

# FACTOR INFLUENCING JOB PERFORMANCE OF AGRICULTURAL TEACHERS IN SELECTED SECOND- ARY SCHOOLS IN ABEOKUTA METROPOLIS NIGERIA

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## ABSTRACT

The study examined the factor influencing the job performance of agricultural teachers in selected secondary schools in Abeokuta metropolis. A multistage random sampling technique was used to select 77 respondents for the study. The results showed that majority (62.5%) of the sampled teachers were male, while (77.9%) were married with a mean age of 38.9 years. The educational background showed that majority (64.9%) of the agricultural teachers had HND/B.Sc as their educational qualification with quite a lot of them (66.2%) belonging to the Christian faith group. Furthermore the results indicated that, adequate career opportunities with a mean score of ( $\bar{X}$  =4.06) were among the highest factor influencing the job performance of the respondents, while adequate performance appraisal with a mean score of ( $\bar{X}$  =3.56) was the least factor that contribute to the job performance of the respondents. Inferential statistical results showed that there was significant relationship between teachers job performance and their age ( $\chi^2=6.61$ ,  $p<0.05$ ) and working experience ( $\chi^2=7.26$ ,  $p<0.05$ ). Also constraints ( $r=-0.403$ ,  $p<0.05$ ) and lack of training/staff development ( $r=0.432$ ,  $p<0.05$ ) have significant relationship with the respondents job performance. The study concludes that adequate working environment and frequent pay rise in salary were among the major factors influencing the job performance of teachers in the study area. The study recommended that government should increase their budgetary allocation to education so that teachers' job performance can be enhanced.

Keywords: Factor, Job, Performance, Agricultural, Schools, Metropolis.

## INTRODUCTION

Agricultural administration have contributed a lot to the development of agriculture in terms of planning and coordination of agricultural extension, promote dissemination of agricultural research result, research and develop agricultural extension methodologies, monitor and evaluate extension deliv-

ery services nationally, monitor agricultural performance and provide input to policy and feedbacks to research (Abubakar,2010).

Agriculture remains an important sector of the Nigeria economy since it has a high potential for unemployed and underemployed persons and at the same time generate for-

exchange earnings for the country. It was in realization of this that the Nigeria government past and present have encourage the teaching of agriculture to primary and secondary school pupils to give knowledge background, which will equip them to become interested in agriculture and choose it as a source of livelihood (Omolola 2007).

The school's most important influence in the teaching-learning process is the teacher. He sets the tone of the classroom and establishes the mood of the group. He is the authority figure providing the direction for behavior. He is a model and is consciously imitated (Bernard, 1972). It can be said that teachers are the pivot of any education system. In fact, teachers are the strength of a nation. They continue to retain their influence and it is difficult to by-pass them in the process of teaching learning process.

The importance of teacher is recognized throughout the world (Panda and Mohanty, 2003). Good teachers are essential for the effective functioning of education system and for improving the quality of learning process. Job satisfaction enables teachers to put their best to do the assigned work. The maintenance of high satisfaction and morale has long been an important objective for educators. However, recent reports in educational journals and in the popular press about teachers' stress and burnout indicate that teachers' job satisfaction and morale merit has increased attention. Teachers develop performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. A person is, therefore, likely to act in a way that maximizes the use of his aptitudes. Similarly, teacher's positive attitude towards teaching and higher aspiration level determines his

positive perception of the environments.

An effective teacher development design should have an exhaustive measure of these factors so as to foster necessary skills and attitudes amongst prospective teachers. The exclusive weight age to knowledge alone should be dispensed with in favor of more activity oriented programs which have direct bearing on actual classroom situation (UNESCO, 2002). The teacher should realize that it is not only necessary to be honest but one must make attempts to make others honest for a better society. On the other hand the discussion induced most of the teachers to love honesty which is a hidden value for developing positive attitude towards the profession of teaching (Kumar, 2005).

As teaching is considered to be a complex activity (Medley, 1982), the scholars and researchers in the field of education have since long been exploring into and analyzing the teaching phenomenon. However it is universally recognized that teacher instructional performance plays a key role in students' learning and academic achievement (Panda and Mohanty, 2003). Riaz (2000) measured teachers' performance on such factors as teaching competence demonstrated, motivational skills, teachers' attitude toward students and fairness in grading.

