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EDITORIAL DESK

The Centre for General Nigerian Studies has continued to be a frontier for knowledge dissemination through her series of publications, among other activities being performed by the directorate.

This volume 5 journal of Contemporary Issues in Nigerian Economy of March 2025 housed a total of 18 well researched articles from scholars across the geographical boundaries of the Africa sub region. The team of experienced editors subjected the articles to peer review, and their plagiarism checks have satisfied the guild of editors.

The journal is recommended to researchers, scholars, lecturers, and students to read, and the planners can leverage on recommendations as panacea to the doldrums confronting the socio-economic and educational spheres of the Sub Sahara Africa nations

I wish all the contributors and readers Barka Eid Fitri and Easter in advance

Prof. M.O.B Mohammed FNAEAP

Lead Editor

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SCHOOL ENVIRONMENT INDICES AND SECONDARY SCHOOLS TEACHERS' JOB EFFECTIVENESS IN EKITI STATE, NIGERIA

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Abstract

The present study was designed to investigate school environment indices necessary factors for secondary schools teachers' job effectiveness in Ekiti State Nigeria. This study aims to explore the necessary indices of the school environment that contribute to the job effectiveness of secondary school teachers in Ekiti Estate Nigeria. The study focused on finding the extent to which four predictors of the school environment, the study also aimed at determining which variable is the best predictor of teachers' job effectiveness. The simple random sampling technique was used for this study. The sample population was made up of all 550 teachers in 15 public secondary schools, 320 females and 230 males. A questionnaire was used as an instrument for data collection. The instrument's validity and reliability were ensured. Descriptive and inferential statistics were used for data analysis. Pearson product-moment correlation was used to determine the relationships between the independent variables and the dependent variable. The study found out that all the independent variables make a unique and statistically significant contribution to predicting teachers' job effectiveness. The model explains 84.9% of the variance in teachers' job effectiveness. Adequate Teaching Resources made the largest contribution (Beta = .626). This reveals that Adequate Teaching Resources is the best predictor of teachers' job effectiveness, followed by Supportive School Leadership (Beta = .532). This study provides useful findings which have implications for school leaders and policy-makers.

Introduction

In today's rapidly changing world, the role of education in society cannot be overstated. Secondary School plays a crucial role in shaping students' lives and preparing them for the challenges they will face in the future. Within the school environment, teachers are the key players, responsible for delivering quality education and ensuring students' overall development. However, the effectiveness of secondary school teachers' jobs is heavily influenced by various factors, particularly in the context of Ekiti Estate, Nigeria.

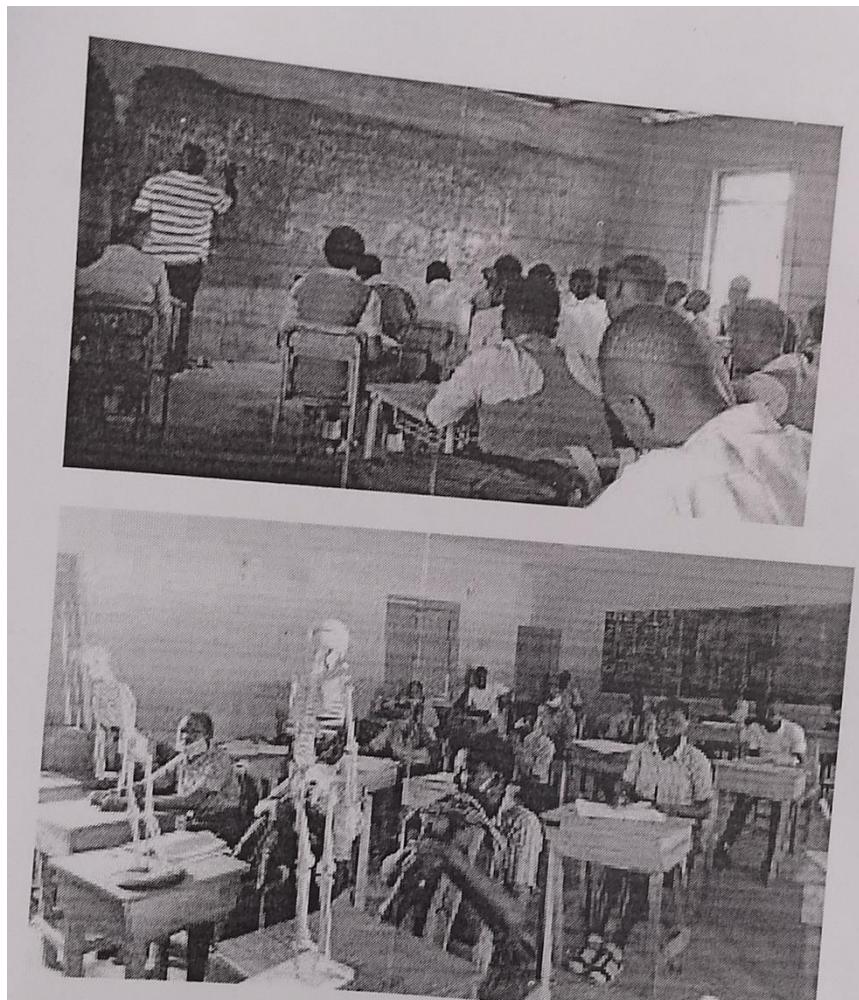
A conducive school environment is vital for the effective functioning and job satisfaction of secondary school teachers. It encompasses various factors that directly or indirectly influence teachers' job effectiveness. These factors include infrastructure, resources, administrative support and collegiality among staff, student discipline, and parental involvement. Infrastructure and Resources One of the fundamental aspects of a conducive school environment is the availability

