UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.20 (1);
July-December, 2025 https://unijerps.org
2023 Impact Factor: **6.834;** 2022 ***Impact Factor***: 5.156; ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. *Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363*

WORKING CONDITIONS AND TEACHERS' COMPETENCIES AS CORRELATES OF TEACHERS JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

Joseph Ifeoma Lynda
Department of Educational Foundations, Chukwuemeka Odumegwu Ojukwu University Igbariam Campus
&
Prof. Nnamdi Obikeze
Department of Education Foundation, COOU, Igbariam Campus

ABSTRACT

*The study investigated work condition and teachers' competencies as correlates of teachers' job performance in public secondary schools in Anambra state. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. The study adopted a correlational research design. The population of the study consisted of 5149 teachers in the 267 public secondary schools in Anambra State. The sample of the study comprised 554 teachers. The instruments for data collection were three questionnaires structured by the researcher and titled "Working Condition Questionnaire' (WCQ)", "Teachers' Competence Questionnaire' (TCQ)", and Teachers' job Performance Questionnaire (TJPQ). These instruments were subjected to face and construct validity. Cronbach Alpha method was used to determine the reliabilities of the instruments. The average reliability coefficient showed a value 0.85 for Working Condition, 0.75 for Teachers Competencies and 0.80 for Teachers' Job Performance Questionnaire. 554 copies of the questionnaires were administered by the researchers with six briefed research-assistants by direct administration and retrieved on the spot. The data collected were analyzed as follows; the research questions were answered using Pearson Product moment Correlation Coefficient while the hypotheses were tested a 0.05 level of significance using test of significance of Pearson Product Moment Correlation Coefficient. The findings of the study revealed that school physical facilities ('r' =0.85** and N =736.) workload ('r' = 0.09** and N =736.) and pedagogical competence ('r' = 0.52** and N= 167). This indicate that there exists a strong significant and positive relationship between school physical facilities and teachers' job performance in Public Secondary Schools in Anambra State. There exists negligible positive relationship between workload and teachers' job performance in Public Secondary Schools in Anambra State and there exist a moderate positive relationship between pedagogical competence and teacher's job performance in public secondary schools in Anambra State. Based on the findings, the study recommended that government and school principals should ensure that teachers are provided with adequate school physical facilities and have access to necessary resources, infrastructure, and administrative support to facilitate their work.*

Keywords: Working Conditions, Teachers' Competencies and Teachers Job Performance.

Introduction

Education is an instrument for strengthening one's intellectual capacity, moulding character and facilitating moral and cultural empowerment of individuals to bring about positive development in the society. One of the formal institutions of learning which students receive education is the secondary school. Secondary schools as formal organization in Nigeria, are established to provide students with a strong foundation in academic knowledge and skills, foster critical thinking and problem-solving abilities, promote character development, and prepare them for higher education or the workforce (Federal Republic of Nigeria. FRN, 2013). Stakeholders expect secondary schools not only to educate but also to prepare students for adulthood and support their moral and social development. However, achieving these critical objectives is impossible without teachers, who are rightly considered essential human resources for the effective functioning of secondary education in Nigeria.

Teachers play a pivotal role in delivering quality education and fostering comprehensive student development (National Policy on Education, 2013; Obona & Etete, 2019). The performance of teachers is a key determinant in sustaining the quality of education systems globally, particularly in developing countries striving to achieve universal education. Teachers are vital to the functioning of any school, and their performance is fundamental to achieving educational objectives (Difoni et al., 2024). Job performance is defined as the aggregate of efforts and competencies of an individual in ensuring quality service delivery. It is also defined as the ability of organization's staff to proficiently and efficiently contribute to the technical core of the organization. The success or failure of any institution depends so much on the job performance of her staff. This is because, the teachers are charged with the responsibility of working to achieve organizational goals. Dike and Eric (2019) defined job performance a fulfilling of an obligation, carrying out one's duties and accomplishing a specified job or duty.

The performance of teachers plays an important role in the lives of students as it affects the quality of education they receive. Adi et al. (2019) defined job performance as the qualitative and quantitative measure of activities, duties and operations which an individual achieves efficiently and effectively within a defined time limit. Some of these duties and activities include: teaching, maintaining discipline, counselling, conducting research and rendering community services. To ensure that teachers perform their duties as educators, the Federal Ministry of Education in Nigeria has put in place quality assurance mechanism which include: the Directorate of Education, Zonal Education Officers (ZEO), Area Education Officers (AEO), School Management Committees (SMC), and annual teacher appraisal forms. Therefore, teachers' job performance can thus be described as the duties performed by a teacher at a particular period in the school system to achieve the school goals. Teachers' job performance involves all the activities carried out by teachers to achieve the desired effects on students. Scholars have defined teachers' job performance as the degree to which teachers

meet the maximum requirements of their roles to achieve school objectives.

