



Mediating Effectiveness of Teaching Learning Environment on Teachers' Attitudes and their Job Performance in Bauchi State Nigeria

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ABSTRACT

Teaching learning environment requires careful planning in order to encourage effective job performance. This study was undertaken to establish the mediating effectiveness of teaching learning environment on teachers' attitudes and their job performance in public senior secondary schools of Bauchi State. The findings revealed among others that the teachers' attitudes had a significant positive effect on their job performance. Also, teaching learning environment had a significant positive effect on teachers' attitudes. Moreover, the results revealed that teachers' attitudes had a positive and significant effect on their job performance with the mediating role of teaching learning environment. Based on the findings, the researcher recommended that teaching learning environment should be in proper shape as well as teachers' attitudes. The implications of these findings were discussed in the line with Nigeria's quest to improve the education system.

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INTRODUCTION

Education is the key that unlocks national development of any country and in every educational system the teachers constitute a very vital component (Ekpoh and Eze, 2015). Despite the remarkable advancement in technology in all areas of teaching and learning process through the production of instructional materials such as television, computer projector of various kinds, the teacher is still an indispensably significant factor in imparting knowledge to the learners at each level of education. The extent to which teachers achieve this important role of imparting knowledge is contingent on their effective job performance (Ekpoh and Eze, 2015). Knowledge and understanding of teachers' attitude is very vital because it not only ruins the individual performance but also create strong impact on the others performance (Porathe, 2009).

Education is nowhere without teachers playing a pivotal role in ensuring

achievement in an educational institution. The entire edifice of education is shaky if the performance of teachers is weak and ineffective (Hanif and Pervez, 2004). Therefore, effective job performance of teachers is important for educational improvement and it is also an important building block of the school. If school organization were a machine, and its system would be an engine that runs the machine, then teachers would be the parts and nuts and bolts that hold the system together. To make sure that the engine keeps working in order to keep the machine functioning properly, these nuts and bolts and engine parts need to be greased properly. Attitude acts as grease that keeps these engine parts working properly in order to keep the school running. Teachers' attitude plays a role in the teacher's job performance.

Gunbayi (2007) opined that teaching learning environment is the heart and soul of a school. Since the teaching learning situation in

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a school seems to be a function of the atmosphere of the school, school environment is a set of unique characteristics of a school. These characteristics tend to distinguish one school from another. In one school, the head teacher and teachers may find pleasure in working together. In another school, it may be discontent among teachers. In one school, teachers may appear well organized, seem competent and exhibit confidence in whatever they do.

An attitude is a mindset that affects how a person thinks and acts. Attitude can influence a person's performance positively or negatively. For instance, negative attitude towards one's job will result in negative performance. Similarly, attitude could also affect how well a teacher plans and prepares for his/her lessons. The attitude of a teacher, consciously or unconsciously, greatly affects students' academic performance. It has been established that teachers' attitudes highly influence students' interest in learning. Moreover, personality traits of the teachers are more powerful and influential than the course content or instructional strategies used in the classroom. A good classroom strategy requires full interest and support from teachers and learners. If a teacher appears not interested or careful about a particular subject or student, he/she will be unable to foster a supportive learning environment (Shittu and Oanite, 2015).

According to Kochnar (2000) the quality of education depends upon the quality of its citizens and the quality of citizens depends on the quality of their education and quality of education besides other factors depends upon teacher's attitude towards job performance. Thus to enhance the quality of education it is necessary to improve the teacher's attitude and attitude towards job performance. Positive attitude exhibited by teachers towards their primary assignment is capable of improving their job performance in the schools and negative attitude (counterproductive) display by teachers towards their primary assignment is capable of hindering their job performance in the schools (Yaffe and Kark, 2011). This implies that teachers' attitudes in the schools can positively or negatively affect their job performance.

Teacher's attitude contributes significantly to high performance and that teachers' attitude was related to students' attitudes. Teachers' attitude and characteristics are strong determinants of students' performances in secondary schools. Attitude towards work is correlated with organizational behaviour such as job performance, work attendance, discipline, work, and work turnover. According to Inayatullah and Jehangir (2002) in a study found that there is a positive and significant link between teacher attitude and job performance. The most important factor affecting teacher job performance is teacher attitude.

