



# Condition of Teachers Performance in Early Childhood Education: A Case Study of Bwari Area Council, Abuja.

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## ABSTRACT

It is overtly important to note that early childhood education is the starting point for children as citizens and their general development is a basic foundation for subsequent levels of education; hence, a lot is expected from their teachers. The study aimed to assess whether teachers' conditions of service could have any significant influence on their job performance and productivity in public early childhood education in Bwari LGA, Abuja. To achieve the objectives of the study, the study raised two research questions and two hypotheses. A descriptive survey research design was adopted for the study. A simple random sampling technique was used to select a sample of 24 head teachers, 168 teachers, and 32 educational officials from the targeted population. Descriptive statistical tools were used: mean ( $\chi$ ) and standard deviation (S.D). The hypotheses were analyzed using mean ( $\chi$ ) and standard deviation (S.D) on a five-point Likert scale. Findings indicated that a conducive and serene school environment and regular and periodic staff training and development enhance teacher job performance and productivity in public early childhood education. Hence, it is recommended that enhancing and securing the school and learning environment and adequate regular training programs are important for teachers' productivity.

**Key words:** Condition of Service, Teachers Performance, Early Childhood Education

## I. Introduction

Education is considered globally as an absolute mechanism for attaining national goals. It is an essential factor that leads to the development to a large extent, it dictates the possible model providing an insight into any nation's future as reflected by National Policy on Education (FRN,

2016) people's physical, mental, social and technological ability to function effectively in any environment (Karaba, 2008). Nation's cannot afford to trivia societies put a lot of capital to ensure that people acquires the necessary skills, knowledge and desired attitudes critical for survival (FRN, 2016). The developmental intend of education with regard to its goals and objectives will not be actualized without teachers who possess the required qualities, professional knowledge and skills required. Teachers are saddled with the responsibility of training and educating members of any society with the desired knowledge, values, ideologies and skills for the benefit of the society (Osei, 2011). A professional teacher must have the qualification and teaching profession effectively at any given time.

Early Childhood (EC) generally refers to the initial eight years of a child's life. Unequivocally, this is the period when early school begins for children aged 3 to 5. In essence, early childhood education (ECE) includes crèches, nursery, and kindergarten, while primary education indicates education given to children between ages 6-10 years and above. This period is seen as an important aspect for child development in building human capital needed for educational achievement. Early Childhood Education is also a vital preventive measure aimed at reducing the occurrence of remedial classes, class repetition, being assigned for special learning classes, and after ward dropping out of school.

Early Childhood is described as a critical period in human development; consequently, comprehensive and quality early childhood education can make a significant contribution to the physical, psychomotor, cognitive, social, and emotional development of children acquiring languages and early literacy. Children are said to be energetic learners from birth; hence, their early years are vital to their success both in school and



afterward in life. Early childhood education is considered education before compulsory education. Teacher is of service

Conditions of service can be described as general requirements, necessities, and desirable factors that tend to enhance worker performance in the working environment. Diverse components of the conditions of service exist, which sometimes can affect employee performance. These components consist of working conditions, fringe benefits, job security, and decision-making participation.

### **Assessing the influence of a conducive environment and teachers' performance in early childhood education Schools.**

As noted earlier, the school environment is a hierarchical system with many sub-systems such as the school leadership, drainage, classroom, sanitation, toilets and urinals, staffroom, sitting facilities, teaching and learning materials, leadership styles of the head teachers, monitoring, and the community. The school environment is both physical and perceived (Okereke, 2010; Akintayo, 2012; Moore, 2012; Odeku&Odeku, 2010) several studies have been conducted on the environment and performance in schools. For instance, Moore (2012) investigated the role of school teacher performance as a vital factor in most developing countries implementing universal primary education as the quality of any educational performance of its teachers (Ochwo, 2013;)

The performance of teachers generally is said to be deteriorating, which is characterized by absenteeism, poor lesson preparation, and teaching their working circumstance and condition are also getting worse (Kitunga, 2009; Tao, 2013; Wandira, Onen&Kimoga, 2015). Hence, it becomes conditions of service that influence job performance of teachers. One foremost rationale people work is to earn income; this is needed to meet needs such as feeding, clothing, housing, and school fees. In the past, teachers in Nigeria under the association of the Nigerian Union of Teachers demanded a better condition of service and a better salary structure for teachers' in pre-primary, primary, and post-primary schools in Nigeria.