This includes their identification with and performance to the teaching profession, effective classroom management, instructional delivery, motivation to teach, punctuality in school and classroom settings, and teamwork (Katarasibwa in Wakkala et al., 2022; Abwalla, 2014; Umar, 2018). Similarly, Owan (2018) described teachers' job performance as the extent to which they carry out instructional and pedagogical duties to facilitate student learning and contribute to the realization of school goals. Katarasibwa (2015) looked at teacher job performance as the process by which the teacher is able to attain a maximum requirements level of their in an effort to fulfil the school objectives. Teacher job performance must be geared towards promoting the process of teaching and learning for the benefit of pupils through proper use of lesson plan and lesson notes during the lesson. Furthermore, good performance results are the result of appropriate behavior, especially wisdom in behavior, and effective behavior in accordance with the skills and competencies needed Arum and Wahyu (2017), Pratami, et al (2018). Good and effective teacher performance will shape the school's work culture, thereby improving the quality of education and creating an effective school Pratami, et al (2018).

The job performance of teachers is critical to the quality of students' learning and the achievement of secondary education goals in terms of opportunity for higher education, acquisition of knowledge, and teaching/learning outcomes (Etor et al., 2019). Because of their importance in the school system, teachers are expected to increase their effort in areas, such as preparing lessons, conducting classroom teaching, assessing students, maintaining records, managing discipline, participating in co-curricular activities, and attending staff meetings, among other responsibilities.
Teachers' job performance in education can be assessed through four key dimensions: input, process, output, and overall effectiveness. The input dimension encompasses the resources, skills, knowledge, and preparation that teachers bring to their roles, including lesson plans, teaching materials, and professional development. The process refers to the methods and strategies teachers employ during teaching, such as classroom management, instructional delivery, and students' engagement. The output dimension focuses on the measurable results of teaching, including students' academic achievements, skill development, and performance in assessments.

The researchers viewed teacher job performance as the extent of accomplishment of the task or responsibilities assigned to a teacher to execute over time. However, how teachers perform their duties such as preparation of lesson notes, teaching, management of classroom during lessons, maintenance of discipline and provision of detailed feedback on students' academic achievement at the end of the term, sometimes seems ineffective. In public secondary school in Anambra State, over the years the poor performance of teachers

seemed to have been reflected in the abysmal performance of students (Ofoegbu, 2014). Literature has lamented on these issues in a study, that teachers in Anambra State, display poor attitude to work, absenteeism, lack of dedication to teaching and carrying out assignments (Ezeugbor, 2015). There are reports of low staff morale, staff disciplinary issues, poor attitude to work, lack of interest in teaching and low-quality teachers in the system, poor instructional planning and delivery (Ige, 2013). It is not new to hear that teachers in public secondary schools shy away or dodge from writing their lesson notes before going to teach. Also, teachers often complain of teaching many classes and therefore could not prepare lesson notes for all of them. The factors responsible for the poor teachers' job performance includes but not limited to the following: Poor working condition, poor knowledge of staff, staff shortage, inadequate funding, lack of employees' motivation, poor remuneration and inadequate physical facilities (Muaina & Muraina, 2020).

Government has given attention to uplifting the work conditions of teachers, believing that if their morale is improved it will enhance their job performance. Teachers are also guaranteed retirement benefits, including a monthly pension commensurate with a teacher's rank, salary and length of service, and a gratuity paid at the beginning of the retirement. Despite all these efforts to enhance work conditions for teachers, their performance seems to remain low. However, one of the key issues contributing to the poor performance of teachers is the observed deterioration in their working conditions. Unconducive work conditions will make hardworking teachers who can find jobs elsewhere leave while mediocre teachers would stay. Favourable work conditions should be established for teachers to carry out their responsibilities by fully utilizing their potentials and at the same time deliver quality service to students.

However, Oludeyi (2015) defined working conditions as the setting, situation, conditions, and circumstances under which people work. Working conditions play a significant role in the teachers' performance as they can either contribute to negative or positive outcomes. Teachers generally prefer pleasant working conditions because they value physical comfort and environments that facilitate the achievement of their work goals. Better outcomes and increased productivity are assumed to be the result of a better workplace environment (Bushiri, 2014). Therefore, working condition is the situation which comprises all aspect that allow employees (teachers) to do their work efficiently and effectively; for instance, wages or salaries, promotion, motivation and working facilities. Ololube (2019) referred to working condition as the working environment and aspects of an employee's terms and condition of employment showing that working condition covers matters concerning the place of work and the activities that are related or needed to carry out the work. Example training skills and teachers' ability, health, safety and the total well-being of the teachers, also work time and work balance.

The researchers viewed working condition as the conditions associated with learning environment which include all facilities at the place where the school is located and all that could be found within the school surrounding. The most essential method of achieving quality job performance in a school organization is to provide a good working condition for their teachers in form of teachers' development training, motivation, good relation packages, infrastructural facilities, regular promotions and a good working health service. Leithwood, as cited by Oyetakin and Ajalode (2019) opined that working conditions involve aspects such as the physical environment, including workload, available school physical facilities, lighting, tools, temperature, space, ventilation, and the overall appearance of the workplace. This study focused only on school physical facilities and workload.