of adequate infrastructure and resources (Bahtilla, & Hui, 2020). This includes well-equipped classrooms, libraries, laboratories, and ICT facilities, Secondary school teachers rely heavily on these resources to deliver quality education and enhance students' learning experiences. Insufficient infrastructure and lack of resources can severely hinder teachers' ability to effectively carry out their job responsibilities. Administrative Support Administrative support is another crucial factor in ensuring teachers' job effectiveness (Boyd et al 2011). In Ekiti Estate, Nigeria, secondary school teachers require strong support from school administrators.

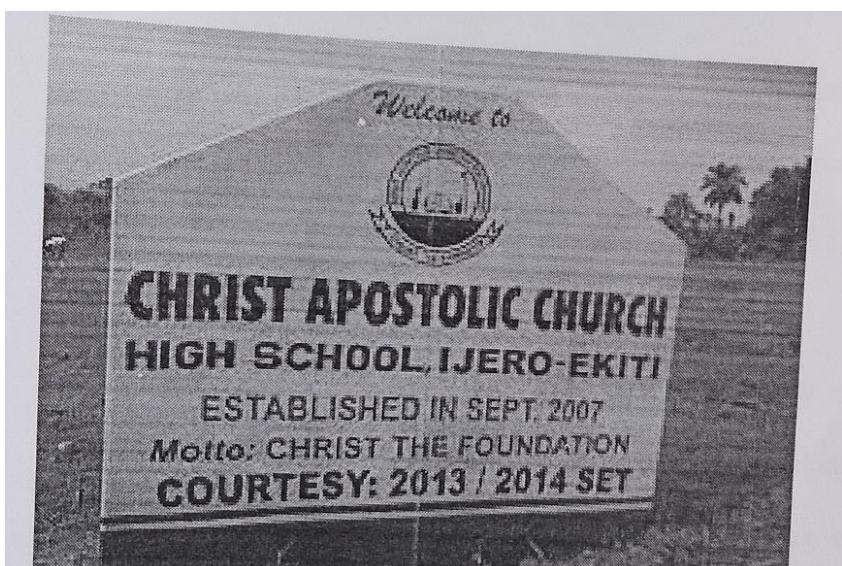
This support can aid in planning and implementing effective teaching strategies, curriculum development, and providing necessary training and professional development opportunities. Moreover, an efficient administrative system can help streamline administrative tasks, allowing teachers to focus more on their core responsibilities. Collegiality among Staff the presence of a supportive and collaborative work environment among teachers can significantly impact job effectiveness in Ekiti State, Nigeria.

