

THE IMPLEMENTATION OF EDUCATION RESOURCES POLICY BENCHMARK AND TEACHERS' JOB PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS

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Abstract

Public secondary schools teachers have often been accused by education stakeholders of poor job performance. While, these teachers have continue to complain about the situation of resources available for them to carry out their job. This becomes worrisome based on the fact that there is a policy benchmark on education resources expected to be available for schools to operate. Therefore, could there be disparities in the implementation of education resources policy which could influence teachers' job performance? Thus, this study investigated the implementation of education resources policy benchmark and teachers' job performance in public senior secondary schools in Edo State. The study was guided by three hypotheses.

The study adopted the correlation research design. The sample comprised of 31 public secondary schools and 327 public secondary schools teachers in Edo State. A checklist titled: Education Resources Policy Benchmark Checklist (ERPBC) and a questionnaire titled Teachers' Job Performance Questionnaire (TJPQ) were the instrument for data collection. The reliability of the questionnaire was determined using Cronbach alpha statistic and a value of 0.80 was obtained, which showed the internal consistency of the questionnaire. The data collected were collated and analyzed with Pearson Product Moment Correlation Coefficient, and Fisher's z statistic at 0.05 level of significance.

The major finding of the study was that a significant relationship exists between the level of implementation of education resources policy benchmark and teachers' job performance. Consequently, the study make recommendations.

Keywords: Implementation, Policy benchmark, Education resources, teachers' job performance

Introduction

The school is an incubation hub for the generation and transmission of knowledge and values necessary for individual and societal development. Therefore, as a hub, it requires resources to drive the process. These include proper learning environment, learning facilities, and well-trained teachers, among others. Education resources are essential inputs in the school system. They aid a skilful teacher to achieve a level of instructional effectiveness that outweighs that which is possible when they are not available (Ogunu, 2000). The importance of adequate education resources in the school has necessitated the establishment of policy benchmark on education resources.

Education resources policy benchmark refers to the minimum standards or the barest acceptable level of human and material resources expected to be available before a school can operate (Igenegbai, 2018). It is not the optimum. For instance, the National Policy on Education stipulates a Student-Teacher ratio at the secondary school level of 40:1. Similarly, the minimum standard for classroom, minimum lighting conditions, minimum facilities in the laboratories, among other material resources are stipulated. The adherence to these benchmarks is believed would make the school environment effective to enhance optimal productivity and job performance especially of teachers who are both resources and drivers of the process. Limon (2016) stipulated that a very glare relationship exist between resources and performance. Newton (1997) further added that the magnitude of instructional resources make teachers more productive; give instruction a more scientific base; make teaching and learning more individualistic; make instruction more powerful and immediate; and finally make attainment of objectives easier. Therefore, quality resources are essential.

Kurdzioleck, (2011) examined classroom resources and their influence on learning in Texas USA, claimed that educationists and other stakeholders held that through provision of sufficient resources, students' academic performance could be improved. Ironically, they observed that this was not entirely correct as it may be important for resources to be available but it is not limited to that. Resources on their own do not result to the expected outcome, but expected outcomes come from the effective utilization of the resources made available.

Adalikwu and Iorkpilgh (2013) in their study which used the quasi experimental design found out that there was a significant improvement in the performance of students taught with instructional materials than those taught without instructional materials. Similarly, they also observed that when instructional materials were used students understanding of concepts generally improves and higher academic achievements is attained.

Ironically, the clamour by the public on the poor state of education in Nigeria has garnered very little dividends (Olaniyan& Anthony, 2013). Ogonor and Igenegbai (2015) revealed that the renovation effort by government is not far-reaching, of the eighteen girls' secondary schools in Edo State; they observed that only seven were renovated. Ogonor (2017) also reported that in some of the renovated schools, teaching and learning activities still take place in overcrowded classrooms and under trees. "The reality was that in the same premises some students occupied beautiful classrooms while others were in shacks. This was attributed to population explosion in the renovated schools due to high movement of students from private and dilapidated schools to the renovated schools" (Ogonor, 2017). Furthermore, Nakpodia (2011) noted that schoolteachers lament their poor work environment. They are not satisfied as a result of the schools' infrastructures, resources and the environment in general.