The factors affecting the performance of teachers are of two types, the external factors and the internal factors. There are many external factors affecting how a teacher makes decisions in the classroom. While it is difficult to attach any order of significance to these factors, because every teacher is different, they will include to some degree, the expectations of the community, the particular school system in which the teacher is employed, the school itself, the grade policies,

the parents and the students. Many of the expectations from these external factors will appear conflicting and it is the classroom teacher who welds these into a workable framework while integrating a range of internal factors. Individuals' thinks that teachers should know how children learn effectively, and how to teach a particular discipline or key learning area. The match between individual's beliefs about teachers is best teaching practice and whether they can personally meet these demands in the classroom is crucial. The teachers own preferred ways of thinking, acting and seeing the world, learners and learning will also be affected by the availability of resources both human and physical (Groundwater and Cornu, 2002). Factors that impact on students' learning are the knowledge, aptitudes, attitudes, and values with which students leave school or a particular teacher's classroom. The knowledge, skills, aptitudes, attitudes and values students possess upon entry are the result of some intricate and complex combination of their genetic composition and their home background. To complicate matters further, early differences among children are often magnified by their parents, decisions concerning the schools the children will attend the teachers and parents decisions as to the programs within these schools in which they will be placed. As we investigate and attempt to understand teachers' effectiveness, then, we must take into consideration not only where the students are going. The effectiveness of a particular teacher depends to a greater or lesser extent on the goals being pursued and students being taught, but teachers themselves differ. Like their students, teachers differ in terms of the knowledge, skills, aptitudes, attitudes, and values they bring to their classrooms. They also differ in their teaching experience (Anderson, 1991).

## STATEMENT OF PROBLEM

There have been a number of studies on factors influencing job performance of workers in organization. The research studies related to the subject state the major factors influencing job satisfaction as pleasant mood, job believes (Ilies and Judge, 2004), talent believes (Rhodes at al, 2007), flexibility, responsibility, job variety,(Houston et al,2006) which has hitherto endeavored to make an individual to remain within a given organization. Some of these reasons include increase wages and salaries, promotion possibilities, benefits, job security, and the ability to retire within the organization. Dinham et al (2004) discovered that management actions affected employee satisfactions, with some being positive or and negative. Other studies focused on certain job resources such as workload, students' behavior, parent-teacher relationship, cooperation with colleagues, support from the school leadership, and autonomy. However, despite the many effort on addressing this challenges few of the studies focus on the job performance of agricultural science teachers in the school setting. Also the teaching profession is still witnessing a teaching force that is lethargic and indifference in assisting the learner to acquire the knowledge and competences for future carrier formation. This observation calls for the need to find out the factors influencing the job performance of agricultural science teachers in Abeokuta metropolis and Nigeria in general.

**Broad objective of the study:** the broad objective of the study is to;

Determine the factors influencing the job performance of agricultural teachers in Abeokuta Metropolis.

**Specific objectives:** the specific objectives of the study are to:

1. describe the personal characteristics of the respondents
2. identify the factors influencing job performance of agricultural teachers in Abeokuta Metropolis
3. identify the constraints or challenges affecting the job performance of teachers in the study area.

***Hypotheses of the study.***

**H<sub>01</sub>:** There is no significant association between the respondents' personal characteristics and job performance of agricultural science teachers.

**H<sub>02</sub>:** There is no significant relationship between constraints and job performance of agricultural science teachers.

**H<sub>03</sub>:** There is no significant difference between job performance of agricultural science teachers in Odeda and Abeokuta south local governments area.

## **RESEARCH METHODOLOGY**

***Area of study.***

Abeokuta Metropolis is made up of three local governments (Abeokuta North, Abeokuta South, and Odeda). Abeokuta was founded in 1830 after the intertribal wars ravaged refugees in Egba forest from their original homes between 1817 and 1830. The name of the town "ABEOKUTA" was derived from the protection which the fleeing settlers sought under the Olumo Rock, now a tourist center in the town. Abeokuta means 'the refugees under a rock', signifying the protection which the Olumo Rock offered the refugees from possible external attacks.

Abeokuta lies on fertile land of wooded savanna, the surface of which is broken by

masses of grey granite. It is spread over an extensive area, being surrounded by mud walls 18 miles in extent. Palm-oil, timber, rubber, yams, rice, cassava, maize, cotton, other fruits, and shea butter are the chief articles of trade. It is a key export location for cocoa, palm products, fruit, and kola nuts. Both rice and cotton were introduced by the missionaries in the 1850s and have become an integral part of the economy, along with the dye indigo. It lies below the Olumo Rock, home to several caves and shrines. The town depends on the Oyan River Dam for its water supply, which is not always dependable.