Statement of the Problems

The effectiveness of secondary school teachers is crucial in ensuring the quality of education in any society. The school environment plays a pivotal role in shaping the job effectiveness of teachers. School environment factors which are the internal conditions of the school can necessitated by teachers' job effectiveness. For example, on the 25th of August, 2020, the FOJSOD team visited Osi Community High School where a block of 3 Science Labs was renovated properly. The project which was awarded to Canaan Towers Ltd, Ado-Ekiti in May 2017 for N5,010,348.74 and an additional N2,559,975.00 was awarded in July 2018 for additional work on the renovation of 3 Science Labs. Although these labs were renovated and the project was completed properly, there was no traces as to when the work was started and completed; no contract signposts, no imprints on the building and no records of the work done or the contractor with the school. It is not enough to renovate structures and make them look beautiful on the outside while the facilities inside the labs are lacking (Bahtilla, & Hui, 2020). The labs were poorly furnished, with bad chairs and tables, no laboratory equipment, no supply of water or electricity into the labs. Also, the school examination hall was in deplorable condition so the school used the supposed Biology laboratory as the examination hall for writing the WASSCE. The teachers around complained that since the buildings were constructed, there was no supply of equipment to furnish the laboratories and as such, they were abandoned. The school climate, facilities and resources within the school that influence students' academic however, the main factors affecting the effectiveness of secondary school teachers in Nigeria at all levels of education are lack of funding, insufficient management, lack of professionalism, and poor implementation of education policies (Goddard, 2015).



Students of All Souls Anglican Secondary School in Ado-Ekiti, receiving lectures during the resumption of schools in Ado-Ekiti.



Objective of Study

This study explores the School Environment Indices necessary factors in the school environment that contribute to the job effectiveness of secondary school teachers in Ekiti Estate, Nigeria.

1. To find out if environment indices school adequate infrastructure is a necessary factor for secondary schools teachers' job effectiveness.
2. To find out if school environment indices Adequate Teaching Resources is a necessary factor for secondary schools teachers' job effectiveness.
3. To find out if school environment indices Supportive School Leadership is a necessary factor for secondary school teachers' job effectiveness.
4. To find out if school environment indices Student Discipline Supportive Parents and Guardians is a necessary factor for secondary schools teachers' job effectiveness.

Teachers Job Effectiveness

Every organization, including school system has its set goals to achieve and when the educational goals are pursued and met, it is said the educational system is effective. So also every worker is associated to a specific duty to perform with job specification / schedule of duty when such a worker performs his duty accordingly to guideline and meeting his job expectation with the desired result, such a worker is adjudged "effective on his job". Effectiveness embraces such issue as individual, his roles determination, job expectation standard and quality. When good/high quality job is performed by a worker thus satisfying the desired, good result of the job, such a worker/teacher is effective one (Amstrong, 1991).

Production involves (a) all economic activities which take place to satisfy wants: thus the officer worker and teachers do not actually produce goods but their services are necessary for manufacturing, mining and farming. Production is the creation of utility. Where utility means satisfaction derived from using any form of goods or services by a given consumer. It is given to be the creation of goods and rendering of services which satisfies human wants (Fapounda, 2003).

Employee' job effectiveness speaks of the rate at which a given worker produces in a given firm. This is greatly influenced by the number of workers involved in the firm. Fapounda (2003) gives it that the more people we have in a given organization, concentrated on a given task, the less they produce. This means, "workers tend to be lazy when they are many doing the same task; and this reduces their marginal job effectiveness. Production involves (a) all economic activities which take place to satisfy wants: thus the officer worker and teachers do not actually produce goods but their services are necessary for manufacturing, mining and farming.

Production is the creation of utility. Where utility means satisfaction derived from using any form of goods or services by a given consumer. It is given to be the creation of goods and rendering of services which satisfies human wants. Production also involves the changing of resources into goods and services e.g. making cassava into gaari and short of foods or transformation of any commodity to finished goods. It also includes rendering of services, transformation of capital goods and other form if resources with human resources to finished goods or to another form. It cuts across extraction of resources, manufacturing distribution, consumption, transportation, insurance, warehousing, communication and teaching.