The academic performance of students has largely been adjudged as yardstick for measuring teachers' job performance. Thus, this has been the focus of many researches in this regard. However, the job performance of teachers could also be influenced by the school location and the school size. Merike and Emer (2011) asserted that school location is a component in forecasting job performance and teachers' level of satisfaction. They cited Abel and Sewell (1999) who observed in the US that teachers in urban secondary school experienced a significant more

stress as a result of poor condition of work and poor relationship among staff than their counterparts in rural schools. Poor condition of work and pressures of time determine rural schoolteachers' burnout while misbehaviour of students and poor conditions of work determined urban schoolteachers' burnout.

Ibukun, Oyetakin and Akinfolarin (2012) revealed that the difference in the quality of teaching staff and students' academic performance between the public and private schools is not significant. According to the study, most public schools had qualified teachers as compared to private schools where graduate teachers not having educational qualification account for 21% than 18% in public junior schools.

Obasi and Oluwuo (2008), asserted that demographically, size can influence the performance. That is the vastness of the school in terms of students' and staff population has a great effect on how well the teachers would be able to effectively perform their responsibilities towards attainment of the educational goals. The size of schools results to increase workload.

Kyriacou, Kunc, Stephens and Hultgren (2003) revealed that increased workload increases teachers stress and poor job performance and result to some teachers leaving the profession early. While a decrease teachers' workload reduce teacher stress and increase job performance/satisfaction (Kyriacou&Chien, 2008). These are functions of the school size. Afolabi (2013) cited Edem (1990) who asserted that large class size damp the moral of teachers or when they are faced with too many lesson periods on a daily basis. That is when teachers are made to exceed the average of twenty-five (25) to thirty (30) periods weekly; they may become less productive (Afolabi, 2013).

Wasley (2003), observed schools smaller in size are less impersonal and gives room for personal attention to be given to every student by the teachers. They describe the interpersonal and physical environment that individual has to work. (Nadine, Gwendoline, Geert, Dave & Aelterman, 2008). The students' enrolment determines the finance at the schools disposal. Thus, the size of schools determines the amount of resources schools can afford.

Merike and Emer (2011) from their analysis of principals' responses on job satisfaction by number of pupils in the school in Irish schools observed that large schools principals or schools with enrolment of over 280 students were likely to indicate being more satisfied with their job. Therefore, speculating that schools small in size could be better conducive for learning (Andrews, Duncombe, & Yinger, 2002). From the forgoing, it is therefore true to say that, the situation of education resources is sine qua nor to the outcome of education. This fact has necessitated the stipulation of benchmarks on resources towards ensuring teachers' job performance, students' academic performance, and all round school effectiveness and efficiency.

The Problem

Teachers have constantly received backlashes from stakeholders on how they perform their job. They are accused of laziness, negligence, and poor attitude to work. This is usually predicated on the poor result of student from external examinations such as WAEC, and NECO. Although, this yardstick is not enough to adjudge the performance of teachers, yet they are usually condemned without facts on how they perform their jobs.

Oftentimes, these stakeholders fail to take into cognizance the situation of education resources in schools required by teachers to perform their jobs, which rarely conform to the minimum benchmarks. Education resource situation is imperative for teaching and learning in schools. For instance, observations have indicated that some classrooms are usually overcrowded. While, some others pose health hazard to teachers; with no floor and the roof can easily give way at any point in time. Could these situations which are at variance with the education resources policy benchmark make the work of teachers very tedious and lead to negative attitudes? Therefore, it is imperative to determine the relationship between the level of implementation of education resources policy benchmark and teachers' job performance in public senior secondary schools

Purpose of the Study

The objective of the study was to determine the relationship between the level of implementation of education resources policy benchmark and teachers' job performance in public senior secondary schools. Specifically, it sought to:

- i. Ascertain the relationship between the implementation of education resources policy benchmark and teachers' job performance in public senior secondary schools in Edo State.
- ii. Determine the difference in the relationship between the implementation of education resources policy benchmark and teachers' job performance in urban and rural public senior secondary schools in Edo State.
- iii. Find out the difference in the relationship between the implementation of education resources policy benchmark and teachers' job performance in large and small public senior secondary schools in Edo State.

Research Questions

The following research questions were raised to guide this study.

1. What is the relationship between the implementation of education resources policy benchmark and teachers' job performance in public senior secondary schools in Edo State.
2. What is the difference in the relationship between the implementation of education resources policy benchmark and teachers' job performance in urban and rural public senior secondary schools in Edo State.
3. What is the difference in the relationship between the implementation of education resources policy benchmark and teachers' job performance in large and small public senior secondary schools in Edo State.

