

Work Environment and Teachers' Job Performance in Basic Schools in Kwara State, Nigeria

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Abstract: This study was carried out on the work environment and teachers' job performance in basic schools in Kwara State, Nigeria. The study was guided by seven purposes, with two research questions and five hypotheses. The research design used for this study was a descriptive survey of the correctional-type method. The study population consisted of 37,198 teachers in 1580 basic schools in Kwara State. Thirty schools were randomly selected from the state. The sample size involves 330 respondents, including teachers and head teachers. The questionnaire was titled Work Environment Teachers' Job Performance Questionnaire (WETJPQ) and was used by the researcher to elicit information from the concerned respondent. All the research questions were analysed using descriptive mean and standard deviation statistics. In contrast, all research hypotheses were analysed using inferential statistics of Pearson Product-Moment correlation Statistic at a 0.05 significance level. The study's findings revealed a high work environment in basic schools in Kwara State. It was also revealed that there was a significant relationship between work environment and teachers' job performance in basic schools in Kwara state, and there was a significant relationship between school location and teachers' job performance in basic schools in Kwara state. It was recommended that school administrators should continue to invest in and improve physical facilities, teaching resources, and general working conditions to maintain and further enhance teacher performance.

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INTRODUCTION

Education is crucial for a nation's economic, social, cultural, political and technological advancement. Schools are established to equip citizens with the knowledge, skills and attitudes necessary for meaningful contributions to the nation's progress. Basic education, the foundational stage of learning for children aged 6 to 11 years, aims to instil permanent literacy, numeracy, practical communication skills, scientific, critical and reflective thinking, and foster patriotism, fairness, understanding and national unity (Okonkwo et al., 2022). Teachers play an essential role in fostering responsible pupils, including lesson planning, classroom management, grading assignments and student involvement in co-curricular and extracurricular activities. The work environment, also known as the school environment, encompasses all physical, social, and psychological conditions under which teachers work, including classroom facilities, administrative support, availability of teaching materials, relationships with colleagues and students, and overall school climate (Kiptum, 2018). A conducive work environment can enhance teachers' motivation, job satisfaction and effectiveness, positively impacting students' learning outcomes. The environment encompasses everything surrounding us and affects our ability to live on Earth. Physical working environments significantly impact the working environment, including lighting, temperature, humidity, air circulation, noise levels, mechanical adjustments, unpleasant odours, colour schemes, decorations, music, and safety measures.

School facilities are essential to the learning environment's direct and indirect action aspects. The school environment must be present for effective teaching and learning, including the classroom atmosphere, instructional facilities, physical structures, spaces for conveniences, planning, accessories for planning, teachers, and preschoolers themselves (Kattam, 2023). A well-planned school would prepare students for expected educational objectives, support excellent social, political and economic emancipation, an efficient teaching and learning process, and high academic achievement. Workplace relationships are crucial for individuals and organisations, as they significantly impact a worker's capacity to work and be productive (Leitão et al., 2019). Positive interpersonal relationships benefit the organisation and help it thrive. A well-maintained and aesthetically pleasing physical environment can enhance a school's reputation and perceived quality in the eyes of the community and stakeholders. A conducive work environment is healthy, secure, ideal, and comfortable, fostering a setting that supports their well-being and productivity.

Educational organisations that train human capital, society's most valuable asset, require high-performing teachers to achieve their objectives. Work performance is linked to their effectiveness and contribution to the school's goals. The success and quality of the school's educational services are highly related to the quality of its teachers and performance levels. Teacher performance is one of the most important variables contributing to students' academic achievement, which is the school's ultimate goal (Milanowski, 2014). Teachers' job performance in basic schools is critical as it directly impacts students' learning experiences and outcomes. Effective job performance is characterised by teachers' ability to deliver high-quality instruction, manage classrooms efficiently, and foster a positive learning environment. Classroom resources, administrative support, professional development opportunities, and a supportive school culture significantly influence teachers' job performance (Tehseen & Hadi, 2015). When teachers receive appropriate promotions, they become accountable for specific responsibilities tied to their new roles, which fosters their development into responsible professionals and motivates them to strive to improve their workplaces. For teachers to be effective, their jobs must offer them satisfaction and motivation. Teachers typically seek to fulfil their personal needs through work, working conditions, and salaries, which must contribute to their happiness and inspire them to work diligently to achieve positive outcomes (Andriani et al., 2018).