The findings revealed that a positive school environment included a supportive administration, other teachers, shared beliefs and values, communication among principal and staff, cooperation and hard work by the principal and the belief to further discover that teachers who saw a positive and lively school environment have more command over their classrooms and are more to make positive impact on their students. Adelabu

(2005) examined teacher motivation and incentives packages in Nigeria and discovered that the school environment was not good enough as many schools are dilapidated, many have inadequate toilet facilities or none at all, overcrowded classrooms, and the reward systems in terms of salaries and remunerations are unsatisfactory. At the same time, improvements in the education system were not encouraging enough to give teachers satisfactory morale.

Ofejebe and Chinelo (2010) carried out a study on teachers' motivation and its influence on quality assurance in the Nigerian educational system. Motivational factors lead to quality performance and high productivity, which improves quality in the educational sector, which is obviously lacking. Good learning environments are recommended to guarantee good and quality education and should be considered. Adeyemi (2008) analyzed organizational climate and teachers' job performance in primary schools in Ondo State, Nigeria, and the study findings sampled had an open climate type of organization. The organizational climate and teacher job performance was found to be low. The organizational climate and teacher job performances were established by the researcher; hence, he suggested that head teachers should always increase job performance among teachers. It was also suggested that there should be regular supervision of teachers and provision of all facilities needed in schools.

### **Relationship between staff development and teachers performance in early childhood education school.**

Staff development is the effort, strategies and courses of action consciously taken to assist and facilitate employee to attain technical academics and increase their involvement in the accomplishment of organizational goals. Staff development has been acknowledged as an effective means of increasing the knowledge and skills of staff to enable them to teach more efficiently. With reference to Lawal (2004), staff development programs are significant aspects of the educational development process that deal with acquiring skills needed for the teaching profession. There exists critical practice that enhances subject mastery, teaching methodology, and classroom management. The objective of staff development programs/programmes is to ensure proficient growth and improved educational skills needs such as curriculum development and orientation, leadership responsibility, teaching field adjustment for new teachers, mutual respect/promotion among teachers, and



identifying the need for modern teaching methods (Madumere-Obike, 2007).

Uche and Enuokoha (2004) pointed out that teaching is a profession; consequently, those who desire to work as teachers should be groomed in the art of the profession. Brennen (2001) asserts that new teachers are faced with several challenges daily in their teaching career; these challenges consist of class assignment, classroom discipline and management, demanding teaching responsibilities and extra duties, motivating students, dealing with differences among students, and so on. For this reason, there exists the need to provide effective staff development programs for new teachers to assist them in their teaching career.

Harwell (2003) observed that staff development helps teachers to understand the general cognitive and social/emotional characteristics of students in order to provide developmentally appropriate curriculum and instruction. Promotion, which is expected to lead to effective performance in activities, is aimed at improving teachers' competence to ensure transfer of quantity knowledge. Others view staff development as the processes, programs and activities through which every organization develops, enhances and improves the skills, competencies and overall performance of their employee and workers. Therefore, staff development is a process of aiding employees in their present and future work through the development of appropriate habits, thoughts, actions, skills, knowledge and attitudes.

### Types of Staff Development Programmes

To ensure that teachers perform their diligently, educational administrators and planners should identify and use various programs for training and re-training of teachers for quality service delivery. These trainings include among others:

**Pre-service Training:** This type of training is conducted at teachers' colleges. It is available to teachers in institutions like teacher is and institutions of education. Similarly, institutions like federal colleges of education and colleges of education technical also offer this training. Teachers are trained in these institutions to teach.