Research Hypotheses

The above research questions were hypotheses as follow:

- Ho1.** There is no significant relationship between the implementation of education resources policy benchmark and teachers' job performance in public senior secondary schools in Edo State.
- Ho2.** There is no significant difference in the relationship between the implementation of education resources policy benchmark and teachers' job performance in urban and rural public senior secondary schools in Edo State.
- Ho3.** There is no significant difference in the relationship between the implementation of education resources policy benchmark and teachers' job performance in large and small public senior secondary schools in Edo State.

Methodology

The study adopted correlation research design. A total of 31 schools, which represented 10% of the public senior secondary schools and all the 327 teachers in the sampled schools, constituted the study sample. The multi-stage stratified sampling procedure was employed to draw the sample in three stages. In the first stage, the schools were categorized based on the three senatorial districts (Edo Central, North, and South). In stage two, the schools were stratified based on the variables of school location (urban and rural schools), and school size (large and small schools). In stage three, 10 percent of schools in the three senatorial districts, as well as all the teachers in the sampled schools were purposively drawn to form the sample. Two research instruments, a checklist entitled Education Resources Policy Benchmark Checklist (ERPBC) and a questionnaire titled Teachers' Job Performance Questionnaire (TJPQ) were the instrument for data collection. The reliability of the questionnaire was determined using Cronbach alpha statistic and a value of 0.80 was obtained, which showed the internal consistency of the questionnaire. The data collected were collated and analyzed with Pearson Product Moment Correlation Coefficient, and Fisher's z statistic at 0.05 level of significance.

Analysis of Data

Hypothesis 1: There is no significant relationship between the implementation of education resources policy benchmark and teachers' job performance in secondary schools in Edo State.

Table 1

Analysis of relationship between the implementation of education resources policy benchmark and teachers' job performance in secondary schools in Edo State

Education Resources Policy Benchmark

Teachers Job Performance

Decision

Education Resources Policy Benchmark

Pearson Correlation

1

Sig. (2-tailed)

N

31

Teachers' Job Performance

Pearson Correlation

.843**

Significant

Sig. (2-tailed)

.000

N

31

**. Correlation is significant at the 0.01 level (2-tailed).

The data in Table 1 indicated that there is a positive relationship between the implementation of education resources policy benchmark and teachers' job performance. The strength of the relationship is high at .843. Furthermore, the data indicates that 71% of teachers' job performance is determined by the situation of education resources in schools. Thus, the P value of .000, which is lower than the alpha level of 0.05 indicates that there is a significant relationship between the implementation of education resources policy benchmark and teachers' job performance in secondary schools in Edo State. Therefore, the null hypothesis is rejected.

Hypothesis 2: There is no significant difference in the relationship between the implementation of education resources policy benchmark and teachers' job performance in urban and rural senior secondary schools in Edo State.

Table 2

Analysis of the difference in the relationship between the implementation of education resources policy benchmark and teachers' job performance in urban and rural senior secondary schools in Edo State

Variables
N
r-cal
Zr (Transformation of r-Z using Table)
Z-cal
Z
Decision
Urban Schools
Education Resources Policy Benchmark
19
-.268
-.277
.324
+1.96
Not significant
Teachers' Job Performance
Rural Schools
Education Resources Policy Benchmark
12
-.388
-.412

Teachers' Job Performance

The data on Table 2 showed the summary of Fisher's z analysis on the difference in the implementation of education resources policy benchmark and teachers' job performance in urban and rural senior secondary schools in Edo State. The result showed that the Fisher's z-calculated value of .324 is less than the critical value of +1.96. Hence, the null hypothesis is accepted. Thus, there is no significant difference in the relationship between the implementation of education resources policy benchmark and teachers' job performance in urban and rural senior secondary schools in Edo State.

Hypothesis 3: There is no significant difference in the relationship between the implementation of education resources policy benchmark and teachers' job performance in large and small senior secondary schools in Edo State.