Despite the importance of teachers in achieving broad educational objectives, many teachers in developing countries still lack recognition. Many teachers have chosen to leave the profession in search of other organisations that will value their worth by providing better working conditions. Additionally, the inadequacy of their salaries forces many teachers to take on part-time jobs to supplement their modest earnings, significantly hampering their productivity. Soyombo (2023) suggested that teachers' job performance reflects various aspects, including the quality, methodology, and dedication involved in their teaching duties. This includes their execution of teaching tasks, lesson planning, instructional delivery, commitment to extracurricular activities, supervision responsibilities, and efforts in motivating and boosting student morale. By addressing these problems, the research hopes to enhance Kwara State's basic schools' overall efficacy and quality of instruction.

Statement of the Problem

The quality of education in Kwara State's basic schools has been a concern among educators, policymakers, and stakeholders. Despite various reforms and investments aimed at improving educational outcomes, teachers' performance remains a critical factor influencing the effectiveness of these efforts. The work environment, encompassing physical infrastructure, availability of teaching resources, administrative support, and interpersonal relationships within schools, significantly determines teachers' job performance. However, many basic schools in Kwara State face inadequate infrastructure, insufficient teaching materials, overcrowded classrooms, and a lack of professional development opportunities, leading to decreased teacher morale

and job satisfaction (Salahu, 2020). Despite recognising these challenges, there is a limited understanding of how specific elements of the work environment in basic schools in Kwara State affect teachers' job performance. Most existing studies have focused on secondary and tertiary education levels, leaving a significant gap in the literature regarding basic education. Additionally, while some studies have explored general factors influencing teachers' performance, there is a need for a more detailed investigation into the unique environmental challenges faced by teachers in Kwara State's basic schools. Despite the growing body of research on teachers' work environments, limited literature focuses explicitly on basic schools in Kwara State. Most studies have concentrated on secondary and higher education levels, leaving a gap in understanding the unique challenges and needs of teachers at the basic education level in this region (Little & Bartlett, 2010; Smith & Gillespie, 2023). This study seeks to fill this gap by providing an in-depth analysis of the work environment in basic schools in Kwara State and its implications for teachers' job performance.

Purpose of the Study

The primary purpose of this study was to evaluate the impact of the work environment on teachers' job performance in basic schools across Kwara State, Nigeria. The study has the following objectives:

1. Investigate the work environment level in basic schools in Kwara State.
2. Determine the Teachers' job performance level in basic schools in Kwara State.
3. Examine the relationship between work environment and teachers' job performance in basic schools in Kwara State
4. Examine the relationship between school location and teachers' job performance in basic schools in Kwara State.

Research Questions

1. What is the work environment level in basic schools in Kwara State?
2. What is the Teachers' job performance level in basic schools in Kwara State?

Research Hypotheses

H₀₁: There is no significant relationship between the work environment and teachers' job performance in basic schools in Kwara State.

H₀₂: There is no significant relationship between school location and teachers' job performance in basic schools in Kwara State.

Literature Review

Concept of Work Environment

A positive work environment promotes productivity, thereby improving job performance significantly. Parker et al. (2017) define the work environment as all factors affecting a worker's capacity to execute assigned tasks. This encompasses physical components including workspace, equipment and tools. Furthermore, non-physical factors, including a tranquil and comfortable atmosphere, aesthetic appeal, sufficient lighting, and the quality of social interactions in the workplace, are essential elements of the work environment. The work environment is crucial to an organisation's success, influencing employee behaviour and attitudes in response to changing situations. A healthy and conducive work environment enhances job performance by enabling employees to work more effectively and efficiently, improving the quality of their work (Ogbogu, 2017; Wilson, 2015). A supportive work environment encourages employees to utilise their time effectively to complete tasks to the best of their abilities. The school environment encompasses physical and human resources, creating a learning environment shaped by their combined interaction (Morton et al., 2016). Teaching and learning occur within this "teaching and learning environment," including natural and artificial surroundings. The work environment significantly influences teachers' effectiveness and satisfaction. This includes the physical environment, such as school buildings, staff offices, laboratories, libraries, staff conveniences, and recreational facilities; encompassing relationships with colleagues, administrators and interpersonal relationships, which pertain to the dynamics between teachers, their

colleagues, supervisors, and the surrounding community; and the political environment, characterised by the impact of government and local education authorities.