Teachers' job performance involves all the activities carried out by the teacher to achieve the desired effects on students. It involves the extent to which the teachers participate in the overall running of the school in order to achieve the desired goals and objectives of the school. However, Affianmagbon (2007) has observed some professional laxity on the part of teachers. He further stresses that many teachers are merely staying on the job for better job outside. He complained that the constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and indiscipline constitute a big problem to the attainment of educational goals in secondary schools. Teacher job performance is considered as teacher observable attitude related to outcomes which are relevant to educational goals. Variables of teachers' performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system (Cook, 2008). In this regard, the teachers' job performance could be measured through annual report of his/ her activities in terms of performance in teaching, lesson preparation, and lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities. This study was therefore aimed at establishing the mediating effectiveness of teaching learning environment on teachers' attitudes and their job performance in Bauchi state of Nigeria.

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Statement of the Problem

Teachers are arguably the most important group of professionals for our nation's future. Without teachers, the education system will be crippled. The increased importance in teachers' job performance has made it extremely important to identify the factors that influence teacher's job performance (Selamat, Samsu, and Kamalu, 2013). However, teachers' attitude towards their job performance in order to achieve the mission and vision of the school organization is of paramount concern. According to Adeyemi (2008) the impact of teachers' attitudes and their job performances has been a subject of controversy by researchers. The controversy was centred on the extent to which teachers' attitudes influence their job performances.

Education managers in both public and private sector organization are becoming increasingly aware that teachers' attitudes could be a major predictor of teachers' job performance. Even though education managers are acutely aware of the significance of teachers' attitudes, numerous problems continue to bedevil teachers' job performance in the secondary schools in Nigeria (Frederick and Stephen, 2010). Crucial among them are inability to encourage students' involvement in learning, inability to encourage high expectations among students, lack of prompt feedback to students, and inability to encourage cooperation among students. In other words, students' involvement in learning is wanting. Lack of encouraging high expectations among students and prompt feedback to students' present insurmountable challenges. Besides, inability to encourage cooperation among students also poses a great challenge (Frederick and Stephen, 2010).

The teaching learning environment has a significant impact upon employee performance and productivity. The teaching learning environment includes resources, policies; rules, office, space, culture, resources, working relationships, work location and internal and external environmental factors, all of which influence the ways those employees perform their job functions.

Although numerous studies have been conducted on teacher's job performance, past research has been constrained by the

shortage of studies on the mediating effectiveness of teaching learning environment on the teachers' attitudes and teacher's job performance. Number of reports has shown that teacher's job performance is deteriorating around the world in general, and also Nigeria in particular (Selamat *et al.*, 2013). This seems to be affecting the teaching and learning process as well as other instructional activities at school.

This study was therefore aimed at investigating the mediating effectiveness of the teaching learning environment on teachers' attitudes and their job performance in Bauchi State, Nigeria.

Objectives of the Study

The main objective of this study was to investigate the mediating effectiveness of teaching learning environment on teachers' attitudes and their job performance in Bauchi State. Specifically, the study was set to attain the following objectives.

1. To identify the nature of teacher's attitudes that affect their job performance in Bauchi schools teaching learning environment.
2. To find out the extent to which mediating variables could link to their job performance in the sampled schools.
3. To differentiate teacher's attitude that affects their job performance on the basis of school location, school type and school size.

Research Questions

The study was guided by the following questions:

1. What could be the nature of teachers' attitudes that affects their job performance in Bauchi schools' teaching learning environment?
2. To what extent do the mediating variables could link to their job performance?
3. What are the teachers' attitudes that affect their job performance on the basis of school location, school type and school size?

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METHODOLOGY

The study was a quantitative survey. Survey is a design that allows researchers to study large population more easily, by seeking opinions of the respondents mostly through sampling (Jackson, 2012). Survey research was therefore appropriate to this study because the study involved large population where their opinions were sought.

The researcher used cluster (multistage) sampling in selecting a sample of twenty four (24) secondary schools out of one hundred and fifteen (115). After selecting twenty four (24) secondary schools, sampled teachers were selected. The justification for using cluster (multistage) sampling is that it

allows the researcher to allocate his limited resources to the few randomly selected clusters or areas. It is effective in deciding the characteristics of a group such as population and it can also be implemented without having a sampling frame for all the elements for the entire population. All items were arranged under a 5-point rating scale of: (1) very small extent (VSE), (2) small extent (SE), (3) moderate extent (ME), (4) large extent (LE) and (5) very large extent (VLE).

