

Financing Variables and Teacher Job Performance in Public Secondary Schools in Bayelsa State

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Abstract

The purpose of this research was to analyse the connection between several funding factors and the effectiveness of secondary school teachers in Bayelsa State. There are two hypotheses and two research questions that will direct the investigation. We used a correlational research strategy for our study. The total number of participants in the survey is 4,217; this number includes 191 school administrators and 4026 classroom instructors from all of Bayelsa State's public secondary schools. There were a total of 500 responses, or 12% of the population, including 477 teachers and 23 principals. We chose our sample using the proportional stratified random sampling method. The Financing Variables and Teacher Job Performance Questionnaire (FVTJPQ) was the tool utilised for data collection; it consisted of 25 questions that were rated on a four-point scale. Both the content and face validity of the instrument were checked by the supervisor and two additional measurement and evaluation specialists from Niger Delta University's Educational Foundations department. The test-retest scores were analysed using the Pearson Product Moment Correlation value (PPMC), which yielded a reliability value of 0.82. The study questions and hypotheses were addressed using the Statistical Package for the Social Sciences (SPSS) and the Simple and F-statistics of regression analysis. The study's results show that there is a strong correlation between teacher job effectiveness and all of the funding factors (host community support, business organisation contributions, and overall spending). Consequently, it was suggested that the government should formally require all local corporations to donate to public secondary schools on a regular basis any necessary infrastructure or facilities that improve education in their host communities.

Key words: Financing, Variables, Teacher Job Performance

Introduction

A nation's government has a responsibility to its people to provide them with social services, one of which is education. For the simple reason that education is a potent instrument for the betterment of any country. The secondary level of schooling is crucial. As a link between elementary and secondary education, it produces the bulk of the middle-class workers required to a flourishing economy. Financing of education in Nigeria is one of the areas that have attracted people interest in recent times. One of the causes of this development is the considerable growth in the volume of educational activities all over the country. One of the resources that the education sector demand and uses so much is finance, this is a very important factor on which the success or failure of any school depends. Money is the fuel and lubricant, which propels any business or social organization, it is needed for putting up of infrastructure, furnish the schools and offices, payment of academic and non-academic staff salaries and allowances, procurement of equipment, maintenance and other ever growing needs added to school functions by society through on-the- job staff development (Nwakudu, 2016; Ordu & Ekechukwu, 2011)

According to Fafunwa, (1974) in Nigeria school financing was initially left in the hands of the missions that brought and establish schools. Nowadays in the public schools, the various tiers of government play major roles in financing education at different levels. In the public schools government provides money for the running of the schools, organization and engagement of teachers in these schools is based on the financial resources available to a school at any point in time. (Emmanul, 2014). The National Policy on Education (2014) states that education is a capital intensive social service. Government welcomes and encourages the participation of local communities, individuals and organizations in the financing of education (Federal Republic of Nigeria, 2013).

There are a great many important things that teachers do for both their students and the community at large. Efficacy in the classroom has recently been seen as the most important factor in bringing about reform in the field of education. Ayeni (2012) asserts that educators are now actively participating in the process of curriculum creation, even going so far as to define and interpret it. Students interact with teachers on a more personal level. A teacher's character and actions moderate all other factors that affect student achievement in the classroom. In addition to instructing kids, parents, and community members, teachers often act as in-loco parents and community relations officers for their schools. According to Awotua-Efebo (1999), Agabi (2014), and Keller (2012), teachers have the power to improve education by making lessons more engaging and encouraging students to study on their own initiative. The instructor has a huge task ahead of them since students require concrete examples, demonstrations, and explanations of abstract concepts in order to grasp them (Zimoghen and Suwars, 2016). "Teacher performance" refers to how well a teacher carries out their duties as an educator.

The term "job performance" is used to describe how well teachers carry out their duties. Task performance is defined as the degree to which an individual or team contributes to the achievement

of organisational objectives. Teachers' contributions to the classroom, their ability to plan and deliver lessons, the amount of time spent in the classroom actually teaching, the quality of their supervision, the effectiveness of their leadership, the level of motivation and morale among their students, and the results of their work (i.e., how well their students do on both internal and external exams) are all factors that can be considered when evaluating a teacher's performance on the job.