When teachers enjoy their work environment, they often feel at home, treating their workplace as a second home, leading to more convenient and effective engagement in their activities. Neglecting these environmental factors can negatively affect teachers' performance, leading to decreased performance, delays in task completion, and ineffective outcomes. Conversely, a pleasant work environment positively impacts both teachers and the school, providing satisfaction in performance and helping the school achieve its educational objectives. The workplace environment is a complex interplay of technical, human, and organisational factors that significantly impact employee performance (Diamantidis & Chatzoglou, 2018). The technical environment includes tools, equipment, and technological infrastructure, while the human environment includes peers, colleagues, team dynamics, and organisational leadership. The organisational environment encompasses the immediate operational context and the broader national environment where an organisation acquires inputs, processes them, and produces outputs for public consumption. Rastogi et al. (2018) identified twelve key components related to the work environment that can lead to employee engagement or disengagement. These factors include goal-setting, performance feedback, role congruity, defined processes, workplace incentives, supervisor support, mentoring/coaching, the opportunity to apply new skills, job aids, and environmental and physical factors. These factors collectively influence employee engagement and can profoundly impact productivity and job satisfaction.

Components of Work Environment in Schools

The school work environment is a crucial aspect of education, affecting students' academic performance. Factors such as strategic locations, adequate school buildings, well-stocked libraries, competent administrative management, interpersonal relationships, highly qualified instructors and sufficient laboratory equipment can positively impact students' academic performance. School location refers to various aspects of the physical environment where the school is located. School location significantly impacts the availability of facilities, the distribution of teachers and students and the provision of learning facilities such as libraries, laboratories, furniture, instructional materials and resources (Osaigbovo & Osaigbovo, 2021). Educational planning agencies provide crucial information to ensure schools are situated in optimal locations to meet the future demands of growing populations. They also assess the current state of existing school infrastructures and their capacity to inform decisions about new developments or renovations. A poorly located school requires agreement on policy relating to walking distance, travel time, and use of private and public means of vehicular transportation. Physical facilities play a crucial role in enhancing the success and effectiveness of any activity. These facilities include school buildings, accommodations, classrooms, libraries, information centres, furniture, laboratories, recreational facilities, equipment, information technology resources, multipurpose halls, health facilities, sanitation and other instructional materials.

The location of schools exerts a significant psychosocial influence on teachers and students, whether in rural or urban areas. Urban schools typically benefit from better provision of learning facilities, funding and experienced teachers. In contrast, rural schools face higher poverty rates, lower reading proficiency, limited English language skills, prevalence of local dialects, lack of social amenities, lower educational aspirations, teacher shortages, and inadequate laboratory facilities. Inequality in the quality of education between rural and urban schools is reflected in their academic outcomes, often leading to students in rural schools having lower academic motivation and less appreciation for academic activities compared to their counterparts in urban areas.

Interpersonal relationships are essential in every organisation, as they are crucial to human interaction. In today's competitive business environment, hiring and retaining employees over the long term can be challenging. Workplace relationships

are distinct interpersonal connections that have significant implications for individuals and organisations where these relationships evolve. Research has consistently shown that workplace relationships directly influence a worker's productivity and effectiveness, which can impact customer satisfaction (Kurdi et al., 2020; Omunakwe et al., 2018; Tran et al., 2018). Interpersonal relationships are social connections founded on emotions, affection, and mutual liking within an organisation. Humans are naturally inclined towards companionship with others, whether of the same sex or opposite sex. These relationships strongly facilitate positive student outcomes, including engagement, learning, achievement, well-being, motivation, success, and hope.

School facilities are critical indicators of educational growth and development, representing a significant investment in the school system for their establishment (Abdullahi, 2015; Garba, 2024). Proper management and maintenance of these facilities are essential as they directly impact students' academic performance. School facility management ensures that buildings and technical systems effectively support the organisation's operations. Effective school communication is more than just passing information from one person to another. It involves using formal and informal channels to share knowledge, provide updates, and ensure the smooth running of the school (Daniel, 2017; Ekeh & Okoro, 2016). Formal communication follows official lines of authority, such as administrators communicating policy changes to teachers, while informal communication happens through personal interactions, such as casual conversations between colleagues. Effective communication ensures that teachers understand their roles, responsibilities and expectations, which reduces confusion and increases productivity. According to Sieberer-Nagler (2016) and Stronge (2018), teachers are more effective when they clearly understand the school policies and instructional goals that the administration communicates. The communication channel is vital to the school work environment, enhancing clarity, supporting feedback loops, building a positive school culture, and resolving conflicts. Administrators should foster formal and informal communication, ensuring teachers and staff are part of the decision-making process. Ultimately, effective communication contributes to a positive and productive work environment in schools, benefiting both teachers and students.

