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Influence Of Institutional Variables On Teachers' Job Performance In Senior Secondary School In Donga Education Zone Of Taraba State

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ABSTRACT

This study examines the influence of institutional variables, specifically internet facilities and office accommodation, on teachers' job performance in senior secondary schools in Donga Education Zone of Taraba State, Nigeria. Descriptive survey research design was used in the study. The population of the study comprised 1,085 respondents, including 1,050 teachers and 35 school principals across various schools within the zone. A sample size of 210 respondents was selected using simple random sampling to ensure fairness and representation. The instrument for data collection was questionnaire titled "Teachers' Job Performance Questionnaire (TJPQ)". The findings reveal that both internet facilities and office accommodation significantly influence teachers' job performance. Internet facilities enhance lesson preparation, professional development, and teaching effectiveness, while adequate office accommodation fosters a conducive work environment, improving productivity and job satisfaction. The study recommends among others that relevant stakeholders should ensure the provision of functional ICT laboratories equipped with adequate backups, equipment, and power supply to guarantee consistent internet connectivity.

Keywords: internet facilities, job performance, teachers

INTRODUCTION

The study of behaviors within organizational settings has underscored critical variables that influence workforce performance, both positively and negatively (Dahkoul, 2018). This notion is equally relevant when focusing on the quality of teachers in public secondary schools. High or low quality of education is not only a result of the educational process itself, but is also shaped by the performance of teachers as educators. Performance refers to the results achieved in fulfilling assigned tasks and responsibilities within a specific timeframe (Kanya et al., 2021).

For decades, it has been well-established that educational objectives are achieved through the efforts of teachers, who guide, teach, and motivate students to learn. Teachers are entrusted with the responsibility of imparting knowledge, skills, good character, and behavior to students (Altunova & Kalman, 2020). To fulfill this role effectively, teachers must exhibit high job performance, which is a critical factor in ensuring the quality of education in schools (Canales & Maldonado, 2018; Wiswall, 2013 cited in Altunova & Kalman, 2020). Teachers' performance is directly linked to the success of educational institutions (Mohammed, 2014).

Teachers' job performance is a crucial determinant of the quality of education in secondary schools, encompassing lesson delivery, classroom management, student assessment, and participation in co-

curricular activities (Adebayo & Olanrewaju, 2023). High teachers' performance correlates with improved student outcomes, while poor performance has a detrimental impact on educational standards (Chukwu, Owan, & Aduma, 2023). Institutional variables, such as internet facilities and office accommodation, play an essential role in shaping teachers' job performance (Adesola & Ekundayo, 2022). Internet facilities are essential for modern teaching, providing access to digital resources, supporting lesson planning, and facilitating professional development. However, many secondary schools in Taraba State, particularly in the Donga Education Zone, face challenges with inadequate internet connectivity, hindering teachers' ability to conduct research and enhance their teaching methods (Oni & Adebayo, 2023). Without proper internet access, teachers struggle to integrate technology into their lessons, negatively impacting instructional effectiveness and, ultimately, job performance.

Office accommodation is equally important in providing teachers with dedicated spaces for lesson planning, grading, collaboration, and professional development (Unegbe & Ogbene, 2024). Adequate office spaces foster a conducive work environment that promotes productivity and effectiveness (Oni & Adebayo, 2023). However, in the Donga Education Zone, many teachers are forced to work in substandard conditions due to inadequate office accommodation. Teachers often share overcrowded offices or conduct administrative tasks in classrooms, which diminishes their efficiency and impedes effective teaching. The absence of necessary facilities such as electricity, internet, and basic office furniture further complicates the situation, making it difficult for teachers to prepare lessons or engage in professional development.

Okeke and Eze (2023) and Akinmoladun and Olaniyan (2022) highlighted the significance of internet facilities in improving teachers' job performance, noting that reliable internet access enhances lesson preparation, professional development, and teaching effectiveness. Oni and Adebayo (2023) and Adesola and Ekundayo (2022) also emphasized how internet access improves teachers' ability to integrate up-to-date resources into their lessons. Regarding office accommodation, Unegbe and Ogbene (2024) and Nwosu et al. (2024) found that inadequate office spaces, lacking essential facilities such as electricity and internet access, negatively affect teachers' productivity. Akinmoladun and Olaniyan (2022) and Adesola and Ekundayo (2022) noted that poor office accommodation leads to inefficiencies in lesson planning and administrative tasks, ultimately impacting teachers' job performance. Bassey and Ogundele (2021) and Olabisi and Tunde (2023) found that a lack of a conducive work environment is linked to job dissatisfaction and higher turnover rates. Despite these findings, limited research specifically examines how institutional factors like internet facilities and office accommodation influence teachers' job performance in the Donga Education Zone. This study seeks to address this gap.

