

# **School Location as Determinant of Teachers' Job Performance in Private and Public Secondary Schools within Ibadan Metropolis, Oyo State, Nigeria**

**Folasade C. AKINKUADE**

*fac.akinkuade@yahoo.com*

+234 803 477 1968

Department of Educational Management

Faculty of Arts & Education

Lead City University, Ibadan, Oyo State, Nigeria

## **Abstract**

*School location as determinant of teachers' job performance in Ibadan Metropolis, Oyo State, Nigeria, was investigated in this study. Descriptive survey research design was used and it was questionnaire based. The population of the study comprised public and private secondary school teachers in Ibadan Metropolis, Oyo State of Nigeria. Multi-stage, cluster, purposive and simple random sampling techniques were used to select 1,320 teachers (male and female) from the selected public and private secondary schools for the study. Two research questions were raised and two hypotheses were formulated. The data collected for the study were analyzed using descriptive analysis, simple regression analysis and t-test. All the hypotheses were tested at 5% level of significance. Among others, the findings revealed that school location has no significant relationship with teachers' job performance in Ibadan Metropolis, Oyo State, Nigeria. As a result of the findings, it was recommended that Government and private school proprietors should always ensure that school sites are favorably located.*

**Keywords:** School Location, Teachers' Job Performance, Private and Public Secondary Schools

**Word count: 160**

## **Introduction**

The place where school is located can determine to a greater extent the level of teachers' performance: as schools located in quiet and serene environments can boost teachers' performance as well as increase their productivity. Ajayi & Akinsanya, 2016 buttressed this by saying that the place where school is located can affect achievement either positively or negatively because the location is linked with retention or provision of necessary school facilities. So also, bad location such as noisy and polluted surroundings may make the teachers exhibit low performance on the job as polluted surroundings may be hazardous and detrimental to their health. As a result of this, teachers are much concerned with the surroundings where their schools are located. Njiru, 2014 pointed out that workers are concerned with their work environment for their personal comfort as well as for facilitating efficiency at work.

Location could be termed the settlement in which schools are located which may be main city (urban) or less city (rural). Arop and Owan, 2018 asserted that school location refers to where a school is situated or sited; it can be located in a rural location (less city) or urban location (main city). Ezike (1997 cited in Ajayi & Akinsanya, 2016 asserted that the school location is seen in terms of main city (urban) and less city (rural). Main cities refers to a settlement where development and growth are high and active with; large population, having social amenities like, commercial buildings, tarred roads, bridges, railways, banks, industries, post office, cinema houses, recreational facilities and better standard of living. On the other hand, less cities are sparsely populated, settlers live in natural environment, having agriculture (farming and animal rearing) as their major occupation and people living in less cities enjoy quiet and relaxed environment. Schools located within main cities are expected to have more industries and activities than schools located within less cities. So also, teachers and students of schools located in industrial areas are more likely to be

experiencing pollutions (water, air and noise) which may be detrimental to their health (as exposure to noise can lead to adverse health effects like stress, ear loss, unhappiness and high blood pressure), academic performance of students as well as teachers' job performance. For example, some schools are located within market areas, church or mosque areas and industrial areas. Such schools are prone to noise pollution while those located close to industrial areas are also prone to noise pollution, water pollution as well as air pollution. Zulkepli & Hazel, 2020 buttressed this by saying that many schools are located near busy places such as city, shop and residential area. This occurs because of limited places to build a school or the rapid development surrounding the schools.

Schools located in serene areas are likely to provide more conducive learning environment, which may in turn boost teachers' job performance and as well increase their productivity. In other words, teachers are likely to performed better in quiet environment than in noisy environment. For example, the performance of teachers that have their schools located within Government reserved areas (GRA) may be higher than teachers who have their schools located in industrial areas and market places. Zulkepli & Hazel, 2020 corroborated this when he said that schools must be located in a quiet environment as noise pollution in school environment disturbs the activities in school such as study, discussion and teaching session. The negative effect of noisy environment to teachers can cause them to shout on top of their voices which can make their voice to crack thereby causing discomfort and health challenge to them.

Teachers' job performance can be defined as the skill, knowledge and competence with which a person executes the duties and responsibilities associated with job description (Dike & Eric, 2019). It is the way and manner with which teachers' exhibit their competence and professional skills to accomplish the tasks related to their job description: prepare lesson notes,

manage classrooms, interpret curriculum, students' disciplining, guiding and counseling students, conducting tests and examinations and marking scripts. There is no gaining saying that enabling environment like good school location will significantly influence teachers' performance positively while unfriendly atmosphere can jeopardize their performance. In other words, schools located in serene and comfortable environment are significant when we talk of teachers' performance, as this may make teachers happier and boost their performance while poorly located schools may lead to health impediment for teachers and student alike, disrupting teaching-learning activities and can infringe on teachers' performance. Consequently, efforts must be geared by educational stakeholders towards locating school sites in friendly and welcoming environment as there is a significant relationship between school location and teachers' job performance (Konstantopoulos, 2006; Nsa, Offiong, Udo, & Ikot, 2014).