Table 3:
Analysis of the difference in the relationship between the implementation of education resources policy benchmark and teachers' job performance in large and small senior secondary schools in Edo State

Variables
N
r-cal
Zr (Transformation of r-Z using Table)
Z-cal
Z
Decision

12
-.033
-.030
.751
±1.96
Not significant
Teachers' Job Performance
Small Schools
Education Resources Policy Benchmark
-.325
-.343

Teachers' Job Performance

The data on Table 3 showed the summary of Fisher's z analysis on the difference in the relationship between the level of implementation of education resources policy benchmark and teachers' job performance in large and small senior secondary schools in Edo State. The result showed that the Fisher's z-calculated value of .751 is less than the critical value of +1.96. Hence, the null hypothesis is accepted. Therefore, there is no significant difference in the relationship between the implementation of education resources policy benchmark and teachers' job performance in large and small senior secondary schools in Edo State.

Discussion

The findings of the study indicated that there was a significant relationship between the level of implementation of education resources policy benchmark and teachers' job performance in secondary schools in Edo State. Education resources aid a skilful teacher to achieve a level of instructional effectiveness that outweighs that which is possible when they are not available (Ogunu, 2000). Limon (2016) stipulated that a very glare relationship exist between resources and performance. Newton (1997) further added that the magnitude of instructional resources make teachers more productive; give instruction a more scientific base; make teaching and learning more individualistic; make instruction more powerful and immediate; and finally make attainment of objectives easier. This corroborated Adalikwu and Iorkpilgh (2013) that there was a significant improvement in the performance of students taught with instructional materials than those taught without instructional materials. Similarly, they also observed that when instructional materials were used students understanding of concepts generally improves and higher academic achievements is attained. Therefore, education resources (especially, materials) are determinant of productivity; they could improve the productivity of teachers. Certain or extraordinary heights may be attained based on the adequacy of education resources in schools.

The findings also indicated that there was no significant difference in the relationship between the level of implementation of education resources policy benchmark and teachers' job performance in urban and rural senior secondary schools in Edo State. This varied from Merike and Emer (2011) that school location is a component in forecasting job performance and teachers' level of satisfaction. They cited Abel and Sewell (1999) who observed in the US that teachers in urban

secondary school experienced a significant more stress as a result of poor condition of work and poor relationship among staff than their counterparts in rural schools. Poor condition of work and pressures of time determine rural schoolteachers' burnout while misbehaviour of students and poor conditions of work determined urban schoolteachers' burnout. The standard of resources both in urban and rural schools was largely the same. The government also ensures that there was uniformity of standard in the renovated schools both in the urban and rural areas. This could be responsible for no significant difference in the relationship between the implementation of education resources policy benchmark and teachers' job performance in urban and rural areas. It is a popular notion that schools in urban areas are usually given preferential treatment in the provision of both human and material resources. However, the finding of this study indicated that population was the main determinant of the adequacy or otherwise of resources in schools. Therefore, this explained why there were no significant difference in the relationship between the implementation of education resources policy benchmark and teachers' job performance in urban and rural areas.

In the same vein, the findings of the study equally concluded that there was no significant difference in the relationship between the level of implementation of education resources policy benchmark and teachers' job performance in large and small senior secondary schools in Edo State. Obasi and Oluwuo (2008), asserted that demographically, size can influence performance. That is, the vastness of the school in terms of students' and staff population has a great effect on how well teachers would be able to effectively perform their responsibilities towards attainment of the educational goals. Wasley (2003) showed that smaller schools are less impersonal and enable teachers to give more attention to each individual pupil. They refer to the interpersonal and physical environment in which the individual has to work (Nadine, Gwendoline, Geert, Dave & Aelterman, 2008). However, the study observed that the relationship between the level of implementation of education resources policy benchmark and teachers' job performance did not differ in large and small school. Again, this could be the result of adopting the same standard in the provision of resources to schools in Edo State irrespective of the school's size.

Conclusion

Based on the findings, it concluded that there was a significant relationship between the level of implementation of education resources policy benchmark and teachers' job performance in public senior secondary schools in Edo State. The relationship between the implementation of education resources policy benchmark and teachers' job performance in public senior secondary schools did not differ in urban and rural schools, and large and small schools.

Recommendations

Based on the findings, the following recommendations were made:

- i. The implementation of the education resources policy benchmark will enhance the job performance of teachers. Therefore, government should make it a priority to enhance and provide resources that aid teachers to perform their job effectively.
- ii. Government should improve the resource situation and maintain uniformity of resources both in urban and rural public secondary schools, by ensuring strict adherence to stipulated minimum standards (benchmarks) in all school location.
- iii. Government should improve the resource situation and maintain uniformity of resources both large and small public secondary schools. Education resources policy benchmarks should be maintained irrespective of the size of the school.

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