



Senior Secondary Student Perception of Teacher Job Performance in Bayelsa State

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Abstract

The purpose of this research was to measure the effectiveness of senior secondary students' perception of teachers' job performance in Bayelsa State. The descriptive survey was used as the study design. The study's population consists of 10,305 SS2 students from 154 government-owned senior secondary schools in Bayelsa State. The study's sample consisted of 1,125 students. For data collection, a self-constructed questionnaire titled "Senior Secondary Students' Perception of Teachers' Job Performance Questionnaire (SSSPTJPQ)" was used to get responses from the respondents. The reliability index yielded 0.79, the reliability value of 0.79 was considered for the study. The degree of adequacy of teachers' work performance was determined using percentages. Overall, the work performance of instructors in Bayelsa State secondary schools was found to be insufficient. The showing of subject matter knowledge was the only aspect of instructors' job performance that was deemed appropriate. To improve their overall job performance, it was recommended that conferences, refresher courses, and seminars be held aimed at improving teachers' subject knowledge, classroom management ability, and skills in the creation and use of instructional materials for lesson delivery by modern professional practice.

Keywords: Teachers', Job Performance, Secondary Schools, Bayelsa State

Introduction

Performance may be defined as practically any behaviour that is aimed towards achieving a task or a goal (Sharri et al., 2002). Job performance, according to Nadeem et al. (2011), is the individual output in terms of quality and quantity anticipated from each person in a certain job. These include an employee's anticipated tasks or work-related activities, as well as how successfully those actions are carried out. The actions of school instructors must be organized in such a way that optimum teaching and learning goals may be achieved. The overall goal is to address the requirements of individual students as well as the nation's developmental goals. Several factors might influence work performance. In their research, Adeypmi (2010), Major (2014), and Chandrasekar (2011) discovered that motivation, work environment, capacity to accomplish work, leadership style, and conflict management strategies all influence performance. These might have a favourable or negative influence on staff morale, productivity, and performance.

Okeke (2004), Okure (2004), and Nnabuo et al. (2006), among others, have underlined the critical tasks that instructors must play if schools are to achieve their missions of character development and assuring students' teaching and learning. Teachers must guarantee that pupils are properly motivated to participate in the needed learning experiences that will result in the desired behaviour change. In the complete raising of kids intellectually, cognitively, morally, emotionally, physically, and spiritually the school and instructors, in particular, act as in-loco parents (Igwe, 2003; Obi' 2004). The efficient fulfilment of these tasks requires the competence, talent, and devotion of the school teacher (usually, there seems to be a chance that the Nigerian public has voted no confidence in the school system. According to Ogbodo and Nwaoku (2007), the school suffers from significant underfunding (grossly below the necessary UNESCO 26 per cent of the yearly budget) in the face of an ever-increasing student body. Overpoliticization of board members and principals, endemic corruption inside the system, and general indifference

among all categories of school workers, particularly teachers, have all been highlighted as contributory causes of the secondary school system's decline. The predominance of these circumstances in the school system may represent a severe danger to acceptable teacher performance since the required work environment may be unhealthy.

Preliminary investigations suggest an apparent general chance of poor academic levels among the secondary schools in Bayelsa State. Teachers are more likely to report late to school and would not want to prepare their lesson notes unless it was to avoid inspector punishments or to attend promotion interviews. Teachers seem to be very lazy when it comes to completing work records such as assessments since deadlines are often missed." Teachers' previous attention to pupils to guarantee a single class and adequate comprehension throughout lessons has waned. Appropriate course delivery techniques may seem to be insufficient on the side of instructors, since students may not accurately answer questions based on prior information obtained in class. Teachers, in particular, struggled to design and deploy effective instructional materials in their courses. Most of the time, they would skip school to attend to personal matters, wasting official time, and refusing to participate in school-sponsored extracurricular activities. As a consequence, pupils loiter and skip school, and acquire poor habits and other vices, all of which will have a severe impact on their lives now and in the future.