The teacher is a public servant that renders useful services that enhance community development in all ramifications. Teachers are often used as resource persons and facilitators in community development programmes that pertain to public enlightenment, social re-orientation, skills training, cultural practices, census programmes, and registration of voters and so on. In fact the society needs a lot from the teacher, this underscore the popular cliché to whom much is expected much should be given (Agabi, 2014; Nel, 2012; Baraka, 2012).

But the reverse is the case in Nigeria. Teachers in Nigeria work under bad and unfavourable conditions. They work under dilapidated and non- conducive offices that lack virtually all the facilities needed in the office, suffer from inadequate instructional materials which are vital tools in promoting high level of teachers' performance. All of these tend to make the teacher to have a dull performance at work (Kpolovie. & Obilor 2013; Ahmed 2015). The Nigeria educational system nowadays is characterized with incidences of incessant strike actions, demonstrations and protest by teachers that have hampered the development of the nation. In spite of the devastating effects of these crises to the nation, no adequate and proactive measures have been taken to prevent or reduce the occurrence of these incidences (Amaechina, 2011, Chamundeswari, 2013; Abiodun, 2014). As a result, everyone with an interest in education must work together to solve the problems that have hampered the progress of our educational institutions. Against this backdrop, the researcher intends to investigate how public secondary school teachers in Bayelsa State are affected by the state's policies on educational funding and their own professional performance on the job.

Statement of the Problem

Education financing is an area that has generated a lot of concern recently in the minds of all stakeholders in the education sector. This is so because incidences of continuous industrial actions by teachers over non-payment of salaries and allowances decay of school infrastructure and facilities and non-conducive teaching and learning environment are common features in our educational system. Education funding is a shared duty of the federal, state, and municipal levels of government as well as the commercial sector, as stated explicitly in the National Policy on Education. It is disappointing to see that private sector, communities, individuals, and corporate organisations have not been fully engaged in school funding over the years, even though the government welcomes and encourages participation from local communities, individuals, and organisations in this regard (FRN, 2013).

Probably, this is one of the reasons that our educational system has been characterized with incessant strike actions and endless protests which have adversely affected our educational system in many ways. More so the researchers have observed that public discussions about teachers have

been negative. Teachers have been heavily criticized by the general public as being responsible for all the problems of the education sector. For instance teachers always get the blame when secondary school students fail to perform well in WAEC, NECO and UTME examinations (Bello, Kolajo & Uduh, 2010; Afolabi, 2010). The question is, if teachers are criticized of not performing their job effectively then there must be some underlying factors.

Despite all these incidences and accusations there have been inadequate empirical studies on the financing variables chosen in the study as they relates to teacher job performance to properly address these complaints. This has always generated concern in the mind of the researcher, hence the need for this researcher work. Therefore, the research problem is to determine whether there is any significant relationship between the chosen financing variables and teacher job performance in public secondary schools in Bayelsa State.

Purpose of the Study

The purpose of this research was to analyse the connection between teachers' work performance and several funding factors in Bayelsa State's public secondary schools. The main goals of this research were to:

1. Determine the relationship between host communities support and teacher job performance in public secondary schools in Bayelsa state.
2. Examine the relationship between corporate organizations donations and teacher job performance in public secondary schools in Bayelsa state.

Research Questions

The following research questions guided this study

1. Is there any relationship between host communities support and teachers' job performance in public secondary schools in Bayelsa State?
2. What is the relationship between corporate organizations donations and teachers' job performance in public secondary schools in Bayelsa State?

Hypotheses

The following hypotheses were formulated to be tested.

1. There is no significant relationship between host communities support and teacher job performance in public secondary schools in Bayelsa State.
2. There is no significant relationship between corporate organizations donations and teacher job performance in public secondary schools in Bayelsa State.