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In a school setting, the marginal job effectiveness of a teacher will be reduced if we have too many teachers teaching a given subject in the school. Teachers tend to be lazy when they are many taking a subject and this will not give effective utilization of such teachers in the school.

"Postulated the following factors influencing teachers' job effectiveness.

1. Condition of work, which is remuneration and salary.
2. Environmental conditions; that is supply of factor inputs.
3. Forces of demand and supply in a school setting, this means the number of school enrolment versus the available spaces and resources.

Factors affecting Teachers' Job Effectiveness

Job effectiveness is a measure of the efficiency of production. Job effectiveness is a ratio of production output to what is required to produce it (inputs). Job effectiveness in a given organization must be well considered. The person of Fredrick Hertzberg submitted that human beings could be influenced in production process by two sets of factors (Kelner, et al., 1996).

Intrinsic factor and Extrinsic factor

The intrinsic factor is also referred to as motivator factors. They are those that produce job satisfaction. They include achievement or success attained recognition for achievement, the nature of the work itself, the extent to which responsibility is given and growth or advancement on the job. The extrinsic factor is also referred to as "hygienic factors". They are those factors that can lead to job dis-satisfaction. These include the company policy and administration, the general nature of supervision (procedures and methods, interpersonal relationship) (peer-peer, supervision-worker, etc.), the working conditions package (salary, fringe benefits etc.), security and status.

Internal Controllable Environment

The internal controllable environment speaks of those variables inside a given organization and which can be easily controlled by the organization personnel. In a school setting, the internal controllable environment involves the available resources the facilities such as the school buildings, sport facilities, human resources and other material resources available to the school. The internal controllable environment a strictly placed under the supervision of the principal of the school and other administrative officers involved in the school setting (Borg & Gal 1974).

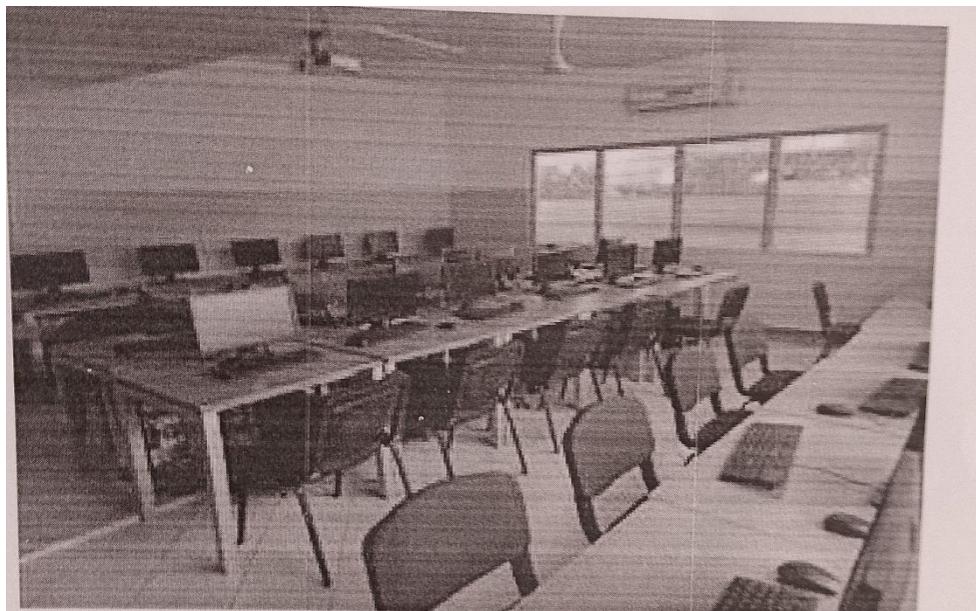


Fig 1: Well-ventilated and equipped with ICT Classroom, sponsored by (AGILE projects) in Ekiti State 2023

Teachers' Talk and Immediate Environment:

The tasks environment are those elements, institutions, organizations and forces in the organization's immediate environment in which their actions can have direct impact on the activities of the school and which can affect the ability of the students. In the school environment system, the task immediate environment speaks of the vicinity of the school, the location, the available infrastructures around the vicinity, the housing methodology, the various establishment around the school vicinity and the interaction of such variables and elements around the schools with school itself. All these elements of task immediate environment influence a great deal on the outcome of the teaching-learning situations (Fapounda 2003).