Statement of problem

In 2012, the Bayelsa State administration declared a state of emergency in the education sector as part of its attempts to create a healthy school atmosphere and reposition institutions for optimum service delivery. "This decision could have been informed by the declining academic standards in the schools and the "I don't care attitude" of teachers concerning their assigned duties and job specifications. The preliminary observations revealed that secondary school teachers were not committed to their jobs in several respects, the direct consequences could be the production of secondary school graduates who cannot fulfil their individual needs and development aspirations of the State and nation. The study's concern is "To what degree is teacher job performance sufficient in secondary schools in Bayelsa State?" This investigation was carried out to critically analyze the degree to which secondary school teachers in Bayelsa State do their duties and, if appropriate, provide suggestions for enhancing their job performance,

Aim and Objectives of the Study

Generally, this study was carried out to determine senior secondary students' perception of teachers' job performance in Bayelsa State, Nigeria. Specifically, the study was carried out to:

1. determine the extent to which teachers demonstrate mastery of their subject matter.
2. find out whether teachers prepare and use instructional materials in their lesson delivery.
3. determine the extent teachers exhibit flexibility in their use of teaching methods.
4. find out the extent teachers manage their classrooms during lessons.
5. determine the extent to which teachers are involved in co-curricular activities.

Research questions

The following research questions were posed to guide the study.

1. To what extent do teachers demonstrate mastery of their subject matter?
2. Do teachers prepare and use instructional materials in their lesson delivery?
3. To what extent do teachers exhibit flexibility in their use of teaching methods?
4. To what extent do teachers manage their classrooms during lessons?
5. To what extent are teachers involved in co-curricular activities?

Methodology

The descriptive survey of the ex-post facto type was used as the research design in this study. This was because the manifestations of the research variables under consideration had already occurred before the study's start (Isangedighi et al., 2004). The study's population consists of 10,305 SS2 students from 154 government-owned senior secondary schools in Bayelsa State. The study's sample consisted of 1,125 students chosen from the general community. Approximately 10% of the entire population is represented by this figure. Based on the research characteristics, the chosen students evaluated their instructors' work performance. English language, mathematics, economics, biology, and agricultural science professors were evaluated. The researchers devised and implemented a data gathering tool called "Questionnaire on Senior Secondary Students' Perceptions of Teachers' Job Performance (SSSPTJPO). Twenty-five items were limited by the instrument. For each issue, respondents were asked to select

YES or NO. When all of the questionnaire elements were added together, the total work performance of instructors was assessed. Experts in testing and measurement from the Faculty of Education, Niger Delta University, Wilberforce Island, Bayelsa State, assessed the instrument's face validity. The Cronbach Alpha technique was used to assess the research instrument's reliability. The correlation coefficient obtained was 0.79. The researchers were in charge of distributing copies of the study instrument as well as retrieving them. The data was analyzed using simple percentages.

Results

Research question 1. To what extent do teachers demonstrate mastery of their subject matter?

Table 1. Percentage response on students' perception of teachers' mastery of subject matter.

SIN	STATEMENT ITEM	YES (%)	NO (%)	Decision
1	Ability to break into smaller units	866(77)	257 (23)	Adequate
2	Ability to use proper examples	765(68)	360 (32)	Adequate
3	Ability to explain terms and concepts	754(67)	371(33)	Adequate
4	Ability to provide satisfactory answers	641(57)	484 (43)	Adequate
5	Ability to teach lesson step by step	585(52)	540(47)	Adequate
	Overall Percentage	64	36	Adequate

Table I above for research question I sought responses on the extent to which teachers gained mastery of their subjects. In answer to Item I, which asked students whether they thought instructors could break down concepts into smaller sections, 866 students replied yes and 259 said no. This accounted for 77 percent and 23 percent of all replies, respectively. In response to question 2 concerning the teacher's ability to use appropriate examples, 765 people replied yes and 360 said no. Those percentages were 68 percent and 32 percent, respectively. 754 people picked YES and 371 people marked NO for question 3, which asked about instructors' abilities to communicate concepts to pupils. There were 67 percent and 33 percent of the population, respectively. 641 respondents replied yes, while 484 said no when asked whether instructors can offer adequate responses to pupils' inquiries. They also accounted for 57 percent and 43 percent of the overall response, respectively. 585 people voted yes to the possibility of instructors offering courses step by step, while 540 said no. Their replies were 52 percent and 49 percent, respectively. The overall subject matter mastery of instructors, as judged by pupils, was 64 0/0. Teachers displayed knowledge of their particular competency subject area, according to the findings.

Research question 2. Do teachers prepare and use instructional materials in their lesson delivery?

Table 2: Percentage response of students' perception of teachers' use of instructional materials during lessons.