## **2. Statement of the Problem**

Teachers all over the world are expected by their employers and educational stakeholders to carry out their duties in such a way that appreciable performance will be enhanced: secondary schools in Ibadan Metropolis are not excluded. For them to be able to perform or discharge their duties effectively, the location of the schools where they work has to be conducive. But it is disheartened that the sites where some schools are located are hazardous and harmful for healthy living thereby exposing teachers working in these schools to serious health risk. Some schools are located very close to industrial areas, churches and mosques while some are located close to markets areas. Unfavorable location of schools may result into; interference (noise pollution, air pollution and water pollution) of effective teaching and learning activities, serious challenge to teachers' health (noise pollution, air pollution and water

pollution) thereby infringing on - teachers' wellness and personal comfort. Unfavorable location of schools can jeopardize productivity as well as job performance and most importantly, achieving educational aims and objectives may be difficult.

Many researchers have worked on school location and teachers' performance (Darma, 2017; Emu & Nwannunu, 2019) but have not been specific in respects of the exact location of the schools like whether the schools are located beside church, mosque, market place, industrial areas among others. This is the gap this research work has filled. In view of this, this study investigated school location as determinant of teachers' job performance in both public and private secondary schools in Ibadan Metropolis. Ibadan Metropolis in this study comprises of all the 11 local government areas in Ibadan land.

### **3. Research Questions**

- 1) What is the distribution of schools in Ibadan Metropolis based on their location?
- 2) What is the level of teachers' job performance in public and private and secondary schools in Ibadan Metropolis?

### **4. Hypotheses**

- 1) There will be no significant relationship between school location and teachers' job performance in Ibadan Metropolis.
- 2) There will be no significant gender difference in teachers' job performance in secondary schools in Ibadan Metropolis.

### **5. Methodology**

A descriptive survey research design was adopted in the study. The population of this study comprised all the public (335) and private (478) secondary schools of Ibadan (comprising of 11 local government areas) in Oyo State, Nigeria.

Multi-stage, cluster, purposive and simple random sampling techniques were used for selecting the samples (respondents). By the time this research study was carried out, there were total of 813 public and private secondary schools (335 and 478 respectively) in the 11 local government areas in Ibadan Metropolis, Oyo State of Nigeria. These schools are clustered into main and less cities. At the first stage, 6 public and 6 private schools were randomly selected from each local government area in both main and less cities respectively making total number of 132 (16%) schools. Second stage, from 132 schools selected, 10 teachers were purposively and randomly selected from each school making a total sample of 1320 teachers.

The research instrument used in this study is divided into 3 sections: A, B and C. Section A had to do with respondents' bio-data. Section B had items that interrogated the research questions. Section C had items that measured the postulated hypotheses on all the variables used. Items were structured using four Likert rating scale (Very Often = 4, Often = 3, sometimes = 2 and Rarely = 1).

A pilot study was carried out to validate the instrument and the reliability of the instrument was tested using the test-retest method to establish the stability principle and the coefficient at 0.763. The data collected were subjected to statistical test and analysis using descriptive statistics (percentage, mean and standard deviation for respondents bio-data and research questions) while simple regression analysis was used to answer hypothesis one and t-test for hypothesis two at 5% level of significance.

## **6. Results**

**Research question 1:** What is the distribution of schools in Ibadan Metropolis based on their location?

**Table 1a: Distribution of Schools in Ibadan Metropolis based on Location**

Item	SA	A	D	SD	No Res.	Mean	Std. D
My school is located in a noisy environment	89 7.5%	240 20.2%	412 34.6%	398 33.4%	51 4.3%	2.02	0.934
Because my school is located in an industrial area, I experience environmental pollution	45 3.8%	233 19.6%	329 27.6%	312 26.2%	271 22.8%	2.04	1.305
My school is located in a quite environment	326 27.4%	437 36.7%	152 12.8%	219 18.4%	56 4.7%	2.77	1.068
The location of my school provides conducive learning environment	294 24.7%	563 47.3%	173 14.5%	97 8.2%	63 5.3%	2.94	0.869
My school is located in an unsafe area and this does not give me personal comfort	105 8.8%	257 21.6%	430 36.1%	353 29.7%	45 3.8%	2.10	0.944
The security of my school is adequate	234 19.7%	607 51.0%	208 17.5%	98 8.2%	43 3.6%	2.85	0.840

