



## **Job Performance Effectiveness: A Comparison of Teachers in Public and Private Schools in Cross River State – Nigeria**

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### **ABSTRACT**

The study was aimed at determining the effect of school type and the job performance of secondary schools teachers in Cross River State of Nigeria. The expo fact design was adopted for the study, through a survey data collected from a total of 720 secondary school teachers (440 from the public and 280 from the private) and analyzed to determine the effect of school type on teachers job performance. Result indicated that teachers in private schools were superior to their counterparts in public schools in teaching, as well as formative and summative evaluation. Teachers in the two types of schools were about the same in classroom management, students discipline and supervision of co-curricular activities. From the result of the analysis it was recommended that if the ministry wants good result from the public schools, they must fund the school system, equip the laboratories and recruit qualified teaching. Also that public school teachers must be provided with conducive teaching/learning environment to enable them meet up the challenge of performance as witnessed in the private schools. Finally, that public school teachers should be made accountable to the school system by way of proper supervision by school heads.

**Keywords:** Job Performance, Effectiveness among teachers.

### **INTRODUCTION**

The importance of education as a vehicle for national development has been widely acknowledged. Education aims at bringing about in the individual an ultimate change, through systematic and sustained effort at acquisition of knowledge and inculcation of values and skills for social integration (Brameld, 2000:219). That being the case, every society deliberately sets up schools to educate youngsters (Joshua, 1997 & Bassey, 2002). In Nigeria, the school system plays a significant role in preparing young people for future social role playing (Uche, 1984; in Unimole 1998). In the school, the task of

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preparing the learner for future role performance falls on the instructor, the teacher. The teacher teaches, and carries the learner through programmes of activities for self-growth and empowerment. For that reason scholars like Afe (2000; Miles 2000 & Aromolaran, 2002) see teachers as occupying a very important and strategic position in the making of a person.

As seen by Agwu (2001), the job performance of teachers is very crucial because the success or failure of the school system depends on it. Thus, the focus on the teacher is inescapable. Until the 1960s, teachers were seen as the epitome of knowledge, taken serious and highly regarded by all and sundry as role models. Teaching was seen as a unique profession and teachers were said to be punctual to school, early and on time to check late comers as well as participate in morning devotion.

Teachers were fully involved with class management, disciplinary interventions, cleanliness of the school environment, dormitories as well as classrooms. Teachers spent time and took pain in preparing and delivering of lessons; had full control of both the students and the school in terms of school discipline. Teachers then had mastery of subjects, exhibited high intellectual ability, were broadminded and imaginative as well as were open to experience, sympathetic and hard working.

Teachers were seen to be serious with their job particularly the manner in which they carried out their classroom teaching, provided regular assignment, kept students' performance records, administered examinations under strict supervision, this made teaching profession an enviable one. Although remuneration was minimal and teaching facilities inadequate, teachers went about their responsibilities with diligence, excitement and very active in community service delivery. Reflecting on the importance of the role of the teacher in school goal attainment, Hondenfield & Stinnet (1992) observed that the teacher's role is very vital in sharpening the life and quality of marketable skills development of the individual needed to stimulate and sustain the economic activities of the nation.

Over the years there has been growing concern over the effectiveness with which teachers carry out their jobs. The public seem to have lost confidence in the school system as the professional inadequacies exhibited by teachers has been questioned. Parents and government agencies are worried over the failure rate of students especially in internal and external examinations. In an attempt to improve this, the government in recent time has increased its funding to schools, improved on its physical facilities, equipped laboratories and libraries, increased teachers allowances, recruited and redeployed over 2,054 trained teachers to schools. Created an enabling teaching/learning environment yet teachers' job performance generally continues to dwindle (Essien, 2004).

Since the problem persists, this study was carried out to ascertain if teachers' job performance is influenced by the type of school.

### **Purpose of Study**

The purpose of the study was to establish if school type influences the job performance of secondary school teachers in Cross River State Nigeria and the hypothesis tested was: Teachers in public secondary schools do not differ significantly from their counterparts in private schools with regards to their job performance.

## **METHODOLOGY**

### **Area of the study**

The study was carried out in Cross River State which is one of the thirty six (36) that make up the Federal Republic of Nigeria. The area covers an estimated coastline of 10,000km<sup>2</sup> and lies within the tropics between latitude 5°32<sup>1</sup> and 4°27<sup>1</sup> north of the equator, and longitude 7°50<sup>1</sup> and 9°28<sup>1</sup> east of the Greenwich Meridian. The state has four hundred and forty (440) public and two hundred and eighty (280) private secondary schools with a total population of eight thousand four hundred and ninety six (8,496) teachers teaching in them. A sample of seven hundred and twenty (720) teachers selected through stratified random sampling technique was used for the study. The subjects (367 males and 353 females) ranged in age from below thirty to fifty nine (30 – 59) years. Each of the subjects had at least a Bachelor's Degree.

### **Instrumentation**

The Teachers' Performance Rating Scale (T.P.R.S) was used in measuring job performance effectiveness of the subjects. The T.P.R.S was designed for students to assess their teachers with regards to their job performance covering teaching, evaluation examination, classroom management, students discipline and co-curricular activities. The T.P.R.S had two sections viz: A & B. section A elicited information from the subjects (students) on their demographic variables such as name of teacher to assess, type of school and sex. Section B was forty-six (46) item with five points in likert type scale with five units covering the sub-units of teachers' job performance.

Teaching: measured how the teacher teaches and without regard for students' interest?

Evaluation: measured the extent of assessment. Keeps giving assignment but does not give feedback to students.

Examination: Measured conduct before and during examination.