Drawing from the foregoing, and in addition to the fact that teachers lack good office accommodation to enhance their job performance in Dongo Education Zone, Taraba State, this research set out to investigate the influence of institutional variables on teachers' job performance in public senior secondary schools in Donga Education Zone, Taraba State Nigeria.

1.2 Statement of the Problem

In the school system, institutional variables play crucial roles on teachers' job performance. However, it has been observed that these facilities and services are lacking and inadequate in some public schools in Donga Education Zone. This seems to impact negatively on teachers' job performance. In addition, this posed great concern for quality education service delivery and therefore affect teachers' job performance hence the problems of the study.

In the ideal educational setting, teachers are provided with the necessary resources and conducive working environments to foster high performance, leading to quality education. This includes access to reliable internet facilities for lesson preparation, professional development, and the integration of technology into teaching methods.

However, the reality in many secondary schools in the Donga Education Zone of Taraba State deviates significantly from this ideal situation. Despite the recognized importance of internet facilities and office accommodation for teachers' job performance, schools in the region suffer from inadequate resources and substandard working conditions. Teachers often work in environments lacking and inadequate essential

infrastructure such as reliable internet access, electricity, and basic office furniture, which hampers their ability to deliver quality lessons and engage in professional development. In some schools, teachers are forced to share overcrowded offices or conduct administrative tasks in classrooms, reducing efficiency and affecting their overall performance.

The absence of modern technological tools and proper office accommodation has led to decreased job satisfaction, lower teacher morale, and inefficiencies in lesson preparation and administrative tasks. These conditions contribute to poor instructional effectiveness, which ultimately impacts student performance and educational standards in the region. Furthermore, the lack of empirical studies specifically examining the influence of these institutional variables on teachers' job performance in the Donga Education Zone highlights a significant gap in educational research, leaving the true extent of this issue underexplored.

Purpose of the Study

The main purpose of this study is to examine the influence of institutional variables on teachers' job performance in Senior Secondary School in Donga Education zone of Taraba State. Specifically, the study sought to examine the influence of:

1. Internet facilities on teachers' job performance in senior secondary school of Donga Education zone of Taraba State.
2. Office accommodation on teachers' job performance in senior secondary school in Donga Education Zone of Taraba State.

Research Questions

The following research questions were raised to answer by the study.

1. What is the influence of internet facilities on teachers' job performance in senior secondary school of Donga Education zone of Taraba State?
2. What is the influence of office accommodation on teachers' job performance in senior secondary school in Donga Education Zone of Taraba State?

Research Hypotheses

The following null hypotheses were formulated and were tested at $p < 0.05$ level of significance.

H₀₁: Internet facilities do not significantly influence teachers' job performance in senior secondary school of Donga Education zone of Taraba State.

H₀₄ Office accommodation does not significantly influence teachers' job performance in senior secondary school in Donga Education zone of Taraba State.

RESEARCH METHOD

This study adopted a descriptive survey research design to examine the influence of institutional variables such as internet facilities, office accommodation, and other factors on teachers' job performance in public secondary schools in Donga Education Zone, Taraba State. The study was conducted in the Donga Education Zone, located in the Taraba State of Nigeria's North-East geopolitical zone. The population of the study comprised 1,085 respondents, including 1,050 teachers and 35 school principals across various schools within the zone. A sample size of 210 respondents was selected using simple random sampling to ensure fairness and representation. The instrument for data collection was the "Teachers' Job Performance Questionnaire (TJPQ)", a structured questionnaire with 40 items measuring the impact of factors such as internet facilities, office accommodation, and teaching quality on teacher performance. The questionnaire was validated through expert review and reliability was tested via a trial with a separate group of teachers. Data collection involved the direct administration of the questionnaires, ensuring confidentiality and accuracy. The collected data were analyzed using descriptive statistics, including frequency distributions and mean scores, alongside chi-square tests to assess relationships between the studied variables.