School physical facilities otherwise regarded as school plant can be described as the site, building, equipment and all the facilities within the school which enhance the teaching and learning activities and at the same time protect the physical well-being of teachers and learners (Aloga, 2015). School physical facilities include all educational facilities that have been repeatedly found to have a positive relationship with quality of education. School physical facilities include the library, farm land, school sports or games field and classroom resources like: books, film loops, maps, chalk boards, film strips, notice boards and magnetic boards (Obasi & Asodike, 2014). Similarly, Emetarom (2014) saw school facilities to include permanent and semi-permanent structures such as machinery, laboratory equipment, the blackboard, teacher's tools and other equipment as well as consumables. School physical facilities are the important facilities a work environment must have to achieve effective teaching and learning in schools. The goal of infrastructural facilities in secondary school education is to increase school attendance of students, enhance staff motivation and improve academic achievement of students.

School physical facilities constitute the major component of both direct and indirect action elements in the environment of learning. The action elements are those resources or facilities that aim at promoting teaching and learning activities. For the purpose of this work, the researcher looked at the school facilities as a summation of the physical environment or structure and the facilities available in schools which includes; school buildings, classroom equipment, instructional materials, school utilities, and administrative facilities. School physical facilities are classified into four types namely: recreational facilities, residential facilities, instructional facilities and general facilities. The absence of the above-mentioned facilities inevitably leads to serious difficulties in reaching the educational objectives in any school. Furthermore, Ayodele pointed out that the availability of adequate chairs, desks and other facilities are necessary for the accomplishment of educational goals and objectives. He revealed that effective management of school physical facilities brings about development of educational programmes and facilitates educational process. It also results to boosting of the

morale of teachers and students and enhances the usefulness in the determination of the worth of a school.

The researcher observed that, school facilities can have a profound effect on both teachers and student performance outcome, with respect to teachers, school facilities affect teachers‟ recruitment, retention, commitment, and effort. With respect to students, school facilities affect health, behaviour engagement, learning, and growth in achievement. Thus, researcher generally conclude that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs. Most school facilities have the issues of poor or no maintenance problems, and often times cannot measure up with the 21st century facilities in the form of infrastructure, laboratories, and instructional space, most government owned schools do not have sufficiently flexible instructional facilities for effective teaching to take place. Thus, quality of facilities are an important predictor of teacher performance and student learning. In support of this, Hallak (2018) identified facilities as the main factor contributing to better performance of students and teachers in the school system.

Teachers' job performance could be foreseen from workload. Workload refers to 'the number of tasks an individual must carry out, and thus acts as one of the important stressors' (Goldschmied & Spitznagel, 2020). Similarly, Rahman and Avan (2016) defined teachers' specific workload as the amount of time spent in performing a portfolio of researching and teaching tasks, facilitating co- curricular activities and being involved in meetings, among others. The demand of teaching can be overwhelming for teachers, which shows that many factors have continued to mitigate teachers' ability to carry out their duties of imparting knowledge, skills, and attitudes to students and one of the factors is workload. Some factors that contribute to teachers' workload include class size, number of subjects' teachers teaching, writing and preparation of lesson notes, responding to students' complaints, engaging in extra-curriculum activities, marking, and computation of students' continuous assessment scores.

The workloads can be further divided into two types; firstly, when too many tasks are assigned to the teachers; secondly, when teachers feel incapable to manage that certain task due to perceived lack of abilities, knowledge and skills to accomplish that task. However, work is not harmful in itself, but workload may lead to massive issues. In addition, effects of workload may also occur in the form of higher propensity to quit, poor performance, psychological health, exhaustion and higher tension. Additionally, Bacher-Hicks et al. (2015) noted that overpopulated classrooms are considered unconducive for teachers because of the burden of marking scripts and other continuous assessments. The ability to give individualized attention to students needing extra help requires a greater number of teaching periods on the teaching timetable as well as engaging in extra-curricular activities. This could be explained by the low supply of teachers relative to the demand for education, especially in secondary schools in

Nigeria. Almost half of the group of the interviewed teachers stated that an increase in administrative work tasks added to the high workload. Thus, the high workload was not associated with the teaching itself but instead to the continuous growth of new demands that were added without removing other work tasks. Teachers stated that they had to deal with new technological systems, new requirements for long term educational planning to align the teaching with the goals, new needs for grading and assessment of students' results, and extensive individual development plans for each student with increasing time pressure. It was perceived to cause unplanned changes in the schedule and a higher workload (Arvidsson et al., 2019).

During the past two decades, teaching is becoming more challenging as a profession: more paperwork, more bureaucracy, and more unruly classes. Teachers have many things in mind, their attention is divided into many tasks, and they also consider many things such as teaching students who lack motivation, maintaining discipline in the classroom, confronting general time pressures and workload demands, being exposed to a large amount of change, being evaluated by others, having challenging relationships with colleagues, administration, and management, and being exposed to generally poor working condition prospects, unsatisfactory working conditions, the ambiguity of the teacher's role, poor relationships with colleagues, pupils, and administrators, and job insecurity. For teachers' optimal performance to the school, their perception of their job competencies is crucial.

Teacher competency is the foundation of teachers' educational work, the basis for school recruitment and performance assessment, and the key to improving and modernizing education (Xue et al., 2023). It is a combination of various competency elements that facilitate the organization and development of teaching (Yang and Khairuddin, 2022; Xue et al., 2023). Teacher competency is the combination of individual teachers' motivation, self-concept, knowledge, behavior, emotions, and personality traits in a given context (Anitha and Reema, 2014). Similarly, Teacher competence refers to the ability of educators to effectively carry out their responsibilities in alignment with educational objectives. The competence of teachers is fundamental for quality instruction and student academic performance (Pascoe et al., 2020).