Concept of Teachers' Job Performance

Performance is the outcome individuals achieve based on established job or task criteria, with high-performing individuals being considered productive (Buchanan & McCalman, 2018). It is a crucial driver for enhancing work productivity and accomplishing organisational objectives. Teachers' job performance contributes to achieving educational aims and objectives, impacting all locations where kids are present, not only classrooms or schools (Christie & Lingard, 2020). Performance indicators include quantity of work, quality of work, initiative, adaptability and cooperation. Four performance dimensions are identified: quantity of work, quality of work, dependability, and attitude. Teachers' job performance can be multifaceted, encompassing lesson preparation, instruction, student evaluation, commitment, extracurricular activities, effective monitoring and inspection, effective leadership, incentive and discipline (Muthoka, 2024). Eze et al. (2023) defined Teachers' Job Performance (TJP) as the ability of educators to incorporate relevant concepts to enhance the teaching and learning experience, shaped by their commitment and dedication to daily school activities. DeNisi and Murphy (2017) state that teacher performance encompasses everything that influences how much they contribute to their organisation. Agustin et al. (2022) suggest that a teacher's performance is deemed successful if it positively impacts the development of students' psychological and physical potential. This encompasses positive learning outcomes regarding objectives and benefits, leading to the development of cognitive, affective, and psychomotor skills.

Teachers' performance in the classroom significantly impacts efforts to achieve organisational or institutional goals. Enhanced performance among teachers and higher-level educators is crucial for improving the overall quality of school education.

Several interconnected factors influence teacher performance, including work ethics, work motivation, work qualifications, school culture, work environment, school equipment and education policies. Teacher performance is influenced by various factors that can either enhance or diminish their effectiveness. Stress related to the technical demands of the job and a challenging work environment can negatively impact teachers' performance. Performance in teaching has become a fundamental requirement of the profession, essential for employment conditions. Teachers' performance is affected by various personal characteristics, including dedication, knowledge, and academic skills.

Relationship between the Work environment and Teachers' job performance

Recent empirical studies have shown that work environment, motivation, and resources significantly influence teacher performance in educational settings. Research by Anya and Uzoh (2021) found that teachers in schools with supportive work environments and adequate resources exhibited higher levels of job satisfaction and effectiveness. Onyeukwu (2022) highlighted the positive correlation between recognition of professional growth opportunities and teachers' job satisfaction in basic schools. Aladetan (2023) investigated the relationship between the work environment and teachers' job performance in public basic schools within Ondo State, Nigeria. The study found that a favourable work environment enhances teachers' job performance, and it is recommended that physical facilities, such as conducive office spaces, potable water, and consistent electricity supply, should be provided to support teachers' job performance. Jayaweera (2015) explored the relationship between work environmental factors and job performance and how work motivation mediates this relationship among a sample of hotel workers in England. The findings revealed a significant relationship between work environmental factors and job performance, and work motivation serves as a mediator between working conditions and job performance. These outcomes underscore the critical role of working conditions and work motivation in determining job performance within the context of the work environment. Abbas et al (2022) investigated the impact of the school environment on teachers' performance at the basic level in Tehsil Chiniot. The results revealed that most teachers agreed that the school environment significantly influences their and students' performance. It is recommended that the government, policymakers, and school administrators ensure the provision of adequate facilities to enhance the school environment at the basic level in Tehsil Chiniot.

