

Job Concept as a Psychological Predictor of Teachers' Effectiveness in Senior Secondary Schools in Federal Capital Territory Abuja, Nigeria

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Abstract—The study investigated job-concept as a psychological predictor of teachers' effectiveness in the Federal Capital Territory Abuja, Nigeria. The study employed a descriptive survey design. Three research questions and one null hypothesis were formulated to guide the study. A total of one hundred and sixty-eight participants which consists of twenty-four principals and one hundred and forty-four senior secondary school teachers were drawn from the sampled schools. Two self-designed instruments consisting of Teachers' Job-Concept Scale (TJCS) and Principals' Assessment of Teachers Instrument (PATEI) duly vetted by experts in the field of education were used to obtain information from the participants. The reliability of the instruments was determined by the use of the test-retest method and the reliability indices were 0.71 and 0.84 for the TJCS and PATEI respectively. Data collected were analyzed using frequency count and mean answering the research questions and Pearson Product Moment Correlation Coefficient for hypotheses on relationships, t-Test and Analysis of Variance for the significance of difference among the variables. The study revealed that teacher's job-concept and teacher's effectiveness were poor, found that increased job concepts correlates with improvement in teacher effectiveness and that there is no significant difference in the job concept and teaching effectiveness of teachers in FCT secondary schools on the basis of gender. The study recommends that every stakeholder in education to redouble their efforts towards teachers' effectiveness. Teachers particularly are encouraged to show more commitment by updating their knowledge regularly and equip themselves with the modern teaching skills, methods and styles in addition to appropriate use of teaching aids and resources. Teachers should be also exposed to psychological intervention programmes such as emotional intelligence and self-efficacy training that would help enhance their concept.

Index Terms: Job Concept, Psychological Predictor, Teachers' Effectiveness

I. INTRODUCTION

Effective teaching is a term that has become synonymous with teaching (teacher) effectiveness. This is because, when students under achieve, instant attention is turned on the teacher. Afe (2003) sees effective teaching as the type of teaching characterized by exhibition of intellectual, social and emotional stability, love for children and positive disposition towards the teaching profession and ability to inspire good qualities in students. According

to Vogt (1984), teaching effectiveness is the ability of instruction to inspire students of different abilities while incorporating instructional objective and assessing the effective learning mode of the students. Teaching effectiveness is so important to the extent that students' failure or success is now rampantly associated with the effort of the teacher.

In assessing teacher effectiveness, Owoyemi and Adesoji (2012) attended to three key characteristics of effective teachers; personal qualities, teaching skills and subject mastery. They stated further that when personal teacher qualities are emphasized, effective teachers/instructors are described as enthusiastic, energetic, approachable, open, imaginative and possessing a high sense of humor. When teaching skills and mastery of the subject matter are emphasized, effective instructors are described as being masters of the subject matter, organized and emphasizing important concepts, able to clarify ideas and point out relationships, able to motivate students, able to pose and elicit useful questions and examples, creative or imaginative, and reasonable and fair. Effective teachers are those who use variety of instructional approach; who engage in professional endeavours and developmental activities to enhance their teaching; who seek feedback from students and make changes in instruction in response to those feedback.

Knowledge itself does not make one a good teacher but rather combination of knowledge of subject matter with other variables such as preparation of teaching materials, setting of clear objectives, enthusiasm, and ability to present learning materials clearly, that make an effective teacher. This implies that effective teaching involves a multiplicity of variables, but all these variables rest, and are highly dependent on the depth of the teachers' knowledge.

A review of related literature reveals that several factors are responsible for teacher effectiveness that could range from personal, social, psychological, professional to institutional variables. Here, an attempt is made by the researcher to study some variables leading to teacher effectiveness. The effectiveness of secondary school teachers may be traced to a number of psychological factors that influence their job performance. One of these factors is job-concept.

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Job-concept as used in this study describes a collection of beliefs about one's job. The term is derived from self-concept which is used to refer how someone thinks about, evaluates or perceives themselves. The teacher job concept therefore is the understanding or image we have of teaching job. Teacher job-concept relates to beliefs with respect to the understanding, planning, organizing and implementing of an appropriate instructional programme in any learning environment that guides and encourages students to develop and fulfil their academic potential. Many factors can influence our job-concept, including our own experiences, length of training, mastery of the subject, our professional skills and competences, environment, physical condition, emotional awareness of the teaching ethics and desire to achieve academic performance or productivity (Kendra, 2013). Job-concept is the attitude of a person through which one identifies his roles and realizes his responsibility (Zahra, 2010). It is the mirror in which a teacher sees his face; he understands his capacity and emotions he attached to the teaching job, his colleagues and the students.