Once a teacher is able to correctly understand their own abilities and becomes aware of the nature of the work environment, more competent performance can be generated; conversely, a teacher who is not fully confident in their abilities or is unfamiliar with the nature of the work environment tends to perceive low competency. Anuradha and Preethidhar (2015) ascertained that, competent teachers possess so far as statistical significance is concerned, personality characteristics like boldness, confidence, imagination, experimentation, relaxed nature and possession of high self-respect which helps them to be effective in the classroom. The success of the educational institution is matched to the quality of the teachers who

carry out the instructional tasks. Learning how to teach and work to become an excellent teacher is a long-term process that requires the progress of very practical and complex skills (Calderhead & Shorrock as cited by Ozden, 2018). The success of the educational institution is matched to the quality of the teachers who carry out the instructional tasks. The teacher competence has the ability to guide and support student learning in a way that is both engaging and impactful. Teachers need a deep understanding of their subject matter as well as the different ways students learn. They need to know how to break down complex ideas into manageable chunks and how to connect learning to real-world experience. Furthermore, Zhu et al (2013) identify competencies such as Pedagogical competence, personal competence, social competence, and professional as the key components of teacher competence. These competences determine how well teachers fulfill their roles as educators, including their preparedness, their ability to handle responsibilities, and the effectiveness of their teaching practices. When teachers possess these core competences, they are more likely to experience job satisfaction, which in turn positively influences their performance in the classroom. (Sides & Cuevas, 2020). This study only focused on Pedagogical competence.

Pedagogical competence are the teaching techniques teachers use in teaching students and these techniques enable students to learn the knowledge and techniques related to different subject areas. Therefore, when a teacher possesses a good pedagogy, they would be able to teach effectively. Researchers have opined that pedagogical competence of the teacher is a powerful force (Amusan, 2016). Pedagogical competence goes beyond mere subject mastery to encompass an understanding of how that subject matter can be effectively taught (Rahimi, 2024). Subject matter knowledge encompasses the complete range of programs designed for teaching specific subjects and topics at various educational levels. It includes the variety of instructional materials associated with those programs and the characteristics that indicate when particular curriculum materials should or should not be used in specific circumstances. The foregoing makes it pertinent for teachers' competence to be prioritized in schools so as to enhance teachers' job performance. Different pedagogies could be used for lesson presentations in schools to teach effectively. Some of such methods include classroom discussion, discovery/inquiry, lecture/exposition, demonstration, collaboration, critical thinking, problem solving techniques, role play method, individual/group project, simulation and games, instructional scaffolding and excursions. Therefore, there is no doubt whatsoever that a teacher with the right pedagogical competence may be able to perform very well in his job.

Statement of the Problem

Nevertheless, the efforts to provide the desired quality education may prove futile if all stakeholders and policy makers now and, in the future, do not pay attention to teacher's job performance. The importance of work conditions and teachers' competences in

achieving this objective cannot be ignored. Studies on teacher job performance in Anambra State, Nigeria have succeeded in establishing that no education system can rise above the level of its teachers. The evidence based on literature showed that most teachers perform very poor in discharge their duties in public secondary schools in Anambra State as evidenced in several cases of heightened absenteeism, low morale, poor communication network, lack of interest in the teaching job, poor class attendance and other statutory demands such as preparation of lesson notes, marking of students' script and assignment. This suggests that there is an urgent need for education stakeholders and policy makers to recognize the fact that educational quality is largely dependent on teachers' job performance. The quality of performance depends on the performance and abilities of the teachers.

Teachers' job performance has been one of the great concerns to stakeholders in education in Nigeria, given the deteriorating academic performance of secondary school students in external examination. Yet, not much have been done in this area to ascertain the contribution of such factors as working conditions and teachers' competence to teachers' job performance, especially among teachers in public secondary schools in Anambra State. Since studies indicate that teachers have low job performance due to poor working conditions such as, low pay, high workload, lack of in-service training, promotion, lack of accommodation among others. There is need to examine empirically the contribution of work conditions and teachers' competence to teachers' job performance in public secondary schools in Anambra State. Furthermore, in Anambra State, there seem to be dearth of empirical studies that investigated work conditions and teachers' competences as correlates of teachers' job performance in public secondary schools in Anambra State. Hence, the researcher deems it necessary to fill the gap. It is against this backdrop therefore, and in the light of these distasteful circumstances, that this study is designed to examine the relationship between working condition and teachers' competences as correlates of teachers' job performance in public secondary schools in Anambra State.

Purpose of the Study

The general purpose of this study was to examine the relationship between working conditions and teachers' competencies as correlates of teachers' job performance in public secondary schools in Anambra State. Specifically, the study sought to:

1. Establish the relationship between school physical facilities and teachers job performance in Public Secondary Schools in Anambra State.
2. Ascertain the relationship between workload and teacher's job performance in Public Secondary Schools in Anambra State.
3. Examine the relationship between Pedagogical competence and teachers job performance in Public Secondary Schools in Anambra State.