Data collected on the above mentioned five-point scale was analyzed by using descriptive statistics (mean and standard deviation).

RESULTS

Table 1: Mean Scores of Teachers' Attitudes that affects their Job Performance in Bauchi Schools' Teaching Learning Environment

School	Students' Involvement in Learning	High Expectation among Students	Cooperation among Students	Prompt Feedback	School (Mean)	Remark
Sch.1	4.36	4.32	3.68	4.24	4.15	LE
Sch.2	4.36	4.32	3.68	4.24	4.15	LE
Sch.3	3.12	4.40	3.32	4.32	3.79	LE
Sch.4	3.44	3.92	3.20	4.40	3.74	LE
Sch.5	2.84	3.64	3.60	3.64	3.43	ME
Sch.6	3.56	3.40	3.00	3.28	3.31	ME
Sch.7	3.44	2.84	3.44	3.12	3.21	ME
Sch.8	3.44	2.84	3.44	3.12	3.21	ME
Sch.9	2.44	3.04	3.96	3.36	3.20	ME
Sch.10	3.24	2.64	3.40	3.36	3.16	ME
Sch.11	3.24	2.64	3.40	3.36	3.16	ME
Sch.12	3.24	3.16	2.84	3.24	3.12	ME
Sch.13	3.24	3.16	2.84	3.24	3.12	ME
Sch.14	2.60	3.16	3.56	3.04	3.09	ME
Sch.15	3.40	3.04	2.72	3.16	3.08	ME
Sch.16	2.76	3.04	2.96	2.84	2.90	ME
Sch.17	2.76	3.04	2.96	2.84	2.90	ME
Sch.18	2.60	2.76	2.92	3.28	2.89	ME
Sch.19	2.36	2.96	2.84	3.04	2.80	ME
Sch.20	2.64	2.96	2.64	2.84	2.77	ME

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School	Students' Involvement in Learning	High Expectation among Students	Cooperation among Students	Prompt Feedback	School (Mean)	Remark
Sch.21	2.52	2.56	2.84	2.40	2.58	M E
Sch.22	2.48	3.12	2.40	2.32	2.58	M E
Sch.23	2.52	2.56	2.84	2.40	2.58	M E
Sch.24	2.48	2.52	2.64	2.48	2.53	M E
Grand Mean	3.04 M E	3.17 M E	3.13 M E	3.23 M E	3.14 M E	

Presented in Table 1 is the result of mean respondents of teachers' attitudes. The findings of this study revealed that the means indicate that, apart from 4 schools, with large extent, every other school's teacher attitude was moderate extent. The computation revealed that almost all the schools (20 schools) fall under moderate extent which

represents 83%, with the exception of 4 schools which fall under large extent which represents 17%. Therefore, the nature of teachers' attitude in Bauchi State Secondary Schools could be said to be moderate. The implication of this is that teachers' attitudes towards their primary assignment are something to write home about.

Table 2: Mean Scores and Standard Deviation of Mediating Variables (Teaching Learning Environment) and their Job Performance

S/N	Teaching Learning Environment	N	Mean	Standard Deviation	Remark
1.	Adequate teaching and learning resources in school allow teachers to encourage students' involvement in learning thus improving their performance in terms of lesson preparation	24	3.63	0.65	Large Extent
2.	Tight educational policies in schools allow teachers to give prompt feedback to students thus improving their performance in terms of assessing students	24	3.67	0.47	Large Extent
3.	Tight rules and regulations in school allow teachers to encourage high expectation among students thus improving their performance in terms of curricular activities	24	3.85	0.51	Large Extent
4	Arrangement of offices and the spaces available in the offices allow teachers to encourage cooperation among students thus improving their performance in terms of mastery of subject matter	24	3.44	0.58	Medium Extent
Grand Mean: 3.65 (Large Extent)					

Presented in Table 2 is the result of mean respondents for mediating variables (teaching learning environment) and job performance. The result revealed that mediating variables (teaching learning environment) are related to job performance with the mean above the criterion level. The

findings revealed that adequate teaching and learning resources in school, tight educational policies in schools, tight rules and regulations in school and arrangement of offices and the spaces available in the offices are directly related to teachers' job performance.