**Correspondence course:** This relates to conventional teacher training institutions but uses a different medium of correspondence to train teachers. It allows those that do not have adequate time to acquire additional knowledge and other educational attainments.

**Seminar:** Seminar is a topic-oriented event designed to educate and inform an audience about a subject of interest, Altalib (1993). Also, seminar is a general form of academic instruction offered by a commercial or professional organization. The idea is to familiarize participants with extensive methodology of their chosen subject and allow them to interact with examples of practical problems that always occur during work. It involves assigned readings and discussion, questions can be raised, and debates can be conducted. It is informal compared to the lecture system of academic instruction.

**Workshops:** A workshop is an office or conference room meeting intended to create or generate plans, analysis, or design to support organizational efforts. The main aim of workshops is to acquire new knowledge and skills related to the work of the participants. They identify needed changes in behavior, learn new skills, and practice behavior in a simulated work environment. According to Altalib (1993) "effective workshop is built around what is practiced and relevant to the need of the learners' perspective. It is specific and focused on its subject matter". Based on the above, a workshop is a sort of re-training exercise to upgrade qualification but to update knowledge and skills. Kate Wood and Jackson (undated) added that "workshop is a meeting of people to discuss and or perform practical work in a subject or activity: a drama/poetry/training workshop.

**a. Mentoring:** Mentoring is the act of giving another person help and advice over a period and often teaches them how to do their job.

**b. Conferences:** Another form of teacher re-training programme, which normally takes place like a seminar or workshop, is a conference. Skills and experiences are acquired especially in teaching and learning activities during conferences. Conferences are usually used to deal with a single or set of problems". It may involve sessions of various types, such as lectures, panel discussions, workshops etc. An example of such is the national conference of principals of secondary schools.

### Teachers Productivity in Early Childhood Education Schools

Productivity is a measure of job performance. An employee's productivity measures how much organization goals and objectives he can achieve through his commitment and performance on the job. The productivity might be high or low depending on his input and actions. Productivity can be determined and analyzed through job evaluation



and appraisal. This can be done or determined through classroom climate and management, evaluation of teaching techniques and methods, effective communication skills and soon.

One way to determine the productivity of teachers is to assess what they do. According to Rosecrans's speech during the Bowling Green conference in Ohio, the competencies of a good teacher are described as follows:

- What they teach, and how they teach
- How learning occurs takes place and how behavior is motivated
- How they become conscious of their own values, examine their own values, and build a satisfying work experience.
- How they appraise an individual to meet educational goals and help people develop in desirable
- How they help people think critically.

### Types of Work Environment

There are 3 types of work environments: good, moderate, and poor work environments. A good work environment is the type of the work environment that provides job satisfaction to employee. It is where all the necessary facilities that assist teachers to do their job are provided. This includes good and well-furnished air-conditioned offices with good communications and information technology networks, teaching facilities and materials, good working atmosphere and organizational climate, etc. in these situations, the teacher will have a good image and high esteem, and will love the job.

The moderate work environment is one where facilities are provided but not in excellent conditions and the working environments are just fair but not good enough for efficient learning. Teachers under this condition are not very enthusiastic and keen about their job performance.

The poor work environment is the type we have in most schools nowadays, where teachers' offices are either not existing or are poorly equipped. Many schools lack basic facilities such as chairs for teachers and students. Some schools are so dilapidated that some teachers feel ashamed of being associated with them. Teachers in such conditions have low morale, no job satisfaction, and are not willing to put enough effort into achieving the goals and objectives of the educational system because they lack motivation. Salaries and allowances are also important for a good job environments and job satisfaction about job performance. Several teachers leave the teaching profession because they lack job satisfaction. Job satisfaction is a function of the general au

raone feels in one's work environment.

