

School Environment and Teachers' Performances in Economics in Senior Secondary School Education in Oshilimi South Local Government Area of Delta State

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Abstract

This paper discusses school environment and teachers' performances in economics in senior secondary school education in Oshilimi South Local Government Area of Delta state. The study was a descriptive survey research, Frequencies, arithmetic means, standard deviations and t-statistical were tools used to analyse the data. The findings concluded that despite the impact of change in the school environment in the state, the performance of teachers still remain below average in most senior secondary schools. Base on the findings the recommendations made that state government in collaboration with Nigerian Educational Research and Development Council should embark on teacher capacity building to enhance teacher performances in the schools. The state Ministry of Education Authority should provide a favourable school climate and physical facilities to improve the performance of teachers in the schools.

Keywords: School environment, Teachers' performances, Economics, senior secondary school, Education

Introduction

School as an organization has certain aims and objectives which was set to be achieved by National Policy on Education. In order to achieve these aims and objectives, the school climate is very important. The school environment here is referred to the working conditions of the teachers and its environment as it affects the performances of the teachers in economics. Azetta (2009) and Jacob and Lefgren (2011).

Adesina (2011) examined the relationship between teachers performances and school environment and found out teachers satisfaction were greater in well conducive school environment than unconducive one. Flower and Welberg (2009) found out in one of their studies that school environment in most secondary schools were poor and learning environment is not encouraged. Ananga (2012) said teaching and learning in secondary schools were mostly affected by poor school environment and this creates challenges to teachers' performances in the class. These challenges according to Nwachukwu (2013) were as a result of poor climate change which leads to sub-standard education, lack of adequate resources for teaching, and students' poor academic performances in economics.

A productive that school environment needs good teaching and learning strategies, sufficient instructional materials, richer classroom ecology, pleasant school culture, child centre education, objective administration and good school physical structures. The availability of these resources can help to improve teachers' performances in the school. (Carpenter, 2011, Ma & Deveda, 2012). The poor that school environment in the state made them unable to meet the expectations of students and lead to challenges of low operational quality and absence of required facilities to cater for teachers and students, which features; rampant examination malpractices, lack of parental commitment to school activities, dominant acts of indiscipline, secret cults, gangsters, illegal substance abuse, lack of proper supervision of students activities, inbuilt culture of incompetency and a general hopelessness leading to students failure, truancy. (Raymond, 2009; Wasagu, 2009; Abinboye, 2011).

The challenges teachers are facing in state secondary schools are due to frequent change in curriculum which are equally detrimental to students as these encounters are the major factors affecting teachers' performances and efficiency in schools. The challenges are affected by inconsistencies of government policies in education which also include frequent change of minister and commissioner of education and poor distribution of curriculum. Another challenges affecting teachers include poor funding by the State and Federal Government, poor quality of learner, large number of classes, inadequate teaching staff the new introduce subjects, lack of necessary textbooks, workbooks, and curriculum in different subjects in the state. (Patrick, (2012), Nwagwu,

(2008); Gregory, Cornell & Fan (2011), Lingard, et al. (2003), (Nwagwu, 2008; Azetta, Oyaziwo, 2009; Aluede 2011).

The schools are observed to be short of instructional materials, poor school structure, inadequate teaching staff and overcrowded classroom and poor distribution of curriculum. (Oluwadare & Julius, 2011). When a school is not productive, and not improving on positive connectedness to establish forum for peer academic support interaction, then it is not safe and conducive for learning, as it goes contrary to expectations of a good school environment/learning is expected to prevent conflict and technically built on moral ideology in students (Aflalo & Gabay, 2012).

Statement of the Problem

The challenges teachers are facing in state secondary schools are due to change in curriculum which are equally effected students due inconsistencies of government policies in education. Another challenges affecting teachers include poor funding by the State and Federal Government, poor quality of learner, large number of classes, inadequate teaching staff the new introduce subjects, lack of necessary textbooks, workbooks, and curriculum in different subjects in the state.

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Purpose of the study

The main purpose of the study is to determine school environment and teachers' performances in economics in senior secondary school education in Oshilimi South Local Government Area of Delta state. And also determine the relationship between school climate change and teachers performances.

Area of the study

The study covers all senior secondary schools in Oshilimi South Local Government Area of Delta state.

Population of the study

The targeted population of the study is 2500. It consisted of two categories which include school heads, and teachers (male and female teachers) in all the senior secondary schools which were selected randomly from Oshilimi South Local Government Area of Delta state.

Research questions

The following research questions were raised to guide the study;

1. What are the challenges faced in senior secondary education in terms of school environment?
2. What are the effects of school environment on the level of teachers' performances in economics in senior secondary school level?

Hypothesis

1. Ho: There is no significant difference in school environment and teachers performances
2. Hi: There is significant difference in school environment and teachers performances

Sample and sampling procedure

The descriptive survey was utilized in this study. The sample consisted of 810 participants. The study sample comprised for 15 senior secondary schools which were randomly selected [i.e. 54 teachers each were selected from 15 senior secondary schools] from Oshilimi South Local Government Area of Delta state.