Abeokuta is the headquarters of the Ogun-Osun River Basin development Authority, which is responsible for the development of land and water resources for Lagos, Ogun, and Oyo states. Included in this are irrigation, food-processing, and electrification. Local industries included but are not limited to fruit canning plants, plastics, breweries, sawmill, an aluminum products factory and the Aro Granite Quarries.

***Sampling technique and sampling size.***

Multistage sampling technique was used for this study. The first stage involved random sampling of two local government areas from Abeokuta Metropolis out of the three local government areas and these are Odeda and Abeokuta south local government area. Second stage involve the sampling of 30 percent of secondary schools in each of the two local government areas which means 5 secondary schools from Odeda out of 17 secondary schools and 6 from Abeokuta South out of 20 secondary schools respectively. The third stage involved the purposive sampling of all the agricultural science teachers in Abeokuta South local government (45) and Odeda local government (32). Thus, a

total number of 77 respondents were interviewed for this study. Purposive sampling was employed due to the small number of the respondents in the study area. Primary data was collected through the use of questionnaires while secondary data was obtained from journals, internet and other publications related to the study. For example a comparative study of job satisfaction in public and private schools in the journal of social science 2:4222-4228. Data collected were subjected to descriptive statistics such as frequency distribution, mean, percentages, standard deviation, tables and graphs. Inferential statistics analysis such as Pearson Product Moment Correlation (PPMC), Chi Square and T-test were used to test the hypotheses of the study.

## RESULTS AND DISCUSSION

### *Personal Characteristics of*

#### *Respondents:*

The result in table shows that the mean age of the teachers was 38.85 years, while 41.6% of agricultural teachers' falls within the age range of 41-50 years of age. The implication of this findings is that majority of the teachers were still young and active in their job performance. This support the findings of Adegbite and Olaoye (2009) who also recorded the age bracket of 20-50 years from a similar study. The result also shows that majority 62.5% of the agricultural teachers were males while 37.7% of them were females. This implies that male teachers dominate the job of agricultural teaching more than their females' counterpart in the study area. This could be due to the laborious nature of the job of agriculture. The result in table 1, further shows that 77.9% of agricultural teachers were married while 21.1% of them were single. The result also shows that

66.2% of agricultural teachers in the selected secondary schools were Christians while 32.8% were Muslims. Majority of the respondents 64.9% of agricultural teachers in the selected secondary schools had HND/BSC as their educational qualification. This implies that holders of HND/BSC dominate the teaching profession. Also the result reveals that the agricultural teachers had a mean working experience of 10.6 years. This implies that there is job security for teachers in secondary schools. This support the findings of Akhtar et al (2013) that employment status, organization and marital status have impact on the job performance of teachers in high school.

### *Factors Influencing Job Performance of Agricultural Science Teachers:*

The result in table 2 shows that virtually all the factors affect job performance but factors that mostly affect job performance are adequate educational backgrounds with a mean score of ( $\bar{X} = 4.57$ ), adequate working environment ( $\bar{X} = 4.36$ ) and frequent pay rise in salary with a mean score of ( $\bar{X} = 4.23$ ) were the highest factors influencing the job performance of agricultural science teachers in both Odeda and Abeokuta south local government area. The result also shows that adequate performance appraisal with a mean score of ( $\bar{X} = 3.56$ ) was the least factor that contributes to the factors influencing the job performance of agricultural science teachers in both Odeda and Abeokuta south local government area. This is in line with the findings of Anderson (1999), who posited that a good working environment could enhance the effect performance of teachers in high schools.