Recently, governments began to pay attention to school facilities in an attempt to raise the standard of education in this education for all programs. Salaries of teachers have been greatly enhanced and facilities have been improved. It is hoped that the government's efforts will be sustained in the area of providing good work conditions for primary and early childhood education and teachers in particular to increase their morale and encourage them to greater productivity. On the other hand, it is anticipated that teachers will have a positive change in attitude toward commitment to duty and productivity. Many teachers' views about their job and the school they teach are that many continue in the teaching job because they are unable to climb up the educational ladder as high as they wish. They became early childhood and primary school teachers not by choice but by change because of scarcity of jobs.

Because of poor work environment, teachers persistently embark on industrial actions, which have become the only means of getting government attention to act in response to their needs and frustrations. Because of poor salaries, many primary school teachers get involved in trading even inside their classrooms. Because of inconsistent salaries, they continue with their trading because they do not know when the next salary would be paid. The fact is that early childhood and primary school teachers scarcely teach their students for various reasons. They do not prepare their lessons note and they do not care if pupils learn and understand or not. To cover up their flaws, they get all the pupils to pass at the end of the school year. Many primary school teachers even send their children to private schools instead of the public schools in which they teach because public schools produce poor students. Teachers' lack of interest in their jobs results in low productivity and lack of attainment of the laudable goals of education.

### Statement of the problem

Due to the current influx of people in the already saturated and populated area of the Federal Capital Territory, which has led to educational facilities being overstretched within Abuja and Bwari Area Council, the Federal Capital Territory Education Authority has taken education with uttermost priority in its yearly budgetary statement. The need to obtain and retain qualified early childhood education teachers become critical. Teachers' motivation regarding work environments and development management





is inadequate compared to other sectors.

Hence, these factors are responsible for absenteeism and job dissatisfaction among teachers. The rate of teachers' alteration is increasing at an alarming rate and those who stay embark on frequent strikes for better conditions of service.

Therefore, this research seeks to explore the condition of teachers' performance in early childhood education: a case study of Bwari Area Council, Abuja.

### Research Questions

1. How does the school environment affect teachers' performance in early childhood education in the Bwari Area Council, Abuja?
2. How does teachers' development enhance job performance in early childhood education in Bwari Area Council, Abuja?

### Research Hypotheses

1. There is no significant relationship between school environment and teachers' performance in early childhood education in the Bwari Area Council, Abuja.
2. : There is no significant relationship between teacher development and job performance in early childhood education in the Bwari Area Council, Abuja.

## II. Methodology:

A descriptive survey research design was adopted in this study. The population of the study consists of 12 selected public primary schools with 2,486 primary and early childhood education school teachers, 198 head teachers, 68 education officials and federal capital territory universal basic education board (FCTUBEB) including four inspectorate and zonal education offices in Bwari Area Council, which are: Bwari, Kubwa, Shere and Mpape. Random sampling technique is used in chosen sample size.

The research instrument questionnaire. A Likert four (4) point scale was used in data collation. To analyse the data, In analyze, descriptive statistical tools were used: mean (X) and standard deviation (S.D). Responses from section "A" of the questionnaire were analyzed to identify the demography of respondents in terms of age and gender. Section "B" was analyzed using mean (X) and standard deviation (S.D) obtained from responses on the five-point Likert scale. The mean (X) statistics were used to compute data aimed at answering the research questions. The questionnaire was validated using Pearson Product Moment Correlation (PPMC) analysis, and a co-efficient of 0.65 was obtained. Descriptive statistics of frequency counts, percentage, and inferential statistics of Chi-square(x<sup>2</sup>).