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Table 3: Mean Scores and Standard Deviation of Classroom Practices of Teachers' Attitudes on the Basis of School Location

S/N	TEACHERS' ATTITUDES	URBAN				RURAL			
		N	Mean	S. D	Remark	N	Mean	S. D	Remark
1	Encouragement of students' involvement in learning	4	2.82	0.57	M E	3	3.13	0.89	M E
2	Encouragement of high expectation among students	4	3.25	0.50	M E	3	2.97	0.81	M E
3	Encouragement of cooperation among students	4	3.25	0.49	M E	3	3.03	0.72	M E
4	Teacher give prompt feedback to students	4	2.82	0.57	M E	3	2.97	0.28	M E
Grand Mean		3.04		M E		3.06		M E	

Table 3 summarizes the mean ratings and standard deviations of teachers' attitude on the basis of school location as perceived by respondents. The grand mean indicates that teachers' attitudes in urban and rural schools were moderate extent. Then tendency of students' poor performance is

ruled out. However, exceptional cases may be recorded because teacher competence sometimes is not translated to student performance. The above findings are a clear indication that teachers' attitudes both in urban and rural schools are positive.

Table 4: Mean Scores and Standard Deviation of Classroom Practices of Teachers' Attitudes on the Basis of School Type

S/N	TEACHERS' ATTITUDES	SINGLE MALE				SINGLE FEMALE				CO-EDUCATIONAL			
		N	Mean	S. D	Rmk	N	Mean	S. D	Rmk	N	Mean	S. D	Rmk.
1	Encouragement of students' involvement in learning	2	2.87	0.73	M E	2	3.31	0.45	M E	5	3.01	0.54	M E
2	Encouragement of high expectation among students	2	3.32	0.35	M E	2	3.31	0.45	M E	5	2.95	0.16	M E
3	Encouragement of cooperation among students	2	3.80	0.58	M E	2	3.02	0.39	M E	5	3.31	0.60	M E
4	Teacher give prompt feedback to students	2	3.32	0.35	M E	2	3.77	0.47	L E	5	3.53	0.41	L E
Grand Mean		3.33		M E		3.35		M E		3.20		M E	

Table 4 revealed the mean scores and standard deviations of teachers' attitudes

on the basis of school type. The analysis revealed that the grand mean of single male

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schools, single female schools and co-educational schools were moderate extent. The schools should be commended for exhibiting professionalism in the course of

discharging their duties. The above commendation, notwithstanding, the schools should do more in terms of teaching and learning process.

Table 5: Mean Scores and Standard Deviation of Classroom Practices of Teachers' Attitudes on the Basis of School Size

S/N	TEACHERS' ATTITUDES	SMALL			Remark	LARGE			Remark
		N	Mean	S. D		N	Mean	S. D	
1	Encouragement of students' involvement in learning	4	3.53	0.41	LE	4	2.85	0.73	ME
2	Encouragement of high expectation among students	4	4.07	0.33	LE	4	3.05	0.23	ME
3	Encouragement of cooperation among students	4	4.07	0.33	LE	4	3.18	0.34	ME
4	Teacher give prompt feedback to students	4	3.37	0.24	ME	4	2.85	0.73	ME
Grand Mean			3.76		LE		2.98		ME

Table 5 presents the summary of mean scores and standard deviations of teachers' attitudes on the basis of school size. The analysis revealed that the grand mean of small schools was large extent while the grand mean of large schools was moderate extent.

The above findings are a clear indication that teachers' attitudes in small schools are considerably better than teachers' attitudes in large schools. This could be as a result of manageable size of students found in small schools as compared to unmanageable size of students found in large schools. The implication of this is that the schools with large class size may end up providing un-conducive learning environment which could be ineffective and discouraging to qualitative education.

DISCUSSION

Teachers' attitudes as revealed in Table 1 indicated that teachers demonstrated positive attitude in term of encouragement of students' involvement in learning, encouragement of high expectation among students, encouragement of cooperation

among students, and giving prompt feedback to students. This finding reflects and supports the work of Ndokuba (2013) and Hanna (1998) who found teachers' behaviour is a function of the interaction between the person and the environment as such determine the patterns of behaviour. When teachers work in an open and favourable school climate they tend to behave positively towards their work. Teachers' attitude to a large extent affects students' behaviour and performance and the effectiveness of school administration positively or negatively. Taylor and Tashakkori (1995) opined that a positive school climate is associated with increased job satisfaction for school personnel. In line with Freiberg (1998) asserted that a positive school climate can enhance staff performance, promote high moral, and improve achievement.