**TABLE 1: Personal Characteristics of Respondents. (n=77)**

Variables	Frequency	Percentage	Mean	Standard Deviation
<b>Actual Age (years)</b>				
Less than or equal to 30	10	13.0	38.8years	7.2
31 – 40	31	40.3		
41 – 50	32	41.6		
51 – 60	4	5.1		
Total	77	100		
<b>Sex</b>				
Male	48	62.3		
Female	29	37.7		
Total	77	100		
<b>Marital Status</b>				
Single	17	21.1		
Married	60	77.9		
Total	77	100		
<b>Religion</b>				
Christianity	51	66.2		
Islam	26	32.8		
Total	77	100		
<b>Educational Level</b>				
NCE / OND	18	23.4		
HND/BSC	50	64.9		
MSC	9	11.7		
Total	77	100		
	45	48.4	10.6years	6.7
	23	29.9		
	9	11.7		
Total	77	100		

**Source:** Field Survey, 2014

***Constraints Affecting the Job Performance of Agricultural Science Teachers:***

The result in table 3 shows that, inadequate provision of equipment's for practical work has a higher mean score of ( $\bar{X} = 2.51$ ) while there is no provision for training/staff development with a mean score of ( $\bar{X} = 2.34$ ) were part of the major constraints affecting the job performance of agricultural science teachers in both Odeda and Abeokuta south local government area. Further-

more, the result shows that the least constraint affecting the job performance of agricultural science teachers in both Odeda and Abeokuta south local government areas is that there is no field for demonstration farms with a mean score of ( $\bar{X} = 1.95$ ). This supports the findings of Smith et al (2002), that inadequate equipment could hinder the job performance of teachers in grammar schools.

**TABLE 2; Factors Influencing Job Performance of Agricultural Science Teachers.**

S/N	STATEMENT	SA	A	SD	D	SA	x	S.D
1	Adequate educational background influenced job performance	50(64.9)	24(31.2)	-	3(3.9)	-	4.57	0.696
2	Adequate working environment influence performance	37(48.1)	36(46.8)	1(1.3)	1(1.3)	2(2.6)	4.36	0.810
3	Frequent pay rise in salary influence job performance	36(46.8)	34(44.2)	-	3(3.9)	4(5.2)	4.23	1.025
4	Adequate career opportunities influence job performance	26(33.8)	42(54.5)	2(2.6)	2(2.6)	5(6.5)	4.06	1.030
5	Adequate motivation towards work through fringe benefits influence performance	23(29.4)	45(58.4)	8(10.4)	1(1.3)	-	3.96	1.141
6	Recommendation for seminal influence job performance	26(33.8)	40(51.9)	1(1.3)	2(2.6)	8(10.4)	3.96	1.186
7	Reward for excellent performance influence job performance	32(41.6)	32(41.6)	1(1.3)	1(1.3)	11(14.3)	3.95	1.337
8	Recognition for a job well done at work influence job performance	32(41.6)	29(37.7)	2(2.6)	1(1.3)	13(16.9)	3.86	1.421
9	Financial incentives influence job performance	23(29.9)	38(49.4)	1(1.3)	1(1.3)	14(18.2)	3.71	1.412
10	Adequate performance appraisal method at work influence job performance	20(26.0)	39(50.6)	-	-	18(23.4)	3.56	1.482

Source: Field Survey, 2014

**Table 3: Constraint/ Challenges Affecting the Job Performance of Agricultural Science Teachers (n = 77)**

S/N	STATEMENT	Severely	Not severely	Partially severe	Mean	Standard deviation
1	Inadequate provision of equipment for practical work	49(63.6)	18(23.4)	10(13.0)	2.51	0.719
2	There is no provision for training/ staff development	38(49.4)	27(35.1)	12(15.6)	2.34	0.736
3	Salaries are not paid on time	36(46.8)	28(36.4)	13(16.9)	2.29	0.745
4	There is no laboratory for agricultural practical	39(50.6)	20(26.0)	18(23.4)	2.27	0.821
5	Inadequate funding for the purchase of reagent	37(48.1)	21(27.3)	19(24.7)	2.22	0.826
6	Lack of administrative support	35(45.5)	20(26.0)	22(28.6)	2.17	0.849
7	Students attitude to work at school	30(39.0)	27(35.1)	20(26.0)	2.13	0.801
8	There is no insurance scheme for teacher	26(33.8)	30(39.0)	21(27.3)	2.06	0.784
9	There is no special allowance for agricultural teachers	24(31.2)	32(41.6)	21(27.3)	2.04	0.774
10	There is no field for demonstration farms	25(32.5)	23(29.9)	29(37.7)	1.95	0.841