Job-concept in teaching as a powerful determinant of teachers' behaviour, is developed by the way in which the teacher experiences and interprets things that happen. The quest for understanding one's job plays a vital role in orientating the teacher to the world around him and enabling him to behave with confidence so that, he can maximize his pleasure and minimize his pain in his professional area. The study on the teachers' job-concept is important because a positive job-concept in the subject area that they teach in the school is essential for their long-term engagement in and commitment to the teaching of that subject.

Over the years, researchers have viewed teaching and teachers' capacity as gender based. Many believed that teaching is more of female profession than male and that the capacity to excel in teaching efficiency has some relationship to gender. However, some researchers disagreed stating that teaching and the capacity to excel in it has nothing to do with one's gender: anybody male or female can excel in teaching provided that the right environment is made available. It is against this backdrop that the researcher investigated job concept as a psychological predictor of senior secondary school teacher's effectiveness in the Federal Capital Territory, Abuja, Nigeria.

II. STATEMENT OF THE PROBLEM

The alarmingly poor level job-concept and its eventual ineffectiveness among teachers in the FCT secondary schools constitute a great concern to parents, teachers, examination bodies and psychologists. The FCT's teacher's poor communication skills, knowledge and passion for

their subject matter, relationship with students and colleagues, preparation and organization skills, work ethics and expectations, and poor self-confidence have been identified as evidence of poor or low job-concept characteristics. This may hinder effectiveness at work and can lead to low performance and productivity among teachers. Low job-concept might have contributed in no small measure to teacher's low productivity, performance and effectiveness in the FCT, Abuja. It is against this backdrop that the researcher investigates psychological predictors (job-concept) of secondary school teachers' effectiveness in the Federal Capital Territory Abuja.

The following research questions and hypotheses are formulated to guide the investigation;

- i. What is the level of teachers' effectiveness in the FCT secondary schools, Abuja?
- ii. What is the level of teachers' job-concept in FCT secondary schools, Abuja?

This study hypothesizes that there is no significant difference between teachers' job-concept and effectiveness. It was also hypothesized that there is no significant difference between male and female teachers in their job-concept and effectiveness in FCT in Secondary Schools.

III. METHODOLOGY

The research design employed in this study is descriptive survey design. The population of the study consist of all the 3,448 senior secondary school teachers and 56 principals in the FCT out of which 144 senior secondary school teachers and 24 principals were sampled to participate in the study. Two self-designed instruments called Teacher's Job-Concept Scale (TJCS) and Principal's Assessment of Teachers Effectiveness Instrument (PATEI) were used to elicit response from the participants. The instruments contain 50 items and were vetted through the use of test-retest reliability and face and content validity techniques. Reliability index of 0.71 and 0.84 for the TJCS and PATEI respectively were found to be appropriate for the study. Data collected was analyzed using frequency counts, tables, mean scores and standard deviation and inferential statistical techniques such as correlation and t-test.

IV. RESULTS

Research Question One: How effective are teachers in FCT secondary schools, Abuja?

Table 1: Teachers' Effectiveness in FCT Secondary Schools
N=144

S/No.	Items	Mean	Std. Dev	Decision
1.	Cover school syllabus sufficiently	1.70	0.97	Poor
2.	Arranges and supervises classroom activities	1.83	0.81	Poor
3.	Attends class punctually	1.43	0.71	Poor
4.	Organizes his/her lessons properly	1.60	0.86	Poor
5.	Uses different teaching methods	2.15	1.04	Poor
6.	Understanding students' learning problems	2.17	0.76	Poor
7.	Provide prompt feedbacks on assignment	2.16	1.09	Poor
8.	Show deep knowledge of the subject	1.47	0.50	Poor
9.	Uses some equipment and other materials to help his/her..	2.19	1.21	Poor
10.	Conducts end-of-term examination appropriately	1.69	0.85	Poor
11.	Shows willingness to mark assignment promptly	2.03	0.90	Poor
12.	Makes use of learning aids	2.03	1.03	Poor
13.	Encourages students to learn	1.86	0.79	Poor
14.	Let students know how they have performed in their work	2.00	0.93	Poor
15.	Involves students in classroom learning activities	1.62	0.77	Poor
16.	Gives extra lesson to students even after school hours	2.42	0.92	Poor
17.	Set good example of moral behaviour	1.47	0.71	Poor
18.	Disciplines students effectively	1.83	0.70	Poor
19.	Attracts the students with good appearances	1.69	0.85	Poor
20.	Show keen interests in parent- Teacher Association (PTA)	2.04	0.91	Poor
21.	Appears physical healthy	1.44	0.50	Poor
22.	Shows keen interest in games, sports and school activities	1.83	0.96	Poor
23.	Shows willingness to help students	1.86	0.73	Poor
24.	Gives students opportunity to approach him/her	2.01	0.88	Poor
25.	Discusses issues with students	2.17	0.95	Poor
26.	Supervises students in nationwide, state and local activities	2.39	1.10	Poor
27.	Encourages students to develop self confidence	1.99	0.94	Poor
28.	Spends sufficient time on the welfare of students and...	2.35	0.90	Poor
29.	Maintain good relationship with the school authority	1.47	0.71	Poor
30.	Makes proper use of school facilities	1.56	0.64	Poor
Sectional Mean/Std. Dev./Decision		1.88	0.85	Poor