Physical Environment

This covers the climatic conditions, the land features (whether the region is a Plateaux, undulating low land or high land) the land structures, building patterns, the amenities structures and other physical characteristics which are feasible to the learners and their teachers. All these influence the teaching-learning situation. Thus, the school administrator must see to it that these variables don't disturb the effective teaching-learning situation which is envisaged (Bamisaye 2020).



Fig. 2: Renovated Secondary School in Ekiti State (2023)

Economic Environment

The market structures and economic status of people in an area determines the extent of their enlightenment and social enrolment. It had been discovered that region associated with wealth people are characterized with expensive schools which in turn influences the rate of student-enrolment in such vicinities. The students with poor background may not be allowed to enjoy educational pursuit in such environment because of the unreasonably high money being paid at the region (Adeyemi 2022).

Theoretical Review

The study was guided by Herzberg's Two-Factor Theory of motivation

Herzberg's Two-Factor Theory of Motivation. Herzberg and his colleagues found out that workers tend to describe satisfying experiences in terms of intrinsic factors relating to the work itself and dissatisfaction experiences in extrinsic factors relating to the working environment. Based on the findings, they proposed a two-factor theory or the motivation-hygiene theory. Some job factors result in satisfaction, while other job factors prevent dissatisfaction. According to Herzberg et al., (1959), some job factors result in satisfaction, while other job factors prevent dissatisfaction. He classified these job factors into two categories Hygiene Factors and Motivational Factors. Hygiene factors are those factors that do not lead to positive satisfaction for a long time, but if these factors are absent, they lead to dissatisfaction¹⁴. Therefore, hygiene factors are essential as they help to avoid dissatisfaction. The two-factor theory may help secondary school leaders to focus on enriching the school environment.

Education is the bedrock of the development of any society and as such, it should be properly invested in, as “an investment in knowledge pays the best interest”. The education sector is of tremendous importance across all levels of governments, one of the reasons being that the growth of any society depends on the educational progress of such society. The lack of basic education ultimately breeds an illiterate population who has no knowledge on how to go about developing and aiding the growth of the country.

Methodology

The quantitative correlational design was used for this study; the correlational design is used when the researcher wants to determine if two or more variables influence each other. This study aimed to examine the relationship between school environment and teachers' job satisfaction, making correlation the best research design to use. Furthermore, the correlational design is the most appropriate for this study because it gives the researcher the chance to predict scores and explain the relationship among variables. The correlational prediction design was used. To prediction research is pertinent because it helps to forecast the future. The study was carried out in the selected secondary schools in Ekiti State. The population of the study was made up of secondary teachers in the North and South West Region of Ekiti State. The justification for choosing teachers is because they are in the best position to give information about teachers' job effectiveness and satisfaction. Fifteen (15) secondary schools were randomly selected. The sample population was made up of all 550 teachers in 15 public secondary schools. 320 females and 230 males. This sample was chosen proportionately to the total population as recommended by Krejcie and Morgan (1970). The respondents' age ranged from 20 to 62 and their experience as teachers ranged from 1 to 32 years.

Result

Table 1: Correlation Coefficients between Study Variables

S/N	Variables	1	2	3	4
1.	Teachers' job effectiveness	-			
2.	Adequate infrastructure	.562	-		
3.	Adequate Teaching Resources	.693	.511	-	
4.	Supportive School Leadership	.417	.219	.220	-
5.	Student Discipline Supportive Parents and Guardians	.674	.481	.638	.264

correlations were statistically significant at $p < 0.01$.

Table 2: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficient	T	Sig.	Correlation			Collinearity Statistics	
	B	Std. Error				Zero order	Partial	Part	Tolerance	VIF
Student Discipline	.110	.016	.168	7.013	.000	.674	.300	.122	.527	1.899
Supportive Parents and Guardians	.489	.017	.532	28.541	.000	.408	.788	.497	.872	1.146
Adequate Teaching Resources	.417	.017	.626	24.678	.000	.693	.742	.430	.472	2.119
Adequate Infrastructure	.102	.014	.151	7.194	.000	.562	.307	.125	.691	1.447
Adequate Teaching Resources										

Table 2 shows the tolerance value of each independent variable (an indicator of how much of the variability of each independent is not explained by the other independent variables in the model).