Source: Field survey, 2014

**Hypotheses Results:****Test of association between personal characteristics and job performance.**

The result of the hypothesis that there is no significant association between personal characteristics of agricultural science teachers and job performance” was tested using Chi-square ( $\chi^2$ ) analysis and the result was presented in table 4. The selected personal characteristics considered were age, sex, marital status, religion, educational level and years of working experience. The significance of the relationship was determined at 0.05 levels. The chi-square statistical analy-

sis results shows that there was no significant association between teachers sex ( $\chi^2 = 2.33$ ,  $P > 0.05$ ), marital status ( $\chi^2 = 0.11$ ,  $P > 0.05$ ), religion ( $\chi^2 = 0.72$ ,  $P > 0.05$ ), educational status ( $\chi^2 = 1.04$ ,  $P > 0.05$ ) and job performance. This implies that these variables (sex, marital status, religion, educational status) have no effect on job performance of agricultural teachers. However significant association exist between teachers age ( $\chi^2 = 6.61$ ,  $P < 0.05$ ), working experience ( $\chi^2 = 7.26$ ,  $P < 0.05$ ) and job performance which is in line with the findings of Aktar et al (2013).

**Table 4: Test of association between personal characteristics and job performance using Chi-square test**

Variable	Chi-square value	d.f	P- value	Decision
Sex	2.33	1	0.127	NS
Marital status	0.11	2	0.739	NS
Religions	0.72	1	0.396	NS
Education status	1.04	2	0.595	NS
Age	6.61	3	0.008	S
Work experience	7.26	2	0.003	S

**Source: Field survey, 2014**

**Test of relationship between constraints and job performance.**

Hypothesis two was analyzed using Pearson Product Moment Correlations. The results of the analysis in table 5 revealed that there is significant but negative relationship between constraints ( $r = -0.402$ ,  $P < 0.05$ ) and job performance while there is significant

and positive relationship between lack of training/staff development ( $r = 0.432$ ,  $P < 0.05$ ) and job performance. The implication of this finding is that the job performance of teachers was impeded by constraints and inadequate training/staff development in the study area.

**Table 5: correlation analysis between constraints, training/staff development and job performance**

Variables	r	P-value	Decision
Constraints	- 0.402**	0.00	S
Training/staff development	0.432**	0.00	S

**Source: Field survey, 2014**



***Test of Difference between Job Performance of Agricultural Teachers in Odeda and Abeokuta South Local Government Areas***

Hypothesis three was analyzed using t-test. The results in table 6 shows that there is significant difference between job performance of agricultural teachers in Odeda local government area (t= 37.423, P < 0. 05) and job performance of agricultural science teachers in Abeokuta south local government area (t=40.390, P<0.05). This implies

that the job performance of teachers in Odeda local government area was not the same with that of the teachers in Abeokuta south local government area. The implication of this finding was that the zeal with which teachers perform their duties in the two local government areas was markedly different. The study posited that agricultural teachers in Abeokuta south local government area performs their teaching job with high spirit and more zeal than their colleagues in Odeda local government area.

**TABLE 6: Test of difference between job performance of agricultural teachers in odeda local government area and abeokuta south local government area using t-test**

	N	Mean	Standard deviation	Standard error mean	t	df	Sig.(2-tailed)	Mean difference
Agricultural teachers in Odeda Local Government Area	31	40.58	6.038	1.084	37.423	30	0.000	40.581
Agricultural teachers in Abeokuta South Local Government Area	46	39.83	6.688	0.986	40.390	45	0.000	39.826

Source; Field survey, 2014

**CONCLUSION**

The study established that, adequate educational background, adequate working environment, frequent pay rise in salary and recommendation for seminar were the major factors influencing the job performance of the teachers in the study area. However adequate appraisal method at work is the lowest factor influencing the job performance of the agricultural science teachers in the selected secondary schools in Abeokuta Metropolis. Also, inadequate provision of equipment’s for practical work and there is no provision for training/staff development are the major constraints inhibiting the job performance of agricultural science teachers while there is no field for demonstration

farms was the least constraint affecting the job performance of the agricultural science teachers in the selected secondary schools in Abeokuta Metropolis.

**RECONMMENDATIONS**

Based on the findings of this study the following recommendations were suggested: Adequate educational improvements through in service training should be provided by the government to improve the educational qualification of teachers. Teachers should be motivated in terms of increase on fringe benefits and staff salary. Governments and school authorities should organize seminars for the teachers to re-orient them in the area of their job specialization. Governments

should also increase their funding to the educational sector through high budgetary allocation as recommended by the united nation educational scientific and cultural organization (UNESCO).

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