**Weighted Mean = 2.45**

**Source: Fieldwork, 2019**

**Table 1b: Distribution of Schools in Ibadan Metropolis based on Location**

Item	Beside Church/ Mosque	Beside Market Place	Beside Industrial Area	Beside Airport/ Railway	No Response	Mean	S.D
Reason school is considered a noisy environment	219 (18.4%)	90 (7.6%)	190 (16.0%)	103 (8.7%)	588 (49.4%)	2.29	1.131
Item	Water Pollution	Air Pollution	Noise Pollution	Others	No Response	Mean	S.D
Type of pollution in the area where schools are located	86 (7.2%)	168 (14.1%)	222 (18.7%)	362 (30.4%)	352 (29.6%)	3.08	1.593
Item	Within Residential Area	Within GRA	In Isolated Area	Others	No Response	Mean	S.D
Reason school location is considered a quiet environment	513 (43.2%)	236 (19.8%)	192 (16.1%)	141 (11.8%)	108 (9.1%)	1.98	1.227

**Source: Fieldwork, 2019**

Tables 1a and 1b present answers to research question 1 on the distribution of schools in Ibadan Metropolis based on their location. From Table 1a, the respondents agreed with the following statement: My school is located in a quiet environment (mean = 2.77); the location of my school provides conducive learning environment (mean = 2.94); the security of my school is adequate (mean = 2.85). On the other hand, the respondents disagreed with the following statements: My school is located in a noisy environment (mean = 2.02); because my school is located in an industrial area, I experience environmental pollution (mean = 2.04); my school is located in an unsafe area and this does not give me personal comfort (mean = 2.10). The implication of the finding is that most of the schools in Ibadan Metropolis are located in quiet environments and the locations of schools provide conducive learning environment. Also, there is no security challenge in most of the secondary schools in Ibadan Metropolis.

**Research question 2:** What is the level of teachers' job performance in public and private secondary schools in Ibadan Metropolis?



**Table 2: Level of Teachers' Job Performance in Public and Private Secondary Schools in Ibadan Metropolis**

Item	Very Often	Often	Some-time	Rarely	No Res.	Mean	Std. D
My performance can still be effective even if my school is located in an industrial environment.	301 25.1%	281 23.6%	466 39.2%	123 10.3%	19 1.6%	2.65	0.976
Working in a serene environment can enhance my performance	661 55.5%	287 24.1%	211 17.7%	12 1.0%	19 1.6%	3.36	1.809
My performance can be low when distracted with noise pollution	361 30.3%	309 26.0%	364 30.6%	109 9.2%	47 3.9%	2.81	1.990
I am always happy that I work in a quiet atmosphere and this boosts my performance	451 37.9%	356 29.9%	297 25.0%	64 5.4%	22 1.8%	3.02	0.927
Schools located close to airport/railway can bring about stress and poor performance	418 35.1%	342 28.7%	274 23.0%	132 11.1%	24 2.0%	2.90	1.018
Air polluted environment can affect my performance negatively	400 33.6%	350 29.4%	272 22.9%	139 11.7%	29 2.4%	2.87	1.021
My school is located in a noisy environment and this hinders my performance	104 8.7%	121 10.2%	253 21.3%	682 57.3%	30 2.5%	1.70	1.016
My performance can be very low if my school is located beside markets	395 33.2%	128 10.8%	405 34.0%	229 19.2%	33 2.8%	2.60	1.160
<b>Weighted Mean = 2.73</b>							

**Source: Fieldwork, 2019**

*Note: Mean ranges form*

*0 – 1.49 = Very Low*  
*1.50 – 2.49 = Low*  
*2.50 – 3.49 = High*  
*3.50 – 4.0 = Very High*

Research question 2 was raised on the level of teachers' job performance in public and private secondary schools in Ibadan Metropolis. The table shows that the respondents agreed with the following: my performance can still be effective even if my school is located in an industrial environment. (mean = 2.65); Working in a serene environment can enhance my performance (mean = 3.36); My performance can be low when distracted with noise pollution (mean = 2.81); I am always happy that I work in a quiet atmosphere and this boosts my performance (mean = 3.02); Schools located close to airport/railway can bring about stress and poor performance (mean = 2.90); Air polluted environment can affect my performance negatively (mean = 2.87); My performance can be very low if my school is located beside markets (mean = 2.60). My school is located in a noisy environment and this hinders my performance (mean = 1.70). The weighted mean is 2.73, an implication that the job performance of teachers in public and private secondary schools in Ibadan Metropolis is high.