Research Questions

The following research questions guided the study:

1) What is the relationship between school physical facilities and teachers job performance in Public Secondary Schools in Anambra State?
2) What is the relationship between workload and teacher's job performance in Public Secondary Schools in Anambra State?
3) What is the relationship between Pedagogical competence and teachers job performance in Public Secondary Schools in Anambra State?

Hypotheses

The following null hypotheses were formulated and will be tested at 0.05 level of significance.

1. There is no significant relationship between school physical facilities and teachers job performance in Public Secondary Schools in Anambra State
2. There is no significant relationship between workload and teacher's job performance in Public Secondary Schools in Anambra State
3. There is no significant relationship between Pedagogical competence and teachers job performance in Public Secondary Schools in Anambra State.

Methodology

The study adopted a correlational research design for this study. The area of the study is Anambra state. There are six education zone in Anambra State which are Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. The population of the study consisted of 5149 respondents (797 male teachers' and 4352 female teachers') in the 267 public secondary schools in Anambra State. The sample size was 554 teachers as respondents' constituting 10% of the population drawn using Stratified random sampling technique. The instrument for the study was a self-structured questionnaire, titled "(WCTCTJPQ). The instrument has four section A-D. Section A deals with the personal data of the respondents, while section B, and C is divided in clusters with 10 items, section C is divided in clusters with 20 items. The instrument has four-point scale response options with response format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and numerical value of 4,3,2 and 1 respectively. The instrument was validated by three experts two from Educational Management and one from Educational Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. Out of 554 copies of the questionnaire administered to the respondents, 539 (97%) were recovered while 15 (3%) were lost on transit or not properly filled. The reliability of the instrument was determined using Cronbach Alpha formula and average coefficient values of 0.85 for WCQ, 0.75 for TCQ and 0.80 for TJPQ are considered highly reliable and suitable for the study. Data were analyzed using Pearson Product Moment Correlation Coefficient (PPMCC) while hypotheses was tested at 0.05 level of significance using test of significance of Pearson product moment Correlation Coefficient. In answering the research questions, the coefficient (r) and the size of the relationship was interpreted using

Correlation Coefficient based on Schober *et.al* (2018) as shown:

±0.00 to 0.09 = Negligible Correlation Coefficient
±0.10 to 0.39 = weak Correlation Coefficient
±0.40 to 0.69 = Moderate relationship
±0.70 to 0.89 = Strong relationship
±0.90 to 1.00 = Very strong relationship

The null hypotheses were tested at 0 .05 level of significance and the decision rule is if the *P*-value is less than the significance level (α =0.05), REJECT the null hypothesis in favor of the alternative and If the *P*-value is greater than the significance level (α =0.05) fail to reject the null hypothesis.

Research Question 1: What is the relationship between school physical facilities and teachers' job performance in Public Secondary Schools in Anambra State?

Table 1: Summary of Pearson Product Moment Correlation Coefficient analysis on the relationship between school physical facilities and teachers' job perfromance in Public Secondary Schools in Anambra State

Correlations

		School Facilities	Teachers job performance	Remark
School Facilities	Pearson Correlation	1	0.85**	Strong positive relationship
	Sig. (2-tailed)		0.00	
	N	736	736	
Teachers job performance	Pearson Correlation	0.85**	1	
	Sig. (2-tailed)	0.00		
	N	736	736	

. Correlation is significant at the 0.05 level (2-tailed).

Research Question 2: What is the relationship between workload and teachers' job performance in Public Secondary Schools in Anambra State?

Table 3: Summary of Pearson Product Moment Correlation Coefficient analysis on the relationship between workload and teachers' job performance in Public Secondary Schools in Anambra State

Correlations

			Workload	Teachers job performance	Remark
Workload		Pearson Correlation	1	0.09	Negligible positive relationship
		Sig. (2-tailed)		0.00	
		N	736	736	
Teachers performance	job	Pearson Correlation	0.09	1	
		Sig. (2-tailed)	0.00		
		N	736	736	

Correlation is significant at the 0.05 level (2-tailed).

Research Question 4: What is the relationship between pedagogical competence and teacher's job performance in public secondary schools in Anambra state?

Table 3: Summary of Pearson correlation analysis on the relationship between pedagogical competence and teacher's job performance in public secondary schools in Anambra State.

Correlations

		Pedagogical competence	Teacher's job performance	Remark
Pedagogical competence	Pearson Correlation	1	0.52**	Moderate positive relationship
	Sig.(2-tailed)		0.00	
	N	167	167	
Teacher's job performance	Pearson Correlation	0.52**	1	
	Sig.(2-tailed)	0.00		
	N	167	167	

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

Test of Hypotheses

Hypothesis 1: There is no significant relationship between school physical facilities and teachers' job performance in public secondary schools in Anambra State.

Table 4: Test of Significance of Pearson Product Moment Correlation Coefficient on relationship between school physical facilities and teachers' job performance in public secondary schools in Anambra State.

Correlations

		School Facilities	Teachers job performance	Decision
School Facilities	Pearson Correlation	1	0.85**	Significant relationship
	Sig. (2-tailed)		0.00	
	N	736	736	
Teachers job performance	Pearson Correlation	0.85**	1	
	Sig. (2-tailed)	0.00		
	N	736	736	

Correlation is significant at the 0.0 5level (2-tailed).