Table 1 shows the effectiveness of teachers in FCT secondary schools, Abuja as rated by their principals. The item means shows that the teachers were rated poorly in their job effectiveness. The overall mean of 1.88 puts the researcher in a position where it can be said that teachers are not effective

on the job. Teachers' effectiveness therefore is poor among secondary school teachers in the Federal Capital Territory, Abuja.

Research Question Two: What is the job-concept of teachers in FCT secondary schools, Abuja?

Table 2: Teachers' Job-Concept in the FCT Secondary Schools
N=144

S/No.	Items	Mean	Std. Dev.	Decision
1.	I do not find my profession to be suitable for my personality	2.77	1.01	Agree
2.	I cannot respond proudly when my profession is asked	2.72	0.97	Agree
3.	I think I cannot be productive and efficient in my profession	3.39	0.59	Agree
4.	Because of a preference error, currently I hold a profession...	2.65	1.05	Agree
5.	My profession is not a part of me	3.03	0.76	Agree
6.	I despise my profession	2.95	0.87	Agree
7.	I think my profession is not a preferred and desired profession	2.74	0.97	Agree
8.	I cannot advocate my profession easily if needed	2.70	0.85	Agree
9.	I think that my ability is not suitable for my profession	2.76	0.98	Agree
10.	I consider changing my profession	2.51	0.78	Agree
11.	I think my interests are not suitable to my profession	2.72	0.91	Agree
12.	When I receive a negative critique about my profession...	2.48	0.84	Disagree
13.	I look as if I enjoy my profession, although I do not	2.81	0.90	Agree
14.	I think my standards of life is not better than other professionals I think I have some professional deficiencies	2.44	0.86	Disagree
15.	I think people do not want to meet me	2.81	0.86	Agree

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16.	I think I am not a reasonably good teacher	2.69	1.07	Agree
17.	In my opinion I cannot bring about any positive change in...	3.22	0.80	Agree
18.	I think my profession is not prestigious	3.13	0.88	Agree
19.	I wish I had a profession that I can proudly tell	3.31	0.83	Agree
20.	Sectional Mean/Std. Dev./Decision	2.90	0.93	Agree
		2.84	0.89	Agree

Table 2 shows teachers' job concept in the FCT secondary schools, Abuja with respect to the teaching profession. The item means shows that the teachers indicated agreement with all the items except 12 and 14. The overall mean of 2.84 creates basis for the researcher to conclude that the teachers have poor concept of the teaching job.

The null hypotheses were tested at 0.05 level of significance:
Ho₁: There is no significant relationship between teachers' job-concept and effectiveness in the FCT secondary schools, Abuja.

Table 3: Result of Correlation Test between Teachers' Job-Concept and Effectiveness in FCT Secondary Schools

Variables	N	r-cal	Sig. (2 tailed)	Decision
Effectiveness and Job-Concept	144	.022	.791	Not Significant

From Table 3, the computed correlation coefficient has been reported for the test of significance of relationship between the variables. With the significant value of .791 (more than .05), the null hypothesis is accepted. It is concluded that there is no significant relationship between teachers' effectiveness and job-concept of secondary school teachers in the Federal Capital Territory, Abuja. The positive value of

correlation however indicates direct relationship between teachers' effectiveness and job-concept which shows that improved job-concept of teachers corresponds with improved effectiveness.

H₀₂: There is no significant difference between male and female teachers in their job-concept and effectiveness in FCT in Secondary Schools.