S/N	STATEMENT	YES (%)	NO (%)	DECISION
6	Ability to bring drawings to lesson	326(29)	799(71)	Inadequate
7	Ability to bring real materials to lessons	382(34)	743(66)	Inadequate
8	Ability to use concrete materials in explaining the lesson	495(44)	630(55)	Inadequate
9	Ability to ask students to identify issues in charts	405(36)	720(64)	Inadequate
10	Ability to use charts and materials at the right time during the lesson	495(44)	630(56)	Inadequate
	Overall Percentage	37	63	Inadequate

Table 2 shows that 326 respondents replied yes to question 6, which asked if instructors brought drawings to class, while 799 said no. The figures accounted for 29% and 71% of all responses, respectively. When asked whether instructors bring resources to class, 382 people replied yes, while 743 said no. Their percentages were 34 percent

and 66 percent, respectively. Item 8 was designed to extract information regarding instructors' capacity to use charts and resources to explain lessons, 495 people said yes and 630 said no. These accounted for 44% and 55% of the total, respectively. 405 students indicated yes to being asked to identify or explain pictures or charts on item 9, while 720 said no. The percentage responses were 36% and 64%, respectively. Finally, 495 pupils said yes, while 630 said no when asked about their instructors' abilities to use the chalkboard successfully. These replies accounted for 44 percent and 56 percent of the total. According to students, the overall mean percentage of instructors' adequacy in the use of instructional materials was 37 percent. Teachers seldom prepare and employ instructional resources in their course delivery, according to the findings.

Research question 3. To what extent do teachers exhibit flexibility in their use of teaching

Table 3: Percentage response on students' perception of teacher's use of teaching methods during lessons.

	STATEMENT ITEM	YES(%)	NO(%)	DECISION
11	Ability to present lessons from known to unknown	405(36)	720(64)	Inadequate
12	Ability to involve students in the lesson	484(43)	641(57)	Inadequate
13	Ability to create links between lessons	529(47)	596(53)	Inadequate
14	Ability to demonstrate lessons in an organised manner	641 (57)	484 (43)	Inadequate
15	Ability to evaluate student learning in class through questioning	585(52)	540(48)	Adequate
	Overall Mean Percentage	47	53	

Table 3 shows that on item 11, 405 (36%) of respondents said yes, while 720 (64%) said no, indicating that instructors' capacity to deliver lessons from the known to the unknown is limited. In terms of instructors' capacity to engage pupils in classes, 484 (43%) voted YES and 641 (57%) said NO. These statistics constituted 43 percent and 57 percent of the total answers, respectively. On the question of being able to relate 53 percent of teachings, 529 people replied yes and 596 said no. The percentages were 47 percent and 53 percent, respectively. 641 people said yes to item 14, which asked about instructors' abilities to present teachings in an orderly way, while 484 said no. Their respective percentage replies were 57 percent and 43 percent. Finally, on item 15, which asked if professors promote student engagement during class, 585 students (52 percent) said yes, while 540 said no (48 percent). The overall mean proportion of students who thought instructors were adequate in their use of instructional approaches was 47 percent. The result could be interpreted to mean that teachers' performance with respect to their use of teaching methods in lesson delivery could be regarded inadequate.

Research question 4: To what extent do teachers manage their classrooms during lessons?

Table 4. Percentage response on students' perception of teachers' classroom management abilities.

S/N	STATEMENT	YES(%)	NO(%)	DECISION
16	Monitor students' movements during lessons	450(40)	675(60)	Inadequate
17	Command the respect of students in class	518(46)	607(54)	Inadequate
18	Ensure that a single class lesson is maintained	450(40)	675(60)	Inadequate
19	Ensure students take instructions during lesson	551(49)	574(51)	Inadequate
20	Ensure a noise-free class during lessons	394(35)	731(65)	Inadequate
	Overall Mean Percentage	42	58	Inadequate

Table 4 above deals with the abilities of instructors to manage their classrooms. 450 people voted yes to item 16 about instructors' capacity to supervise pupils' mobility during classes, while 675 said no. On the capacity of instructors to command pupils' respect, 518 students replied yes, while 607 said no. The percentage response was 46 percent for men and 54 percent for women. A total of 450 pupils, or 40% of the total number of replies, said yes to instructors' capacity to keep a single class going. No was chosen by 675 people, or 60% of the total number of replies. Question 19 inquired as to whether or not the instructor is capable of ensuring that all instructions during classes are adhered to. 551 people responded yes, representing 49 percent of the total, while 474 said no, representing 51 percent. Question 20 inquired as to whether instructors could guarantee that classrooms were free of noise during classes. 394 people responded yes to 35 percent of the time, whereas 731 people said no to 65 percent of the time. Overall, just 42% of instructors were able to handle and manage their pupils throughout class. Teachers were graded low and deemed ineffective in their abilities to discipline and supervise their pupils during sessions, according to the findings.