Hypothesis 2: There is no significant relationship between workload and teachers' job performance in Public Secondary Schools in Anambra State.

Table 5: Test of Significance of Pearson Product-Moment Correlation Coefficient of the relationship between workload and teachers' job performance in Public Secondary Schools in Anambra State

Correlations

		Workload	Teachers' job performance	Decision
Workload	Pearson Correlation	1	0.09**	Significant relationship
	Sig. (2-tailed)		0.00	
	N	736	736	
Teachers job performance	Pearson Correlation	0.09**	1	
	Sig. (2-tailed)	0.00		
	N	736	736	

Correlation is significant at the 0.05 level (2-tailed).

Hypothesis 3: There is no significant relationship between pedagogical competence and teacher's job performance in public secondary schools in Anambra State.

Table 6: Test of Significance of Pearson Product Moment Correlation Coefficient on relationship between pedagogical competence and teacher's job performance in public secondary schools in Anambra State

Correlations

		Pedagogical competence	Teacher's job performance	Decision
Pedagogical competence	Pearson Correlation	1	0.52**	
	Sig.(2-tailed)		0.00	
	N	167	167	Significant
Teacher's job performance	Pearson Correlation	0.52**	1	
	Sig.(2-tailed)	0.00		
	N	167	167	

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

The summary result of Pearson Product-Moment Correlation Coefficient from the Table 1 above showed a strong positive relationship between school physical facilities and teachers' job performance in Public Secondary Schools in Anambra State, with 'r' =0.85** and N =736. This revealed a positive correlation coefficient value of 0 .85 which indicated that there is a strong positive relationship existing between school physical facilities and teachers' job performance in Public Secondary Schools in Anambra State.

The summary result of Pearson Product-Moment Correlation Coefficient from the Table 2 above showed a negligible positive relationship between workload and teachers' job performance in Public Secondary Schools in Anambra State, with 'r' = 0.09** and N =736. This revealed value of 0 .09 indicated that there is a negligible positive relationship existing between workload and teachers' job performance in Public Secondary Schools in Anambra State.

Table 3 presented an analysis shows that there exist, a moderate positive relationship between pedagogical competence and teacher's job performance in public secondary schools in Anambra State. This deduction comes as a result of the 'r' having a moderate positive value, r = 0.52** and n = 167. Hence, the study revealed that there exists a moderate positive correlation (relationship) between pedagogical competence and teacher's job performance in public secondary schools in Anambra State.

The result of the test of significance of Pearson Product Moment Correlation Coefficient from Table 4 above showed a significant relationship between school physical facilities and teachers' job performance in public secondary schools in Anambra State. With r = 0.85** n =736 and

p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejects the null hypothesis and do not reject the alternative hypothesis that there is a significant relationship between school physical facilities and teachers' job performance in public secondary schools in Anambra State.

The result of the test of significance of Pearson Product Moment Correlation Coefficient from Table 5 above showed a significant relationship between workload and teachers' job performance in Public Secondary Schools in Anambra State with r = *-0. 09.. n =736 and p-value =0.00. Since p-value (0.00) is less than 0.05, the study rejects the null hypothesis that there is no significant relationship between workload and teachers' job performance in Public Secondary Schools in Anambra State

The result of the test of significance of Pearson Product Moment Correlation Coefficient from Table 6 above showed a significant relationship between pedagogical competence and teacher's job performance in public secondary schools in Anambra State with r = 0.52** n =167 and p-value = 0.00. Since p-value (0.00) is less than 0.01, the study rejects the null hypothesis and do not reject the alternative hypothesis that there is a significant relationship between pedagogical competence and teacher's job performance in public secondary schools in Anambra State

Summary of Findings

The study finding is summarized as follow:

1. The study showed a strong positive and significant relationship between school physical facilities and teachers' job performance in Public Secondary Schools in Anambra State.
2. The study showed a negligible positive and significant relationship between workload and teachers' job performance in Public Secondary Schools in Anambra State
3. There exists a moderate positive and significant relationship between pedagogical competence and teacher's job performance in public secondary schools in Anambra State.

Discussion

Findings on the relationship between school physical facilities and teachers' job performance in Public Secondary Schools in Anambra State revealed that there was a strong positive and significant relationship between physical facilities and teachers' job performance in Public Secondary Schools in Anambra State. This findings was as a result of principals and teachers' agreeing that staff room is well furnished, there are enough places for relaxation in the school, school surroundings are conducive for learning, school has well ventilated classroom, schools' ICT center has enough gadgets, school has good internet facilities, there is regular electricity supply in the school, there is regular water supply in the school, school has equipped library, school has equipped laboratory for practical, These findings are in consonance with the study of Foluke and Ogunode (2020) who investigated impact of school plant on English Teachers' job performance and

students' academic performance in public secondary schools in FCT, Abuja, Nigeria. The findings showed that there was a significant relationship between school plant and English language teachers' job performance in public secondary schools. Also, these findings are in consonance with the study of Jimoh, *et.al* (2017) that investigated the influence of school plant on teachers' performance in secondary schools in Ile-Oluji Okeigbo Local Government Area of Ondo State and their results showed that educational equipment, buildings andplaygrounds have individual si gnificant influence on teachers'performance in secondary schools (Fcal = 140.776; 342.606; 24.932, $p < 0.01$) respectively.