Class room management: measured classroom interaction between teachers and students.

Students Discipline: measured teachers' involvement with matters involving students discipline.

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Co-curricular Activities: measured teachers' involvement with extra-curricular activities.

Four (4) students (2 males and 2 females) were used in assessing each teacher. The average score of the four students was used as a measure of the teachers' job performance. Thus in the study two thousand eight hundred and eighty (2,880) students were used.

### **Validity and Reliability**

The instrument used for the study was developed by the researcher with the help of some experts in Test and Measurement as well as experts in Educational psychology. The face validity was carried out as the researcher ensured that only items meant to measure what the study intended was certified. Teachers Performance Rating Scale (T.P.R.S) was subjected to field testing on the same respondents within two week's interval as a post-test to ascertain the stability and consistency of the responses. The data obtained was subjected to a statistical analysis. The test-retest correlation coefficient yielded reliability of 0.77 and 0.85.

### **Administration**

The instrument was administered personally by the researcher to the subjects in the sampled schools with the help of research assistants and some staff of the various schools. Permission was sought and approval was given before the day of administration by the various school heads. The return rate was hundred percent (100%).

### **Data Analysis**

The independent t-test statistics was used in testing the hypothesis at 0.05 level of significance. The result of data analysis as presented in table 1. The result of data analysis shows that school type has a significant influence on the overall teachers' performance ( $t= 4.052^*$ ,  $p<0.05$ ), with teachers in public schools ( $X=170.44$ ) having advantage over their counterparts in public schools ( $X = 166.41$ ). The overall result of  $t= -4.052^*$  shows a significant result; with the critical t-value of 1.96 and 718 degrees of freedom and at 0.05 level of significance, the calculated t-value was found to be greater than the critical value, hence the null hypothesis is rejected.

Furthermore, examination to the table shows that teachers in private schools ( $X = 31.92$ ) are better than those in public ( $X = 30.55$ ) in respect of teaching ( $t=-4.346$ ;  $p<0.05$ ). Similarly, teachers in private schools are also superior to their counterparts in public schools in respect to formative evaluating of students ( $t=4.001$ ;  $p<0.05$ ). In terms of summative evaluation, teachers in private schools ( $X = 24.29$ ) are significantly more effective than public school teachers with the mean score of  $-23.13$  ( $t=3.374$ ;  $p< 0.05$ ). There is no significant difference between teachers in private and public

schools in respect of classroom management, maintenance of students' discipline and the supervision of co-curricular activities.

**Table 1:** Independent t-test analysis of job performance effectiveness between public and private secondary school teachers.

Variables	School	N	X	SD	Df	T
Teaching	Public	440	30.55	4.58	718	4.346*
	Private	280	31.92	3.86		
Evaluation	Public	440	24.58	4.38	718	5.001*
	Private	280	25.80	3.82		
Summative	Public	440	23.13	4.99	718	3.374*
	Private	280	24.29	4.19		
Classroom management	Public	440	32.49	2.57	718	-1.374 <sup>NS</sup>
	Private	280	32.79	2.01		
Students discipline	Public	440	29.68	2.38	718	-0.774 <sup>NS</sup>
	Private	280	29.53	2.27		
Co-curricular activities	Public	440	25.98	3.65	718	-0.531 <sup>NS</sup>
	Private	280	26.11	3.65		
Overall teachers job	Public	440	166.41	14.50	718	-4.052*
	Private	280	170.44	12.06		

\*P <0.05; df = 718, Critical t = 1.96

## DISCUSSION

Results in Table 1 shows both significant and non-significant result. Teachers in the private secondary schools and their counterparts in public secondary schools differ significantly in their job performance. The result implies that job performance of both teachers generally do not exist in the same level. The mean performance of the two groups attest to this. The private schools have higher mean performance ( $X = 170.44$ ) than their public schools counterparts ( $X = 166.41$ ). This finding is not surprising because the private schools are well funded, better equipped in terms of physical and infrastructure, equipped laboratories, well managed in terms of both human and material resources. Staff-student ration is minimal while teachers are well trained and qualified. Teachers have a better interpersonal relationship with the students due to smaller students' population; teaching is at best in

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terms of quality and content. The finding is supported by the outcome of research findings of Seattle, 2000; Walter, 2005; Lawery, 2002; Raynolds and Meijjs, 2000; McLaughlain and Talbert, 2006.

In Nigeria, the study of Adeyemi (2005) supports this result that teachers in private schools are better in terms of quality of teaching and assessment, and that they are most likely to finish their scheme of work as required by the management than the public school counterparts.

### **CONCLUSION AND RECOMMENDATION**

The study has adequately indicated that school type impact on teachers' job performance. Based on this finding the following conclusions are drawn:

1. That if the Ministry of Education wants good results from the public schools, they must fund the school system, equip the laboratories, recruit qualified teaching staff.
2. That public school teachers must be provided with conducive teaching/learning environment to enable them meet up with the challenges of performance as witnessed in the private schools.
3. Public school teachers should be made accountable to the school in view of the above, it is recommended that:
  - a) Government should provide good physical structures, well articulated school environment to allow for meaningful learning.
  - b) That the government should employ only qualified candidates for the teaching profession.
  - c) That school heads should be empowered to carry out staff discipline without administrative interference.
  - d) Public school teachers should be motivated to take their teaching serious.
  - e) The Ministry of Education should attempt to know the strength and weaknesses of teachers and thereby create programmes that will address short comings among teachers.
  - f) Considering the importance of actual teaching, formative and summative assessment in the overall performance of a student-teacher should be made to submit students' assessment form to the Ministry of Education fortnightly.

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