Methodology

This investigation made use of the correlational research strategy. Public secondary school administrators and teachers in Bayelsa State (n=4217) make up the study's population. There are

a total of 4026 educators and 191 school administrators in the population. Principals and instructors from public secondary schools in Bayelsa State made up 500 of the study's sample, or 12% of the overall population. The research used a questionnaire called the Financing Variables and Teacher Job Performance Questionnaire (FVTJPQ) to gather information from participants. Two specialists in assessment and measurement, in addition to the supervisor, checked the instrument's face and content validity. In order to establish the instrument's dependability, the researcher used the test-retest procedure. In four public secondary schools in the Abua/Odual local government area of Rivers State, twenty questionnaires were distributed twice to sixteen teachers and four principals. The Pearson Product Moment Correlation coefficient (PPMC) was used for statistical analysis of the first and second test scores. A dependability coefficient of 0.82 was shown by the investigation. This proves that the study's instrument was accurate. With the use of SPSS, we conducted model summaries, simple regression analyses, and multiple regression analyses to evaluate our hypotheses and answer our research questions, accordingly.

Results

Research Question 1:

Does the level of support from host communities have any bearing on how well public secondary school teachers in Bayelsa state do their jobs?

Table 1: Model summary of simple regression analysis of the relationship between host communities support and teachers' job performance

Variables	N	R	R ²
Host communities support *Teachers' job performance	480	.222	.049

Table 1 demonstrates that there is a weak positive correlation between the support from host communities and teachers' work performance ($R=.222$), with an R^2 of only .049 for the simple regression. This suggests that assistance from host communities accounts for 4.90 percent of the entire variation in teachers' job performance. Table 4 shows the results of the F-test, which were used to the basic regression analysis to determine the significance of the association.

Research Question 2: What is the relationship between corporate organizations donations and teacher job performance in public secondary schools in Bayelsa state?

Table 2: Model summary of simple regression analysis of the relationship between corporate organizations donations and teacher job performance

Variables	N	R	R ²
Corporate organizations donations *Teacher job performance	480	.719	.516

A strong positive connection ($R=.719$) and a simple regression index square (R^2) of .516 are shown by the data in Table 2 between business organisation contributions and teacher job performance. Donations from corporations explain 51.6% of the overall variation in teachers' effectiveness on

the job. Table 4 shows the results of the F-test, which were used to the basic regression analysis to determine the significance of the association.

Test of Hypotheses

Hypothesis 1:

Teachers' effectiveness at Bayelsa State's public secondary schools is unrelated to the level of support they get from their host communities.

Table 3: F-statistics of simple regression analysis of the relationship between host communities support and teacher job performance

Model	Sum of Squares	df	Mean Square	F	Sig.	Decision at P < 0.05
Regression	81.160	1	81.160	24.672	.000	*
Residual	1572.432	478	3.290			
Total	1653.592	479				

* = Significant at 0.05 alpha Level; df = 1, 478; N = 480.

According to Table 3, the f-statistics for simple regression analysis are statistically significant at the $p < .05$ alpha level. This is due to the fact that the computed p-value of .000 is lower than the criteria p-value of .05 alpha level, which is applicable with 1 and 478 degrees of freedom, as well as an f-ratio value of 24.672. Consequently, we reject the null hypothesis that public secondary school teachers in Bayelsa State do not have a substantial association between the support they get from their host communities and their work performance. In Bayelsa State's public secondary schools, the results confirm the alternative hypothesis that teachers' work performance is significantly impacted by the support they get from their host communities.

Hypothesis 2:

In Bayelsa State's public secondary schools, there is no correlation between corporate donations and teacher performance.

Table 4: F-statistics of simple regression analysis of relationship between corporate organizations donations and teacher job performance

Model	Sum of Squares	df	Mean Square	F	Sig.	Decision at P < 0.05
Regression	853.994	1	853.994	510.510	.000	*
Residual	799.597	478	1.673			
Total	1653.592	479				

* = Significant at 0.05 alpha Level; df = 1, 478; N = 480.

With 1 and 478 degrees of freedom, the estimated F-value of 510.510 is more than the crucial table F-value of 3.86 at 0.05 alpha level, indicating that the simple regression analysis is significant at $p < 0.05$ alpha level, according to the data in Table 5. So, we may say that the null hypothesis is

not true. We find support for the alternative hypothesis, which posits that public secondary school instructors in Bayelsa State are significantly impacted by financial support from corporations.