## III. Results:

**Research Question1:** The school environment affects teachers' performance in early childhood education in Bwari Area Council, Abuja

**Table.1:**

S/N	Item Statement	SA	%	A	%	UD	%	D	%	SD	%
1.	My school has enough buildings and learning space facilities for all pupils	21	9.4	53	23.6	13	5.8	94	42.0	43	19.2
2.	All classrooms have enough sitting facilities for all pupils and devoid of overcrowding	32	14.1	62	27.7	10	4.5	86	38.5	34	15.2
3.	My school has separate toilets and sanitary facilities for teachers and female and male pupils.	44	19.7	96	42.8	5	2.2	56	25.0	23	10.3
4.	The school has functional staff rooms with basic facilities and working furniture for teachers	64	28.6	62	27.7	16	7.2	61	27.2	21	9.3
5.	The school environment has basic security facilities conducive for learning with a prompt response to maintenance and renovation.	30	13.5	42	18.8	18	8.0	86	38.4	48	21.3

### RESPONSE

Table 1 shows responses of that 628(48%) of the participants Strongly Agree that school environment affects teachers' performance in early childhood education in Bwari Area Council, Abuja 290 (22%) Agree, 254 (20%) Disagree, while 124 (10%) Strongly Disagree



**Research Question 2:** Staff development managed to enhance teachers job performance in Early Childhood Education in Bwari Area Council, Abuja

**Table.2:**

S/N	Item Statement	S.A	%	A	%	U.D	%	D	%	SD	%
1.	Teachers knowledge increases and this enhances their performances Through in-service training	61	27.3	74	33.0	4	1.8	64	28.6	21	9.3
2.	Through Conferences, teacher knowledge increases and this helps to enhance their performances	52	23.2	104	46.4	4	1.8	39	17.4	25	11.2
3.	Teachers in my school master their subjects and improve their performance through capacity building conferences.	48	21.4	99	44.2	6	2.7	54	24.1	17	7.6
4.	Through Workshops, teacher knowledge increases and this helps to enhance their performances	58	25.8	96	42.8	8	3.6	42	18.8	20	9.0
5.	Through Seminars. Teachers in my school master their subjects and this improves their performance in class	41	18.3	108	48.2	6	2.7	52	23.2	17	7.6

**RESPONSE**

Table 2 shows responses of that 628(48%) of the participants Strongly Agree that school environment affects teachers' performance in early childhood education in Bwari Area Council, Abuja 290 (22%) Agree, 254 (20%) Disagree, while 124 (10%) Strongly Disagree

**The test of Hypotheses**

Hypothesis one:

**Null Hypothesis (H<sub>0</sub>):** There is no significant relationship between school environment and teachers' performance in early childhood education in the Bwari Area Council, Abuja.

**Research Question 1:** The school environment affects teachers' performance in early childhood education in Bwari Area Council, Abuja

**OBSERVED DATA FROM QUES. 1.**

Responses	Normal Scale	Item Statement 1 Frequency	Item Statement5 Frequency	Total
SA	5	21	30	51
A	4	53	42	95
UD	3	13	18	31
DA	2	94	86	180
SD	1	43	48	91
<b>TOTAL</b>		<b>224</b>	<b>224</b>	<b>448</b>

OF	EF	OF-EF	(OF-EF) <sup>2</sup>	<u>(OF-EF)<sup>2</sup> EF</u>
21	25.5	4.5	20.25	0.81
53	47.5	-5.5	30.25	0.63
13	15.5	2.5	6.25	0.40
94	90	4	16	0.17
43	45.5	2.5	6.25	0.13
30	25.5	4.5	20.25	0.79
42	47.5	5.5	30.25	0.63



18	15.5	-2.5	6.25	0.40
86	90	4	16	0.17
48	45.5	-2.5	6.25	0.14
				<b>4.27</b>

**Decision Rule:**

Since the calculated value = **4.27** is less than the critical table value = **9.488**. The null hypothesis ( $H_0$ ) is rejected. This means that there is a significant relationship between school environments and teachers' performance in early childhood education in the BwarArea Council, Abuja.

**Hypothesis Two:**

**Null Hypothesis ( $H_0$ ):** There is no significant relationship between staff development and teacher job performance in early childhood education in Bwari Area Council, Abuja.