Table 2 reported the mean and standard deviation of mediating variable. From the Table, it is explicit that adequate teaching and learning resources in school allow teachers to encourage students' involvement in learning thus improving their performance in terms of lesson preparation,

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tight educational policies in schools allow teachers to give prompt feedback to students thus improving their performance in terms of assessing students, tight rules and regulations in school allow teachers to encourage high expectation among students thus improving their performance in terms of curricular activities and arrangement of offices and the spaces available in the offices allow teachers to encourage cooperation among students thus improving their performance in terms of mastery of subject matter. This is evident from the mean and standard deviation values presented in Table 5. However, there exists little difference but not significant. The findings were indeed in congruence with the work of Wung and Fraser (1994) who found that Singapore's teachers' attitude is generally promoted by teaching learning environment. This conclusion was clearly in parallel to the findings of She and Fisher (2012) who found that Taiwanese teachers' attitude towards their job performance was enhanced by motivation (intrinsic and extrinsic), and leadership styles.

Data in Table 3 shows the mean scores and standard deviations of teachers' attitude on the basis of school location. From Table 3 it was observed that teacher's attitudes in urban and rural schools fall under moderate extent. The above results supports the view of Awotua-Efebo (1999) that teachers' location could not be a yardstick in their attitudes but much credence was on motivation. However, it contradicts Blair (2002) submission when he further notes that, difference in teacher locations could account for variant attitudes among teachers

Data in Table 4 shows the mean scores and standard deviations of teachers' attitudes on the basis of school type. The Table showed that the teachers' attitudes had aggregate mean scores of 3.33, 3.35, and 3.20 in single male, single female and co-educational respectively which fall under moderate extent. The mean responses showed that they all agreed on the items in the Table with mean scores greater than the criterion mean score of 2.5. From Table 7 it was observed that teacher's attitudes in single male, single female and co-educational schools in terms of encouragement of students' involvement in learning,

encouragement of high expectation among students, encouragement of cooperation among students and teacher give prompt feedback to students all fall under moderate extent. The result of this finding confirms the findings of Ayinla (2010) who found that teachers' attitudes was to a moderate extent in single male schools, single female schools and co-educational schools in the areas of evaluation assessment, monitoring student work and assignment.

From Table 5 it was observed that teacher' attitudes in small schools fall under large extent in terms of encouragement of students' involvement in learning, encouragement of high expectation among students, and encouragement of cooperation among students with the exception of prompt feedback to students which fall under moderate extent. However, teachers' attitudes in large schools in terms of encouragement of students' involvement in learning, encouragement of high expectation among students, encouragement of cooperation among students and teacher give prompt feedback to students all fall under moderate extent.

The above findings are a clear indication that teachers' attitudes in small schools expressed stronger relationship than teachers' attitudes in large schools in terms of encouragement of students' involvement in learning, encouragement of high expectation among students; encouragement of cooperation among students with the exception of teacher gives prompt feedback to students which fall under moderate extent. The result of this finding is in consonance with the findings of Ayinla (2010) who was of the view that teachers' attitudes was to a large extent in small schools and moderate extent in large schools in the areas of evaluation assessment, monitoring student work and assignment.

CONCLUSION

The overall conclusion of this study is that teachers' attitudes are moderate in terms of encouragement of students' involvement in learning, encouragement of high expectation among students, encouragement of cooperation among students, and giving prompt feedback to students. Furthermore, the study helped to

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clarify that teacher attitudes correlated with their job performance. Therefore, effective job performance of teachers is important for educational improvement and it is also an important building block of the school.

RECOMMENDATIONS

Policy makers should endeavour to formulate educational policies that are functional. School administrators should ensure that rules and regulations in the schools are strictly adhered to. This will help in creating a healthy environment and thereby improving the system.

Improving and maintaining teaching learning environment should not be limited to government alone. All and sundry should be given the chance to maintain the available teaching learning environment and leave them in a functional state. Government should ensure that, by means of inspection control, teaching learning environments are kept in their functional state.

School-community partnerships should be encouraged in order to mobilize a system of school support networks. Practical involvement of interested parties in the community will create synergy between the school and the outside world. This will cause people to be more committed and cooperate in seeking solutions.

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