Effective teaching methods—such as active learning, differentiated instruction, and inquiry-based approaches—can enhance student engagement, deepen understanding, and boost overall academic outcomes. The strength of this relationship in the Oyo State context highlights that teaching methodology is arguably the most powerful lever for driving school effectiveness.

**Ho4:** No significant relationship exists between the appropriate use of instructional materials and school effectiveness in Oyo State public senior secondary schools.

**Table 6.**  
**Appropriate use of instructional materials and school effectiveness in Oyo State**

Variables	N	Mean	SD	Df	Cal. r-value	Cal p-value	Decision
Appropriate use of instructional materials	387	2.80	1.11	385	0.657	0.000	Significant

School Effectiveness	387	2.16	1.02
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This table illustrates a strong positive correlation between the effective use of instructional materials and school effectiveness, with a Pearson r-value of 0.657. The p-value of 0.000, being less than 0.05, indicates that the result is statistically significant, leading to the rejection of the null hypothesis (Ho4). This finding implies that when teachers use appropriate instructional resources—such as visual aids, practical tools, multimedia, and real-life examples—students are more likely to engage actively and retain information more effectively. Instructional materials serve as bridges between theory and practice, helping learners to connect abstract concepts with real-world applications. This meaningful engagement contributes significantly to the overall effectiveness of schools, particularly in resource-constrained environments like many public schools in Oyo State.

**Ho5:** No significant relationship exists between record keeping and school effectiveness in Oyo State public senior secondary schools.

**Table 7.**  
**Record keeping and school effectiveness in Oyo State**

Variables	N	Mean	SD	Df	Cal. r-value	Cal p-value	Decision
Record keeping	387	2.65	1.29	385	0.775	0.000	Significant
School Effectiveness	387	2.16	1.02				

This table demonstrates a strong and statistically significant positive relationship between teachers’ record-keeping practices and school effectiveness, with a correlation coefficient of  $r = 0.775$  and a p-value of 0.000. As the p-value is less than the 0.05 threshold, the null hypothesis (Ho5) is rejected, affirming that effective record keeping contributes significantly to school outcomes. In practical terms, diligent record keeping—such as maintaining accurate student attendance, performance data, behavioural logs, and administrative documentation—helps teachers monitor progress, identify learning gaps early, and tailor instructional strategies. Furthermore, proper records support transparency, accountability, and data-driven decision-making within the school system. These functions play a crucial role in fostering trust, efficiency, and continuous improvement, all of which are fundamental to school effectiveness.

**Discussion of Findings**

The study revealed a significant relationship between teachers’ job performance and school effectiveness, particularly in preparing lesson plans, teaching methods, appropriate instructional materials and record keeping, and school effectiveness in Oyo State public senior secondary schools. Teachers’ job performance is a critical factor influencing school

effectiveness. Effective lesson planning allows teachers to deliver structured lessons aligned with educational objectives. Ayeni (2011) suggested that proper lesson preparation equips teachers to cover curriculum objectives, effectively enhancing student engagement and understanding. In addition, effective teaching methods, as supported by Darling-Hammond (2019), are directly linked to improved learning outcomes, as they adapt to different learning styles and ensure that students can grasp complex concepts. Appropriately using instructional materials can also deepen understanding and retention among students. According to Komba and Nkumbi (2008), instructional materials aid comprehension and make learning interactive and engaging. Record keeping, as found by Bezzina (2006), enables teachers to track student progress and tailor instructional approaches to meet individual needs, which supports overall school effectiveness by addressing learning gaps early. Positive school-community relationships have been found to enhance school effectiveness, as they foster a supportive environment that benefits students and teachers alike. According to Owens and Valesky (2015), effective communication ensures that teachers, students, parents and administrators are on the same page, reducing misunderstandings and creating a collaborative environment for efficiency and effectiveness. Furthermore, school discipline significantly impacts the learning environment and educational outcomes. Adeyemi (2010) argued that a disciplined school environment minimises disruption, allowing teachers to deliver lessons effectively and students to focus on their studies. Discipline contributes to a structured atmosphere where clear expectations for behaviour are set, leading to mutual respect and enhanced cooperation among students and staff for school effectiveness.

## CONCLUSION

This study comprehensively examined the relationship between teachers' job performance and school effectiveness in public senior secondary schools in Oyo State, Nigeria. The results showed that teachers' job performance and school effectiveness were moderate. However, significant positive correlations were found between school effectiveness and key aspects of teacher performance—specifically lesson plan preparation, teaching methods, instructional material usage, and record keeping. These findings emphasise that teachers' roles are central to achieving educational quality and school goals. The study concludes that improving teacher performance through structured training, regular evaluation, adequate resource provision, and collaborative teaching practices is vital for driving sustainable improvements in school effectiveness. The study contributes empirical evidence to the ongoing discourse on quality education and offers practical recommendations for educational stakeholders and policymakers.

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