Discussion of findings

Host Communities Support and Teachers' Job Performance

In Bayelsa state's public secondary schools, table 3 shows that there is a very weak positive correlation between the support of host communities and teachers' work performance ($r = .222$). While this indicates a weak correlation, it does not disprove the idea that support from host communities might improve teachers' effectiveness on the job at public secondary schools. "The financing of education is a joint responsibility," the policy statement goes, and this new discovery backs it up even more. According to the Federal Republic of Nigeria (2013: 70), the government is open to and supports involvement from local communities, people, and organisations. Host communities and individuals should support the funding of secondary schools because they are the main source of the supply of middle- and semi-skilled labourers needed in production processes by the public and private sectors. This goes against the grain of Nwakudu's (2016) privatisation model, which argues that those who gain from education should foot the bill in full, and it's in line with the partial support theory, which proposes that the government and other interested parties should split the bill. Omoniyi (2014) also proposed this. The results of the hypothesis test on the association between host communities' support and teachers' work performance in Bayelsa state's public secondary schools showed that the relationship is statistically significant. This suggests that there are several good ways in which the support of host communities might affect teachers' work effectiveness. This view is supported by Nwakudu (2016), who asserts that P.T.A. is a place where parents and teachers work together for the sake of kids and where community leaders and instructors come to a consensus on P.T.A. dues. We reinvest all of our profits into our development initiatives, including building new classrooms or fixing up old ones, replacing broken furniture and updating outdated technology. Teachers are more productive and have an easier time carrying out their responsibilities in the classroom when this kind act is taken into consideration.

Corporate Organizations Donations and Teachers' Job Performance

Finding in table 4.8 revealed a high positive relationship between corporate organizations donations and teachers' job performance in public secondary schools of Bayelsa state; this implies that corporate organizations donations have a high positive influence on teachers' job performance, this means that if corporate organizations assists in the building of teachers office blocks, donate ICT materials such as computers, Audio- visual teaching aids and laboratory and library books and equipment to public secondary schools, it will help teachers in the performance of their duties. Corporate organizations operating in the communities should be encouraged to fulfill their corporate social responsibilities which include assistance in the development of the educational system. Companies like Shell, Agip, Nest Oil, Daewoo, Chevron and other multi-national companies should help in the provision of classrooms and office blocks, school facilities and equipment such as test tubes, computers, burn son burners, musical equipment, etc that

enhances teaching and learning to schools in their host communities, this agrees with the observation of Ogbonnaya (2010) which observed that educational infrastructure and facilities that are provided to secondary schools by government are not properly distributed to all the public secondary schools; this has resulted in a situation where classroom blocks and teachers offices are inadequate in many schools; facilities in libraries and laboratories are scanty and existing facilities are in poor state of repairs and maintenance.

Since there was a strong correlation found in the hypothesis test, the null hypothesis was discarded and replaced with the alternative hypothesis, which asserts that public secondary school teachers in Bayelsa state are significantly impacted by corporate donations on the job. This further supports the idea that corporate gifts significantly boost teachers' effectiveness in the classroom. This is in line with what Nwakudu, Eneh, and Bema (2015) found: if you don't have the tools that improve teaching and learning, it's like trying to eat nuts without teeth—you'll never get a good bite out of them. If we want our teachers to do their jobs properly, we need to make sure they have access to high-quality resources that help students learn. Businesses should chip in to help fund the construction of these essential amenities at secondary schools in their service region.

Conclusion

The study's results demonstrate a strong correlation between teacher job performance in Bayelsa state's public secondary schools and all of the selected finance factors. It is therefore pertinent to conclude that, for teachers to perform well in secondary schools as expected by members of the society, all the various sectors in the society should be actively involved in the financing of schools. In fact the collaborative approach by all stakeholders should be adopted in the financing of education because if schools are adequately financed, the performance of teachers will definitely improve.

On the other hand, if the burden of financing schools is only left in the hands of the government without the full participation of the various sectors of the society, the public outcry of teachers not performing their duties well will be a continuous situation in the Nigerian society.

Recommendations

1. Host Communities, well-meaning individuals, Religious bodies and Alumni Association should support in the construction of classroom blocks, teachers offices, provision of library and laboratory equipment, teaching aids etc. to schools in their domain, this will help to reduce the problem of inadequate school infrastructure and facilities faced by many schools in the state.
2. Government as a matter of policy should make it mandatory for all oil and other multinational companies operating in the area to periodically donate teaching and learning facilities and build physical infrastructure to schools in their host communities.

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