$H_{01}$ : There will be no significant relationship between school location and teachers' job performance in Ibadan Metropolis

**Table 3: Relationship between School Location and Teachers' Job Performance in Secondary Schools in Ibadan Metropolis**

Variable	N	Mean	Std. Dev.	R	P value	Remarks
School Location	1190	15.0882	5.26951	0.011	0.724	Not Sig.
Teachers' Job Performance	1190	30.3531	4.62734			

Result of hypothesis formulated on relationship between school location and teachers' job performance is presented in Table 3. The result revealed that there was no significant relationship between school location and teachers' job performance ( $r =$

0.011;  $P > 0.05$ ), the hypothesis is therefore accepted at 0.05 level of significance. This implies that school location has no significant relationship with secondary school teachers' job performance in Ibadan Metropolis. Mean values of school location and teachers' job performance were given as 15.0882 and 30.3531 respectively while standard deviation values of the two variables are 5.26951 and 4.62734.

$H_{02}$ : There will be no significant gender difference in teachers' job performance in secondary schools in Ibadan Metropolis

**Table 4: Summary of T-Test Table Showing Gender Difference in Teachers' Job Performance in Secondary Schools in Ibadan Metropolis**

Variable	N	Mean	SD	T	Df	Sig	Rmk
Teacher Gender: Male	481	22.160	3.35058	2.541	1099	0.291	Not Sig.
	620	21.640	3.37883				
Female		21.858	3.37339				
Teachers' Job Performance	1101						

*Not Significant at 0.05 level of significance*

The result of hypothesis formulated on gender difference in teachers' job performance is presented in t-test table in Table 4. The table revealed that there is no significant difference in the job performance of male and female teachers in public and private secondary schools in Ibadan Metropolis ( $t = 2.541$ ;  $df = 1099$ ;  $P > 0.05$ ), then, the hypothesis is accepted at 0.05 level of significance. This implies that there is no significant difference in the job performance of male and female teachers. The mean values for male and female teachers in the table are given as 22.160 and 21.640 respectively while the standard deviation values of male and female teachers are 3.35058 and 3.37883 respectively.

## **7. Discussion of Findings**

Research question one was raised to examine the distribution of schools in Ibadan Metropolis based on their location. Result from Tables 1a and 1b show that most of the schools in Ibadan Metropolis are located in quiet environments and the location of schools provide conducive learning environment (weighted mean of 2.45). Also, there is no security challenge in most of the secondary schools in all the 11 local government area in Ibadan Metropolis. Thus, location of schools in Ibadan Metropolis, did not have noise problem and did not have any negative influence on teachers' performance. These findings agree with the opinion of Zulkepli & Hazel, 2020 that some schools in residential area did have noise problem.

Research question two was formulated to examine the level of teachers' job performance in public and private secondary schools in Ibadan Metropolis. Result from Tables 2 show the weighted mean as 2.73, an implication that the job performance of teachers in public and private secondary schools in Ibadan Metropolis is high. The findings corroborated the view of Chandrasekar, 2011 that workplace environment affects teachers' morale, productivity and job performance both positively and negatively. When locational variables are conducive, teachers' job performance tends to increase and they tend to record high performance. As shown in the result of this study, schools in Ibadan Metropolis are located in quiet environments and the location of schools provide conducive learning environment and this is why study revealed that teacher' job performance was high.

Hypothesis one was carried out to find the significant relationship between school location and teachers' job performance in Ibadan Metropolis. Result revealed that there was no significant relationship between school location and teachers' job performance. The hypothesis was accepted. This implies that school location had no significant relationship with secondary school teachers' job performance in Ibadan

Metropolis. This finding corroborated Musibau& Adigun 2010 cited in Owan, V., Duruamaku-Dim, J., Ekpe, M., Owan, T., & Agurokpon, D 2019 that school location had no significant influence on teachers' work performance.

Hypothesis two was postulated to find the significant gender difference in teachers' job performance in secondary schools in Ibadan Metropolis. Result revealed that there was no significant difference in the job performance of male and female teachers in public and private secondary schools in Ibadan Metropolis. Hypothesis is accepted. This implies that there is no significant difference in the job performance of male and female teachers. This means that being a male or female teacher does not matter as regards teachers' job performance in Ibadan Metropolis secondary schools. Supporting this finding is Anumaka&Ssemugenyi, 2013 that productivity (performance) did not significantly differ among male and female academic staff.

## **8. Conclusion**

Through the findings of this study, it was concluded that school location did not have any statistical significant relationship on teachers' job performance in secondary schools in Ibadan Metropolis, Oyo State, Nigeria.

## **9. Recommendations**

1. Efforts should be made by Government and private school proprietors to always locate schools in conducive environments free from environmental pollutions.
2. Government and private school proprietors that have their schools located around noisy environments should endeavor to build high fence around their schools; this might help to reduce noise pollution.
3. Government should map out modalities that will help to regulate pollutions around school locations like mandating

industries near schools to construct bridges or drainages that will help reduce water pollution.

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