**Research Question 2:** Staff development enhances teacher job performance in early childhood education in Bwari Area Council, Abuja.

**OBSERVED DATA FROM QUES. 2.**

Responses	Normal Scale	Item Statement 1 Frequency	Item Statement4 Frequency	Total
SA	5	61	58	119
A	4	74	96	170
UD	3	4	8	12
DA	2	64	42	106
SD	1	21	20	41
<b>TOTAL</b>		<b>224</b>	<b>224</b>	<b>448</b>

**Tabular Calculations of Hypothesis 2**

OF	EF	OF-EF	(OF-EF) <sup>2</sup>	<u>(OF-EF)<sup>2</sup> EF</u>
61	59.5	1.5	2.25	0.04
74	85	11	121	1.42
4	6	2	4	0.66
64	53	11	121	2.28
21	20.5	-0.5	0.25	0.01
58	59.5	1.5	2.25	0.03
96	85	11	121	1.42
8	6	-2	4	0.66
42	53	11	121	2.28



20	20.5	0.5	2.5	0.12
				<b>8.92</b>

The calculated value  $X^2 = 8.92$

The critical table value (CTV) = **9.488**

The degree of Freedom (df) =  $(5 - 1) (3 - 1) = (4) (1)$

Level of significance (beta $\beta$ ) = 0.05

The calculated value = **8.92**

The critical table value = **9.488**

#### Decision Rule:

Since the calculated value = **8.92** is less than the critical table value = **9.488**. The null hypothesis ( $H_0$ ) is rejected. This means that there is a significant relationship between staff development managed to enhance teacher job performance in early childhood education in Bwari Area Council, Abuja.

#### IV. Discussion of Findings.

Analysis of data collected for this study provided some insight into the main objectives of the study, which was to assess the condition of service and teacher performance in early childhood education in Bwari Area Council, Abuja. The study consisted of samples of 224 respondents comprising teachers, head teachers, and education officials in the area council whose responses were analyzed in this chapter; this section discusses the findings as they agreed or disagreed with the beliefs and views of some assertions cited in the research.

As clearly indicated, the school environment is seen as a significant factor that has an effect on teachers' performance in public primary schools Bwari Area Council. Most schools' environments, which reflect school buildings was dilapidated. Many were seen without adequate toilets, water, sanitation facilities, and staff rooms. On the other hand, most schools were seen having overcrowded classrooms. Remuneration was grossly inadequate and require improvements in other areas to record satisfactory improvement in teachers' productivity. Inadequate school facilities account for the current unsatisfactory productivity in teachers' performance as being experienced in public primary schools.

Additionally, it has been recognized that teacher development enhances their job performance. According to respondents, over 70% believe that attending conferences, seminars, on the job training, and workshop help increase teacher job performance. Teachers who attend trainings gain new ideas and skills to upgrade their knowledge,

which enhances their job performance and productivity. Research is being conducted daily and new discoveries are being obtained, thus rendering existing beliefs and ideologies obsolete. In the same vein, teachers ought to renew their knowledge, beliefs, and ideas through training and retraining, which in turn enhances their job performance.

#### 5.3. Conclusion

In assessing the condition of service and teachers performance in early childhood education, several variables are dependent on, including timely payment of teacher salaries, regular promotion of teachers, good and conducive school and working environment, and regular teachers development, among others, as pertinent to achieve the desired result.

#### 5.4. Recommendations

Based on the outcome of data analysis, the following recommendations will assist in improving teacher conditions and job performance in public primary and ECE schools in Bwari Area Council, Abuja and Nigeria in general.

1. Policy makers should pay much attention to the school environment in which teachers work, as this will help in improving teacher job performance and productivity in public primary schools.
2. Regular teacher development is a stimulant for effective job performance. Hence, government and school management should ensure regular training and re-training for teachers through seminars, conferences, and workshops with the aim of enhancing their job performance.

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