Instrument

The research instrument used for the study was a questionnaire developed and validated by the researchers. Two sets of questionnaires were use **Teacher Performance Questionnaire [TPQ]** was designed for the school heads to evaluate the teaching performances of the school sampled teachers in each school while **Challenges of School Environment Questionnaire [CSEQ]** were designed for the teachers in the sampled schools. The instrument has three sections A, B, and C. Section A sought information on the personal data of the respondents. Section B required the respondents to indicate the challenges of school environment in senior secondary schools in the state. Session C required the respondents to indicate the how school climate affects the level of teachers performance in secondary school. In sections B, and C, each item had a four point rating scale of Strongly Agree, Agree, Strongly Disagree and Disagree.

Method of data analysis

Data collected for the study were analysed using descriptive statistics such as means and standard deviations,

using an interval scale of 0.05 and a mean of 2.50 [i.e. $0.05 + 2.50$], the cut-off point was fixed at 2.55. Therefore, items with means of 2.55 and above were considered as significant and below as not significant. An inferential statistics used was t-statistics for the hypothesis which was tested at 0.05 level of significance. The researchers and two research assistants participated in the field administration and retrieval of the 810 questionnaires.

Result

Table 1 indicates the challenges of school environment faced by teachers in the senior secondary schools in the state caused by the introduction of trade subjects. The overall average showed that all the challenges of teachers in public secondary schools in the state were significant.

Table 2 indicates the effect of school environment on the level of teachers' performances in senior secondary schools. The overall average showed that all the effects of school environment on the level of teachers' performances in Senior Secondary School in the state were significant.

Table 3 reveals the difference in the variables in secondary schools. The result obtained from the analysis reveals that the values of t- statistics of 0.69 is less than the t- table of 2.47 at 0.05 level of significant. Hence there is no significant difference between school climate and teachers performances.

Discussion of findings

In table I, it was observed that all the items listed were all significant. Poor school environment in the state is posing Unending social challenge to teacher's professional standard, which affects their abilities for human modification, culture reproduction, social recreation, innovation and social placement to suit current. The findings were in support of Carpenter 2011, Charland 2011, and Clifton 2009 that school environment poses challenges to the teachers.

In table II, observed also that all the items listed were all significant which include poor school environment leads to low extra-curricular activities due to ineffective leadership, lack of motivation, and low disciplinary ability, and poor academic performance. The findings were in support of Clifton 2009, Adesina 2011, Aflalo 2012, and Anderson 2004 that poor school environment affects the level of teachers' performance in Senior Secondary Schools in the state.

Table III showed that, the null hypothesis was retained, because there is no significant difference between the two variables in the state. The findings were in support of Olagunju 2004, Aluede 2011, Loukas 2007, Nwagwu 2008, Ugwu 2008, and Daramola 2002.

Conclusion

The researcher concluded that were inadequate teaching staff in the different areas of the newly introduced subjects, poor capacity building for the teachers, inadequate texts for students. These make lesson preparation and evaluation of teaching unproductive. Finally most schools lack practical in the newly introduced trade /entrepreneurship subjects.

Recommendations

The following recommendations were made based on the findings above:

1. School heads should provide adequate senior secondary school curriculum in the schools, address the problems of manpower, and make provision for adequate text for both student and teachers in order to enhance better performance of teachers.
2. The state government in collaboration with the Nigerian Educational Research and Development Council should encourage teacher capacity building not only in the state but in each of the LGA in corroboration with the state government to ensure efficiency in teachers' performances in schools.
3. The State Ministry of Education Authority and other agencies should enhance the performance of teachers by providing physical facilities and other materials within the school system

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Table 1: The challenges of school environment in senior secondary schools

Items	SA	A	SD	D	Mean
Push students out of the school due to rigid, harsh and uneducated school environment.	300	100	200	210	2.60
Lack of educational resources and infrastructural facilities due to poor environment	400	212	148	50	3.19
Another challenges affecting teachers include poor funding by the State and Federal Government	600	50	100	60	3.47
Poor quality of learner, large number of classes, inadequate teaching staff the new introduce subjects.	99	507	104	100	3.12
lack of necessary textbooks, workbooks, and curriculum in different subjects in the state.	600	-	110	100	3.36

Table 2: The effect of school environment on the level of teachers' performance in senior secondary schools

Items	SA	A	SD	D	Mean
Poor school environment leads to poor performances in teaching economics	300	400	100	10	3.22
Slow approach to change by the school management leads to poor evaluation technics and also unproductive in teachers' performances.	350	254	200	56	3.23
There is low extra-curricular activities due to ineffective leadership, lack of motivation, and low disciplinary ability.	503	89	103	115	3.21
Poor school environment can make students poorly socialized, uneducated, wrongly informed, half trained and poor academic performance.	312	400	48	50	3.20

Table 3: t– test analysis showing differences in school environment and teachers' performances

Variable	number	means	standard deviation	df	t-calculated	t-critical
that school environment	405	3.38	0.87	238	0.69	2.47
teacher performances	405	3.43	0.73			

P<0.05

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