RESULTS

The data collected and coded for the study are presented and analyzed using mean and Standard Deviation to answer the research questions and Chi-Square statistic to test the hypotheses at 0.05 level of significance.

Research Question One: *What is the influence of internet facilities on teachers’ job performance in senior secondary school of Donga Education zone of Taraba State?*

Table 1: Mean ratings and standard deviation of responses on Influence of internet facilities on teachers’ job performance

S/No	Item	N	Mean	Std. Dev	Decision
1	My teacher influence me on online platform to promote their job performance	210	3.30	.869	Agree
2	Access educational website to enhance their job performance	210	2.87	.601	Agree
3	Often use collaborative tools such as Google docs/shared calendar help them for better job performance	210	3.39	.880	Agree
4	Often use communication tools like email, message apps. And video conferencing to improve their ability to communicate with students, parents and colleagues for better job performance	210	3.29	.855	Agree
5	Always participate in online professional development programs to enhance their knowledge and skills	210	2.91	.616	Agree
6	Always use social media platform to promote professional growth	210	3.35	.906	Agree
7	Often use information systems management to improves efficiency on the teaching and learning process	210	3.28	.865	Agree
8	Always use online assessment tool on students	210	2.89	.624	Agree
9	Use internet facilities to increase vast treasure of all forms of knowledge, information, etc for excellence teaching and learning	210	3.34	.941	Agree
10	Often use to explore various internet facilities methodology and techniques in teaching and learning.	210	3.26	.877	Agree
Grand Mean			3.188	0.8034	Agree

Source: Researcher (2024)

Table 1 shows the mean rating and standard deviation of responses extent internet facilities influence teachers’ job performance in senior secondary school of Donga Education zone of Taraba State. Item by item analysis shows that all the items 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 with their corresponding standard deviations has the mean above the 2.5 which is high. Also, the grand mean is 3.188, which is above the cut-off point of 2.50. The standard deviation indicates a relatively consistent responses across the surveyed teachers. The result implies that internet facilities to a high extent influence teachers’ job performance in senior secondary school of Donga Education zone.

Research Question Two: *What is the influence of office accommodation on teachers' job performance in senior secondary school in Donga Education Zone of Taraba State?*

Table 2: Mean ratings and standard deviation of responses on the Influence of office accommodation on teachers' job performance.

S/No	Item	N	Mean	Std. Dev.	Decision
11	My teachers have adequate office accommodation with sufficient desk space to increase their performance	210	2.90	.607	Agree
12	A conducive office accommodation promotes job performance	210	3.40	.871	Agree
13	Often have adequate lighting in their office accommodation to facilitate their job	210	3.28	.858	Agree
14	Always have noise control as measures in their office for better job performance	210	2.92	.625	Agree
15	My teachers also have technology resources in their office for better job performance	210	3.31	.909	Agree
16	Always have in their offices to aid administrative support their work	210	3.31	.856	Agree
17	Often have economic furniture and equipment in their office to facilitate their work.	210	2.88	.649	Agree
18	Office's colour and decors often positively stimulate them for better job performance	210	3.38	.900	Agree
19	Acoustics office space facilitates them for better job performance in the school environment	210	3.31	.845	Agree
20	Office's temperature and ventilation often help them for a good job performance.	210	2.89	.682	Agree
Grand Mean			3.158	0.7802	Agree

Source: Researcher (2024)

Table 4 shows the mean rating and standard deviation of responses on extent office accommodation influence teachers' job performance in senior secondary school of Donga Education zone of Taraba State. Item by item analysis shows that all the items 31, 32, 33, 34, 35, 36, 37, 38, 39, and 40 with their corresponding standard deviations has the mean above the 2.5 which is high. Also, the grand mean is 3.158, which is above the cut-off point of 2.50. The standard deviation indicates a relatively consistent responses across the surveyed teachers. The result implies that office accommodation to a high extent influence teachers' job performance in senior secondary school of Donga Education zone.

Hypotheses Testing

Hypotheses One: Internet facilities do not significantly influence teachers' job performance in senior secondary school of Donga Education zone of Taraba State.