Ayofe and Martha (2022) investigated the connection between interpersonal relationships and employee performance. The results indicated that increased effective communication within the organisation improves employee performance by 68%, team building boosts performance by 63%, and social support is the most influential factor in enhancing employee performance. High-quality interpersonal relationships enhance employee performance through improved communication, motivation, teamwork, and mutual assistance. Adamu et al (2022) investigated the effectiveness of maintaining physical facilities in secondary schools in Bauchi State. The results revealed a poor maintenance culture in public schools, indicating that physical facilities are rarely kept. One of the fundamental issues identified was inadequate funding, which significantly hindered the maintenance of school facilities. The study recommended that school administrators in secondary schools should gain a comprehensive understanding of the practical principles and practices for managing school physical facilities to extend the lifespan of facilities and ensure their optimal use, ultimately leading to improved efficiency and effectiveness in the long-term utilisation of school resources. This study explores the impact of the work environment on teachers' job performance in Kwara State's basic education sector. It provides insights for future research on the effects of work environment factors on teacher performance and the effectiveness of interventions. The study also offers a framework for comparing teachers' work environments across different regions or educational levels, expanding the scope of academic research.

METHOD

This study adopts a descriptive survey of the correctional-type method to establish the relationship between the work environment and teachers' job performance. The independent variable is work environment behaviour, while the dependent variable is teachers' job performance. According to the State Ministry of Education and Human Capital Development 2022/2023, the study population comprised 10,728 teachers in 1595 basic schools in Kwara State and 1595 head teachers. Three hundred teachers and 30 head teachers selected from 30 public basic schools were used as samples for the study. Both random and stratified sampling were used to select the sample. Firstly, thirty schools were randomly selected from the state. Thereafter, 10 teachers were proportionately selected from the schools to form the study's sample. The sample size will be 330 respondents. This study used an adapted "Work Environment Teachers' Job Performance Questionnaire" (WETJPQ). The questionnaire consists of sections A and B. Section A contains Work Environment items or questions in statements formulated, which are divided into four sections. Section B includes Teachers' Job Performance items or questions in statements, which are divided into three sections formulated for the respondents. The respondents' response was structured on a 4-point Liker rating scale of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, and Strongly Disagree (SD) = 1 point to answer the section A while High (H), Moderate (M) and Low (L) to answer the section B. Three experts from the Department of Education Management and Counselling at the University of Ilorin, Nigeria, validated the study's instrument. The final draft of the questionnaires was vetted and adjusted based on their observations and suggestions. Reliability is crucial in assessing the stability and consistency of an instrument over time. In this study, internal consistency reliability was assessed using the test-retest method. The Work Environment and Teachers' Job Performance Questionnaire had a reliability coefficient of 0.75 and 0.78, indicating the instrument's reliability. The instrument's internal consistency was crucial in ensuring its validity and reliability. The researcher, along with two research assistants, visited the sampled schools. This approach encouraged respondents to respond honestly and sincerely to the questionnaire items. Each respondent was required to complete the questionnaire and return it to the researcher or the research assistant on the same day of the visit to prevent loss or damage. If a respondent requested additional time, retrieving the completed questionnaire was deferred to a mutually agreed-upon date. Three hundred thirty questionnaires were distributed, and 325 questionnaires were successfully retrieved. The data collected for this study were analysed using both descriptive and inferential statistics. The Statistical Package for the Social Sciences (SPSS) was employed for the analysis. Descriptive statistics were used to analyse all the research questions, specifically the mean and standard deviation. For testing the research hypotheses, inferential statistics was utilised, employing the Pearson Product-Moment Correlation Coefficient at a 0.05 significance level.

RESULTS AND DISCUSSION

Research Question 1: What is the work environment level in basic schools in Kwara State?

Table 1

Results show the work environment level in basic schools in Kwara State.

| S/N | Statements | Mean | SD | Remarks |
|-----|---|------|------|---------|
| 1 | The school is not located near the marketplace | 3.23 | 0.78 | High |
| 2 | The school is not situated by the roadside | 3.37 | 0.66 | High |
| 3 | The school is situated in a serene and conducive environment | 3.10 | 0.60 | High |
| 4 | The school is not situated far away from teachers' and students' residences | 3.23 | 0.69 | High |