Research question 5: To what extent are teachers involved in co-curricular activities?

Table 5. Percentage response on students' perception of teachers' involvement in co-curricular activities.

S/N	STATEMENT	YES(%)	NO(%)	DECISION
21	Involvement in the organization of sports	439(39)	686(61)	N/Adequate
22	Involvement in or organizing clubs and societies	416(37)	709(63)	N/Adequate
23	Involvement in or organizing events	484(43)	641(57)	N/Adequate
24	Involvement in or organizing cultural events	540(48)	585(52)	N/Adequate
25	Involvement in the end of year activities	878(78)	247(22)	Adequate
	Overall Mean Percentage	49	51	N/Adequate

Table 5 looked at how much instructors participate in extracurricular activities at their schools. In response to question 21, 439 respondents (or 39%) agreed that instructors were engaged in the planning of athletic events, while 686 respondents (or 61%) said no. Item 22 inquired about teachers' participation in school groups and organizations. 416 people, or 37% of the total, responded yes, while 709 people, or 63 percent, said no. Item 23 dealt with the role of instructors in quiz preparation. 484 responses said that 43 percent replied YES, whereas 641 respondents indicated that 57 percent said NO. Item 24 dealt with teachers' engagement in cultural event planning. 540 people said yes, accounting for 48 percent of the total, while 585 said no, accounting for 52 percent. Finally, when it came to item 25, 878 people responded yes and 247 said no. Their respective percentages were 78 percent and 22 percent. Overall, instructors participated in 49 percent of the school's co-curricular activities. This result revealed that instructors' participation in co-curricular activities was rated as insufficient.

Discussion

The overall mean percentage analysis on the level of adequacy of teachers' job performance of all the variables of the study as perceived by students in Bayelsa State secondary schools was 47.8% and was shown to be inadequate. Although students judged their teachers to be adequate in the area of demonstration of mastery of subject matter; teachers were seen to be inadequate in all the other four areas of measure. The adequacy in this only one area could best be described as moderate as it is not at excellent dimensions. A reflection of this result could reveal that a lot has to be done to motivate and re-engineer the mindsets of teachers to meet their job expectations. Since teachers are considered remarkable variables in the teaching-learning process as identified by Okeke (2004); Okure (2004) and Nnabuo et al. (2006), their mindsets need to be properly reconfigured and renewed positively concerning their job expectations. Under the present circumstance, students' performances are bound to be poor for "no education can rise above the level of her teachers", The likely consequences would be that students' individual needs and development aspirations of the state and Nigeria may not be met. The results to a very large extent confirmed the earlier propositions and preliminary observations of the seeming general likelihood of the prevalence of low

academic standards and a culture of "I do not care" on the part of teachers across the secondary schools in Bayelsa State. This could go down to confirm why a state of emergency was declared in the state in 2011 for proper restructuring and provision to ensure adequate teachers' job performance and students' learning.

Conclusion

From the viewpoint of the students, the research was conducted to establish the appropriateness of teachers' work performance in Bayelsa State secondary schools. Teachers' work performance was evaluated in five categories to determine if it was sufficient or not. Performance was measured using simple percentages. Overall, teachers' work performance at Bayelsa State's secondary schools was found to be insufficient. The discussion of findings showed the negative consequences of inadequate teachers' job performance in secondary schools as students' educational needs and developmental aspirations of the State cannot be met.

Recommendations

Based on the findings and discussion, it was therefore recommended that:

1. periodic training and retraining should be organized for teachers to improve their knowledge of subject matter, classroom management skills, use of instructional materials and methods of teaching.
2. Teachers should be encouraged to be actively involved in co-curricular activities of their respective schools. The general purpose is to ensure that teachers become effective in lesson delivery in line with modern professional best practices as these could aid positively the standard of students' output.
3. Finally, there should be deliberate collaboration among all relevant stakeholders in ensuring that conducive school environments are created where teachers' job expectations are met.

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