Table 5:

Chi-sq test on the influence of internet facilities on teachers' job performance

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1288.784 ^a	210	.000
Likelihood Ratio	616.223	210	.000
Linear-by-Linear Association	191.985	1	.000
N of Valid Cases	210		

a. 232 cells (96.7%) have expected count less than 5. The minimum expected count is .00

Table 5 shows the Pearson chi-square value $\chi^2 = 1288.784$, with 210 degree of freedom. The associated p-value (Asymp. Sig.) $p = .000$. Since the $p = .000$ is less than the 0.05 level of significance, the null hypothesis which stated that there is no significant influence of internet facilities on teachers' job performances in senior secondary schools in Donga Education Zone was rejected. Therefore, we conclude that there is statistically significant influence of internet facilities on teachers' job performances in senior secondary schools in Donga Education Zone. Internet facilities significantly influence teachers job performance in senior secondary schools in Donga Education Zone of Taraba State. Teachers' job performance is dependent on internet facilities. Phi coefficient (Phi) and Cramer's V are both measures of association between two nominal variables. They indicate a strong association between internet facilities and teachers job performance. There is a strong effect of internet facilities on teachers' job performances. Hypotheses Two: Office accommodation does not significantly influence teachers' job performance in senior secondary school in Donga Education zone of Taraba State.

Table 8: Chi-square test on the influence of accommodation on teachers' job performance

	Chi-Square Tests		
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2940.000 ^a	210	.000
Likelihood Ratio	925.130	210	.000
Linear-by-Linear Association	209.000	1	.000
N of Valid Cases	210		

a. 214 cells (95.1%) have expected count less than 5. The minimum expected count is .00.

Table 8 shows the Pearson chi-square value $\chi^2 = 2940.000$, $p = .000$, with 210 degree of freedom and at 0.05 level of significance. Since the p-value of .000 is less than the 0.05 level of significance, the null hypothesis which stated that there is no significant influence of accommodation on teachers' job performances in senior secondary schools in Donga Education Zone was rejected. This tells us that there is statistically significant influence of internet facilities on teachers' job performances in senior secondary schools in Donga Education Zone. Teachers' job performance is dependent on accommodation. Phi and Cramer's V are both tests of the strength of association. There is a modest effect of accommodation on teachers' job performances.

DISCUSSION OF FINDINGS

Findings on the influence of internet facilities on secondary school teachers' job performance revealed that the availability and accessibility of internet facilities significantly enhance teachers' job performance in senior secondary schools in the Donga Education Zone, Taraba State. This finding aligns with Yusuf and Adebayo (2020), who established that the integration of internet resources in teaching improves lesson delivery, teachers' preparedness, and overall effectiveness in secondary schools. Similarly, the result concurs with Eze and Nwankwo (2018), who found a strong correlation between internet accessibility, digital literacy, and teachers' instructional performance in public secondary schools in southeastern Nigeria. Furthermore, the finding supports the work of Bello and Oyetunde (2016), who asserted that internet-enabled professional development significantly improves teachers' competency and student engagement in classroom activities.

Findings on the influence of accommodation on secondary school teachers' job performance revealed that adequate housing significantly enhances teachers' job performance in senior secondary schools in the Donga Education Zone, Taraba State. This finding is consistent with Okeke and Adeyemi (2019), who emphasized that teachers with stable accommodation experience reduced stress levels, leading to improved classroom effectiveness and job satisfaction. Similarly, the result concurs with Uchenna and Oladipo (2017), who found that well-facilitated staff quarters contribute to teachers' punctuality, retention, and motivation in public secondary schools in Nigeria. Furthermore, the finding supports the study by Musa and Ibrahim (2015), which established that proximity to schools through adequate accommodation improves teachers' commitment and instructional efficiency, particularly in rural areas.

CONCLUSION

The study concludes that institutional variables, particularly internet facilities and office accommodation, significantly influence teachers' job performance in senior secondary schools within the Donga Education Zone of Taraba State. The findings underscore the importance of providing teachers with access to reliable internet facilities, which enable them to access educational resources, communicate effectively, and engage in professional development. Also, adequate office accommodation is crucial for creating a conducive work environment that enhances productivity and job satisfaction.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

1. The state government and relevant stakeholders should ensure the provision of functional ICT laboratories equipped with adequate backups, equipment, and power supply to guarantee consistent internet connectivity.
2. Policymakers and school leaders should prioritize initiatives aimed at improving office accommodation for teachers. This includes providing adequate desk space, lighting, noise control measures, and technology resources to create a conducive work environment that enhances productivity and job satisfaction.

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