| | | | | |
|-------------------|--|-------------|------|-------------|
| 5 | The school environment is conducive to effective teaching and learning processes. | 3.11 | 0.81 | High |
| 6 | The idea of the school administrator taking the interest and welfare of the teachers to make them feel happy with their job | 3.13 | 0.79 | High |
| 7 | The school administrators' ability to allow teachers a high degree of initiative and creativity in their work makes them more dedicated | 3.07 | 0.94 | High |
| 8 | The ability of the school administrator to encourage interpersonal relationships among staff creates a positive work environment | 2.98 | 0.85 | High |
| 9 | Teachers are allowed to go about their work the way they want | 3.22 | 0.80 | High |
| 10 | Teachers interact freely with the head teacher and with one another | 3.24 | 0.70 | High |
| 11 | Conducive office space is available for the school administration (head teacher, bursar) | 3.00 | 0.77 | High |
| 12 | Functional potable water is made available in the school | 3.34 | 0.71 | High |
| 13 | Toilets (quality of the toilet rooms, separate toilets for male and female teachers, availability of water, and adjustment to the toilet rooms | 3.34 | 0.70 | High |
| 14 | There is a constant power supply in the school | 3.46 | 0.69 | High |
| 15 | Store rooms are provided in the school | 3.20 | 0.89 | High |
| 16 | The school administration and teachers have a clear and well-structured communication channel. | 3.20 | 0.90 | High |
| 17 | Teachers are promptly informed about important updates and decisions from the administration. | 3.16 | 0.75 | High |
| 18 | Teachers feel comfortable providing feedback to the school administration on any issues. | 3.36 | 0.78 | High |
| 19 | There is open and regular communication between teachers, students, and parents. | 3.21 | 0.77 | High |
| 20 | Teachers can easily communicate with the school administration for personal or professional matters. | 3.08 | 0.72 | High |
| Grand Mean | | 3.20 | | High |

Table 1 shows the mean scores of the individual items. With an overall mean score of 3.20, the work environment in Basic schools in Kwara State is high.

Research Question 2: What is the level of teachers' job performance in basic schools in Kwara State?

Table 2

The result shows Teachers' job performance in basic schools in Kwara State.

| S/N | Statements | Mean | SD | Remark |
|-----|---|------|------|--------|
| 21 | My teachers' preparation of lesson plans before coming to the classroom is | 3.24 | 0.77 | High |
| 22 | Referring to the previous topic before the new one by my teachers is | 3.28 | 0.62 | High |
| 23 | The presentation of the topic content logically and clearly by my teachers is | 2.86 | 0.69 | High |
| 24 | My teacher's lesson delivery for student participation is | 3.40 | 0.63 | High |
| 25 | The involvement of students actively in the lesson by the teachers is | 3.40 | 0.64 | High |

| | | | | |
|-------------------|---|-------------|------|-------------|
| 26 | Academic records of students are available for inspection when demanded for scrutiny by education authorities. | 3.26 | 0.78 | High |
| 27 | Keeping the comprehensive details of the personal and academic background of all students enrolled by my teacher is | 3.12 | 0.68 | High |
| 28 | Retrieving the academic records of students by my teachers is | 3.24 | 0.64 | High |
| 29 | Promoting and ensuring detailed information regarding the entry and exit of each student by my teacher is | 3.14 | 0.75 | High |
| 30 | Monitoring the class attendance of the number of students present in the classroom by my teacher is | 3.40 | 0.64 | High |
| 31 | There are teaching aids for all lessons provided by my teachers | 2.96 | 0.63 | High |
| 32 | My teachers' improvement teaching aids for students' improvement is | 3.61 | 0.57 | High |
| 33 | Developing professional skills, which include the production of instructional materials for teaching students by my teacher, is | 3.53 | 0.73 | High |
| 34 | Use of appropriate instructional materials for students, irrespective of subjects taught, is | 3.42 | 0.53 | High |
| 35 | Teaching students without the use of appropriate instructional materials for each subject by my teaching is | 3.29 | 0.72 | High |
| Grand Mean | | 3.08 | | High |

Table 2 shows the mean scores of the individual items. With an overall mean score of 3.08, it can be concluded that teachers' job performance in basic schools in Kwara State was high.

H₀₁: There is no significant relationship between the work environment and teachers' job performance in basic schools in Kwara State.

Table 3

Pearson Product-Moment Correlation on work environment and teachers' job performance in basic schools in Kwara State.

| Variable | N | Mean | SD | Df | r | P | Decision |
|---------------------------|-----|------|------|-----|-------|-------|--------------------------|
| Work environment | 325 | 64.0 | 6.32 | 323 | 0.213 | 0.000 | H ₀ Reject |
| Teachers' job performance | | 49.2 | 5.86 | | | | |

Table 3 shows that the calculated P-value obtained was 0.000, less than the alpha value of 0.05, a significance level with 323 degrees of freedom. Findings indicated a positive correlation between the two variables, which was statistically significant (r=0.213). Therefore, the null hypothesis, which states that there is no significant relationship between work environment and teachers' job performance in basic schools in Kwara State, was rejected, and the alternative hypothesis was upheld. Thus, there was a significant relationship between the work environment and teachers' job performance in basic schools in Kwara State.