No tolerance value is less than .10, which indicates that there is no multi-collinearity. Moreover, the Variance Inflation Factor (VIF) values are all less than 10, which indicates no violation of the assumption of multi-collinearity.

Table 3: Standardized Coefficients

Variables	Beta
Adequate infrastructure	.626
Adequate Teaching Resources	.532
Supportive School Leadership	.168
Student Discipline Supportive Parents and Guardians	.151

Discussion

In this study, the researchers explored the extent to which school environmental factors such as adequate infrastructure, Adequate Teaching Resources, Supportive School Leadership, Student Discipline Supportive Parents and Guardians predict teachers' job effectiveness and which factor is the best predictor. This research is coming up at a time where school leaders find it difficult to retain teachers. Educational leaders need to know which factors can lead to teachers' job satisfaction and effectiveness because teachers leave the teaching profession due to a lack of job satisfaction. Findings from a multiple regression indicate that the model with four control variables (adequate infrastructure, adequate teaching resources, supportive school leadership, student discipline supportive parents and guardians) explain 84.9% of the variance in teachers' job effectiveness.

Conclusion

In recent years, the Nigerian education system has faced numerous challenges that have affected the performance and job effectiveness of secondary school teachers. One crucial factor that significantly influences teachers' ability to perform their duties effectively is the school environment. This seminar aims to explore the necessary factors in the school environment that contribute to the job effectiveness of secondary school teachers in Ekiti State, Nigeria. Importance of the school environment, the school environment plays a pivotal role in promoting teachers' job effectiveness by providing a conducive atmosphere for teaching and learning. It encompasses various components such as physical facilities, teaching resources, administrative support and student discipline. Understanding the essential indices within the school environment can lead to improved job satisfaction, motivation and overall effectiveness among teachers. An adequately equipped school with modern physical facilities greatly impacts teachers' job effectiveness. Classrooms should be spacious, well-ventilated, and furnished with appropriate learning materials. Adequate lighting and ergonomic furniture and also crucial in creating a conducive environment for effective teaching. Furthermore, the availability of facilities such as science laboratories, libraries and computer rooms enhances teachers' ability to deliver quality education. Teaching resources effective teaching relies heavily on the availability and accessibility of teaching resources. Schools should have a sufficient supply of textbooks, reference materials and technological resources to meet the curriculum requirements. Teachers should also have access to a variety of instructional aids, such as multimedia tools and educational software to enhance their teaching methods. Availability of teaching resources encourages creativity, innovation, and effective lesson delivery. Administrative support is vital in creating an enabling environment for teachers. This support involves efficient management systems, clear communication channels, and access to professional development opportunities. Adequate administrative support allows

teachers to focus on their core duties of teaching and promotes job effectiveness. Additionally, a well-structured feedback system that addresses teachers' concerns and provides necessary guidance enhances their professional growth and job satisfaction. Maintaining discipline among students is crucial for teachers' job effectiveness. A school environment that promotes discipline and order creates a conducive atmosphere for learning. Schools should have well-defined disciplinary policies and teachers should be actively involved in the enforcement of these policies. Support from school administrators and parents in addressing disciplinary issues is also essential for teachers to carry out their responsibilities effectively. Conclusion the school environment plays a significant role in the job effectiveness of secondary school teachers in Ekiti State, Nigeria.

To enhance teachers' performance, it is crucial to focus on various indices within the school environment. Investing in modern physical facilities, providing ample teaching resources, offering administrative support and promoting student discipline are all necessary factors to improve teacher's job effectiveness. By prioritizing these aspects, the Nigerian education system can work towards providing an environment that supports teachers in delivering quality education and ultimately improving student outcomes.

Recommendations

- (i) The three tiers of government should always seek to provide some infrastructures like buildings, road, electricity, water, laboratory, library and other facilities as environmental factors that enhance teachers job effectiveness.
- (ii) The school environment must be located in a place where there will be limited distraction and limited noisy to the students, and reasonable number of students should be in a class.

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