Findings on the relationship between work load and teachers' job performance in Public Secondary Schools in Anambra State showed that there was a negligible positive and significant relationship between workload and teachers' job performance in Public Secondary Schools. This result was attributed to the findings that principals and teachers agreed to the fact that every teacher is treated equitably in distribution of course allocation, staff strength is balanced in equitable distribution of workload in school, having large classes increases teachers' workload demands, excessive workload of teachers leads to anxiety, high level of infrastructure leads to fast delivery of teachers workload, excessive workload of teachers' leads to frustration, moderate workload helps teachers' accomplish responsibilities within a given time, teachers' excessive workload affect efficiency, frequent changes in school policies influence teachers workload. This finding is in disagreement to the findings of Ayeni and Amanekwe (2018) that examined teachers' workload and determined its implication on students' academic performance in secondary schools in Akoko North East Local Government Area of Ondo State. The findings indicated that teachers' workload is high in teaching activities (75.8%), data imputation (62.5%), and marking of students'' scripts (76.7%), and that it impacted negatively on teachers' instructional tasks performance and students' academic performance.

Findings on the relationship between pedagogical competence and teachers' job performance in Public Secondary Schools in Anambra State showed that there was a moderate positive and significant relationship. This finding is as a result of the teachers agreeing that pedagogical competence is shown when teachers; help to develop knowledge in students for academic excellence, makes teaching clearer for students' development through the use of various skills in teaching, have specialized knowledge of skills on different subject areas, use special activities, has knowledge of instructional/teaching materials all which improve the teachers job performance. The finding of this study is consistent with that of Amali (2016) who in a study examined teachers' pedagogical competence and use of instructional materials as a correlate of students' performance in social studies in Yenagoa Metropolis, Bayelsa State and found a positive correlation between teachers' pedagogical competence and students' performance in Social Studies.

Although the two studies differ in their outcome variables - the current study examined teachers' job performance, while Amali (2016) investigated students' performance in Social Studies - they share a common thread: the significance of pedagogical competence in teaching. The finding of a moderate positive and significant relationship between pedagogical competence and teachers' job performance in this study resonates with Amali's (2016) discovery of a positive correlation between teachers' pedagogical competence and students' performance. This convergence of findings suggests that pedagogical competence is a crucial factor in teaching, influencing not only student outcomes but also teachers' own performance and motivation.

Conclusion

The importance of work conditions and teachers' competencies in achieving teachers' job performance cannot be ignored. This study highlighted the significant role that both work environment and teachers' competencies play in influencing teachers' job performance in public secondary schools in Anambra State. Based on the findings of the study, the study concluded that there was a strong positive and significant relationship between school physical facilities and teachers' job performance in Public Secondary Schools in Anambra State; similarly, workload had a negligible positive and significant relationship with teachers' job performance in Public Secondary Schools, and finally, the study found that there was a moderate positive and significant relationship between pedagogical competence and teacher's job performance in public secondary schools in Anambra State. These results suggest that improving the work conditions and investing in the continuous development of teachers' competencies can enhance their overall job performance, leading to improved educational outcomes. Thus, the study concluded that working conditions and teachers' competence are positive and significant correlates of teachers' job performance in public secondary schools in Anambra State.

Recommendations

Based on the findings of the study, the following recommendations are made.

1. Government and school principals should ensure that teachers are provided with adequate school physical facilities and have access to necessary resources, infrastructure, and administrative support to facilitate their work.
2. The school authorities systematically provide a balanced work for teachers and review the workload of teachers as a move towards improving the quality of teaching in public schools in Anambra State. They should see to it that proper work assignment is observed in every school.
3. Educational authorities should invest in professional development programs that enhance teachers' pedagogical, social, and professional competencies.

REFERENCES

Abwalla, J. (2014). The Principals' Leadership styles and teachers' performance in general secondary schools of Gambella Regional State. A Master's Thesis Submitted to the Department of Educational Planning and Management, Jimma University, Ethiopia.

Adi, D., Agbe, J.I., Odeh, R.C. & Tyokyaa, C.I (2019). Influence of staff development programme on staff job performance in colleges of education in North east Nigeria. Global Journal of Human- Social Science, 19(5), 7-13

Aloga, A. O. (2015). School plant administration: The challenges and transformation in learning and teaching in developing countries (A case study of secondary schools in Nigeria). Proceeding of the Global Summit on Education GSE 4-5 March 2014, Kuala Lumpur, MALAYSIA. Organized by WorldConferences.net, 638-643

Amusan, M. A. (2016). Cultivating effective pedagogical skills in in-service teachers: the role of some teacher variables.*JISTE*, 20(1), 83-89.

AnuradhaJoshi & PreetidharParija, (2015). Personality corelate of teaching competency. *Journal of Education and Social Change*, 10(3).100 - 107.

Arvidsson I, Leo U, Larsson A, Håkansson C, Persson R, Björk J (2019). Burnout among school teachers: Quantitative and qualitative results from a follow-up study in southern sweden. BMC Public Health, 19. Retrieved on January 7,

Ayodele, J. B. (2014). The role of the head teachers in school plant management and maintenance. In Fagbamiye E.O., Babaloja J.B, Fabunmi M and Ayemi A.O. *Management of primary and secondary education in Nigeria*. NAEAP.