H₀₂: There is no significant relationship between school location and teachers' job performance in basic schools in Kwara State.

Table 4

Pearson Product-Moment Correlation on school location and teachers' job performance in basic schools in Kwara State.

| Variable | N | Mean | SD | Df | R | P | Decision |
|---------------------------|-----|------|------|-----|-------|-------|--------------------------|
| School location | 325 | 16.0 | 1.85 | 323 | 0.247 | 0.000 | H ₀ Reject |
| Teachers' job performance | | 49.2 | 5.86 | | | | |

Table 4 shows that the calculated p-value was 0.000, less than the alpha value of 0.05, which was a significance level with 323 degrees of freedom. Findings indicated a positive correlation between the two variables, which was statistically significant ($r=0.247$). The null hypothesis, which states no significant relationship exists between school location and teachers' job performance in basic schools in Kwara State, was therefore rejected, and the alternative hypothesis was upheld. Thus, there was a significant relationship between school location and teachers' job performance in basic schools in Kwara State.

Discussion of Findings

The findings of research question one showed that the work environment level in basic schools in Kwara State is high. Fetogang (2019) argues that effective management of the work environment in public secondary schools is essential for enhancing employee job satisfaction and productivity. He emphasises that the work environment in any organisation, including schools, should play a key role in supporting employees' performance and job satisfaction. Given the complex technology involved in modern office tasks, organisations must ensure that employees are not adversely impacted by their surroundings. The findings indicated that teachers' job performance in basic schools in Kwara State is high. Analysis showed that teachers in public basic schools consistently perform their responsibilities well, including presenting lessons promptly, grading assignments, maintaining accurate records, and creatively using instructional materials to enhance teaching and learning. This underscores the role of teacher performance as a critical factor in a school's overall success. These findings align with Aladetan (2023), who argued that successful performance is achieved when teachers and employees actively contribute toward organisational goals through motivation and a strong commitment to their roles. The findings indicated a significant relationship between the work environment and teachers' job performance in basic schools in Kwara State. The work environment is crucial, as it can influence employee performance from technical and social perspectives (Nabawi, 2019). The finding supports Suhardi's (2019) alignment that the work environment affects performance. The findings indicated a significant relationship between school location and teachers' job performance in basic schools in Kwara State. This supports Aladetan's (2023) assertion that teaching and learning in secondary schools are often hindered by poor school location. Jayaweera (2015) also found a significant relationship between work environment factors and job performance. Similarly, Nwachukwu and Anina (2014) argued that poor school locations contribute to inadequate teaching resources, lower educational quality, and poor academic performance among students.

CONCLUSION

A supportive and well-structured work environment fosters higher motivation, efficiency, and job satisfaction among teachers, enhancing their ability to deliver quality education and meet academic standards. Key factors such as physical infrastructure, administrative support, resource availability, and a positive school culture correlate strongly with teachers' commitment and effectiveness in their roles. An enabling environment with adequate teaching resources, safe and comfortable facilities, and supportive leadership promotes teachers' professional growth and reduces burnout. Conversely, inadequate facilities, insufficient materials, and a lack of administrative support may hinder teachers' job performance and affect student outcomes negatively. As teachers play a central role in shaping students' learning experiences, investing in a

conducive work environment is essential for advancing the quality of education within the state. Prioritising improvements in the work environment for teachers in Kwara State's basic schools is vital. Such efforts are expected to boost teachers' job performance, leading to more meaningful educational outcomes for students and contributing to overall educational development in the state. Based on the findings and conclusions of this study, the following recommendations were made by the researcher:

1. The school administrators should continue investing in and improving physical facilities, teaching resources, and general working conditions to enhance teacher performance.
2. Educational authorities should tailor support initiatives to address the specific needs of urban and rural schools.
3. Schools should implement policies that support teachers in maintaining a healthy work-life balance, such as reasonable workloads, flexible scheduling, and leave opportunities.
4. Schools should promote team-building activities, peer support systems, and conflict resolution mechanisms to build strong interpersonal bonds among staff.
5. The Ministry of Education should consider formulating policies that institutionalise regular assessments of school work environments.

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