Table 4: t-Test on Gender Difference in Job-Concept, Job Stress and Effectiveness of Teachers

Variable	Gender	Number	Mean	S.D.	t-value	df	Sig(2-tailed)	Decision
Job-Concept	Male	86	2.85	0.47	.352	142	.725	Accepted
	Female	58	2.82	0.33				
Effectiveness	Male	86	1.92	0.54	1.064	142	.289	Accepted
	Female	58	1.82	0.59				

The analysis on Table 4 was carried out to determine whether male and female teachers differed significantly in their job-concept and effectiveness in FCT secondary schools. A significant value of .725 and .289 (more than the 0.05 level of significance) for job-concept and effectiveness respectively, shows that there is no significant difference. The hypothesis is therefore accepted. This implies that there is no significant difference between male and female teachers in their job-concept and effectiveness among teachers in FCT secondary schools.

four characteristics that make a teacher ineffective which are as follows: yelling at students, giving empty threats, failing to give prompt feedback and giving too much work to students.

The study also found that teacher's job-concept is low among secondary school teachers in the FCT. This finding is important because job-concept has been recognized as vital to pedagogical well-being of the teachers and as a construct that makes good things happen in and to itself, it serves as a mediator of desirable outcomes in teaching. The reason for this may not be far-fetched. Research has shown that teachers who have poor concept of teaching may exhibit weak proficiency in the mastery of subject matter, contents, methods, teaching skills and attitudes, and professional etiquette, poor communication and interpersonal relationships; they are angrier, less intelligent and don't show enough patience with their students and much more eager to leave the job within first few years (Amalia and Saraswati, 2018). Someone has to have ability in form of knowledge, attitudes and skills that correspond to the field of his job.

This study further established that there is no significant relationship between teachers' effectiveness and job-concept of secondary school teachers in the Federal

V. DISCUSSION OF FINDINGS

The finding of the study indicates that there teaching ineffectiveness among secondary school teachers in the FCT. This is probably due to poor or lack of subject matter mastery, poor understanding and application of teaching methods, strategies and styles, poor working condition and social recognition of teachers among others. According to Walls, Nardi, Von Minden and Hoffman (2002) stated five characteristics of low teacher effectiveness to include, partiality in treating students, disorganized, less resourceful, discouraging students from asking questions and being authoritarian in the class. This corroborates the findings of Horton (2009) who identified

Capital Territory, Abuja. It was also shown that improved job-concept of teachers corresponds with improved effectiveness. Mawoli and Babanyako (2011) stated that competence becomes a factor that affects an individual behaviour, and will affect performance in the end. Sulaiman, Almsafir and Ahmad (2013) opined that performance is determined by many factors but competence is one of the strongest factors in improving performance. Seniwoliba (2013) found that salary, poor training, working conditions, incentives, medical allowances, security, recognition, achievement, growth, student's indiscipline, school policy status were found to be the ten most important factors of motivation that could enhance, retain or cause them to leave.

The finding also revealed that male and female teachers do not show significant difference when it comes to job-concept and effectiveness on basis of gender. This means that these variables exist without deference to whether the teacher is male or female. In other words, job-concept, teaching effectiveness have no gender bias in FCT secondary schools. This finding confirms the finding of Agharuwhe (2013), who reported that there is no significant difference in the productivity of male and female teachers in secondary schools. This finding is not in consonance with the finding of Sofoluwe, Akinsiola and Ogbudinkpa (2015), who reported that the variance in an academic staff performance was as a result of gender. This implies that gender could explain the variability in academic staff job performance in tertiary institutions.

VI. CONCLUSION AND RECOMMENDATIONS

The purpose of the study was to investigate job concept as a psychological predictor of secondary school teacher's effectiveness in FCT Abuja, Nigeria. The study concludes that there is poor teachers' effectiveness and low job-concept among the teachers. The study also concluded that there is positive direct (but not significant) relationship between teachers' job-concept and effectiveness. It is further concluded that there is no significant difference in the job concept and teaching effectiveness of teachers in FCT secondary schools on the basis of gender. The study recommended that it is incumbent on every stakeholder in education to redouble their efforts towards teachers' effectiveness. Teachers particularly are encouraged to show more commitment by updating their knowledge regularly and equip themselves with the modern teaching skills, methods and styles in addition to appropriate use of teaching aids and resources. Teachers should be exposed to psychological intervention programmes such as emotional intelligence and self-efficacy training that would help enhance their teaching efficacy competence and capability to effectively dispense their professional service to humanity. Supervision should be carried out promptly and periodically on teachers and principals to keep them on their toes by the

Secondary Education Board. Finally, principles or policies that gives preference to one gender above the other should be reviewed as gender played no significant role in teacher job concept of teaching effectiveness.

ACKNOWLEDGMENT

The authors acknowledge intellectual contributions to this work from Prof. J.B. Badu, Prof. Dominic Ngwoke, Dr. L.B. Yaksat, Dr. M.M. Jarimi and Dr. R.G. Dajal.

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