Bacher-Hicks, A., Chin, M., Kane, T. J., & Staiger, D. O. (2015, March). Validating components of teacher effectiveness: A random assignment study of value added classroom observation, and student perception survey scores. Paper presented at the Society for Research on Educational Effectiveness annual conference, Washington, DC.

Basarudin, N. A., Yeon, A. L., Yaacob, N., & Yusof, R. (2016). Faculty workload and employment benefits in public universities. *International Review of Management and Marketing*, *6*(S7), 73–82.

Dike, C & Eric O.C (2019) school climate and teacher performance in public secondary schools in River State. International journal of innovative social & science education research, 7(1), 64-70.

Etor, C. R., Obeten, R. B. & Obona E. E. (2019). Management of Skill Oriented Subjects and Goal

Federal Republic of Nigeria 2013. National Policy on Education, Federal Ministry of Education press.

Global Journal of Educational Research. 18, 27-34. DOI: https://dx.doi.org/10.4314/gjedr.v

Hallak, J. (2018). *Investing of future: Setting education priority in development world*. Paris: UNESCO. ILEP.

Katarasibwa, D.M. (2015). Contemporary issues in personnel management in Education and their impact on teachers' performance in secondary schools in Bushenyi District. (Master's dissertation, Uganda Christian University, 2015)

Kimura, T., Bande, B., & Fernandez-Ferrín, P. (2018). Work overload and intimidation: The moderating role of resilience. *European Management Journal*, *36*(6), 736–745. doi: 10.1016/j.emj.2018.03.002

Obona, E. E., Hassan, I. K. & Willie, T. B. (2024). Discipline management techniques and teachers' job effectiveness in public secondary schools in Ikom Local Government Area, Cross River State, Nigeria. *Unizik Journal of Educational Research and Policy Studies*, 18 (2).

Ofoegbu, F. I. (2014). Teacher motivation: a factor for classroom effectiveness and school improvement in Nigeria. *College Student Journal*, 38(1):81-89

Ololube, N. P. (2019). Practical guide to human resources management and organizational theory. Pearl Publishers.

Oludeyi, O. S. (2015). A literature review on work environment and work commitment: Implication for Future Research in Citadels of Learning. *Human Resource Management (HRM)*, *5*(11). 32-46.

Owan, V. J. (2018). Conflict management strategies and secondary school teachers' job effectiveness in Obubra Local Government Area of Cross River State, Nigeria.

Oyetakin, A.I.& Ajalode, J. A. (2019). Welfare Packages and Job Satisfaction Among Public Secondary School Teachers' Ondo State, Nigeria. *UNIZIK Journal of Educational Management and Policy*, Vol. 3 No. 1,

Ozden.M. (2018). The effect of content knowledge on pedagogical content knowledge: The case of teaching phases of matters. *Educational Sciences: Theory and Practice*, 8(2):633- 645.

Pascoe, M. C., Hetrick, S. E., & Parker, A. G. (2020). The impact of stress on students in secondary school and higher education. International Journal of Adolescence and Youth, 25(1), 104–112. https://doi.org/10.1080/02673843.20 1 9.1596823

Pratami, F. A. R., Harapan, E., & Arafat, Y. (2018) Influence of School Principal and Organizational Climate Supervision on Teachers' Performance. INTERNATIONAL JOURNAL OF SCIENTIFIC & TECHNOLOGY RESEARCH. 7(7):228-236. Retrieved from www.ijstr.org.

Rahimi, A. R. (2024). A bi-phenomenon analysis to escalate higher educators' competence in developing university students' information literacy (HECDUSIL): the role of language lectures' conceptual and action-oriented digital competencies and skills. Education and Information.

Rahman, M., & Avan, Y. R. (2016). Teaching workload and performance: An empirical analysis on selected private universities of Bangladesh. *European Journal of Social Sciences Studies, 1*(1), 1–Bushiri, C. P. (2014). *The impacts of working environment on employees' performance, the case of Institute of Finance Management in Dar es salaam* (Doctoral Dissertation, The Open University of Dar es salaam).

Umar, D. (2018). Principals' instructional supervision and teachers' performance of secondary schools in Danko Wasagu Local Government Area, Kebbi State, North-West Nigeria. AThesis Submitted to The College of Education, Open, Distance and ELearning in Partial Fulfilment of the Requirements for the Award of the Degree of Masters in Educational Management and Administration of Kampala International University, Kampala, Uganda.

Wakkala G. T., Danjuma M., and Bashir. K. (2022) Welfare and Teachers'

Xue R, Chai H, Yao L, Fu W (2023) The influence of school inclusive education climate on physical education teachers' inclusive education competency: The mediating role of teachers' agency. Frontiers in Psychology 14:1079853.

Yang Z, Sheikh & Khairuddin, SMH (2022). The Pressing Needs of Human Resource Management Renovation of Higher Vocational Schools in China: From the Perspective of Teacher Competency. ICCCM Journal of Social Sciences and Humanities 1(3):19-29.