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**Academic Exposure and Job Performance among Secondary School Teachers in Ibiono  
Ibom Local Government Area of Akwa Ibom State, Nigeria**

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**ABSTRACT**

*This study investigated "Teachers' Academic Exposure as it influences their Job Performance among Secondary Schools in Ibiono Ibom Local Government Area of Akwa Ibom State, Nigeria". The design adopted was based on survey design using ex-post-facto design. The study used a stratified random sampling technique to select the teachers. A total of 400 secondary school teachers were selected for the study. Four research questions guided the study; four hypotheses were formulated and tested at the 0.05 level of significance. The instrument used for the study was the Academic Exposure and Job Performance Questionnaire (AEJPQ). Data was analyzed using the mean, standard deviation, and t-test. The result of the study indicated that teachers' years of teaching experience, academic status, and participation in conferences and professional development influence their job performance. This study therefore recommends that the government, both at the federal and state level, school owners, principals, and school administrators be strict on the years of teaching experience, level of academic status, level of participation in conferences, and professional background of people employed in the teaching profession.*

**KEYWORDS: Academic exposure, Job performance, Teachers, Ibiono Ibom**

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**INTRODUCTION**

Education is the bedrock of development. No nation can develop without sound education. Education has over the years been given much attention and priority in African countries, especially in Nigeria. The government has discovered that the quality of education offered in the Nigerian educational system determines the quality of development experienced. Education prepares citizens for a variety of functions within the economic, social, political, religious, and other structures of society. It makes individuals responsive, responsible and well-suited to society. Teachers in the educational system serve as midwives because they are there to make education policies become realities. The importance of teachers being regularly updated and developed in order to improve their professional capabilities in terms of instructional delivery and subject knowledge cannot be

overstated. Mkhwanazi (2010) defines teacher professional development as encompassing changes in teaching approaches that teachers can acquire towards the teaching profession. Academic exposure involves development activities teachers can access within the teaching profession to develop their teaching and learning tasks. Teachers' academic exposure helps them to acquire relevant new skills, ideas, and knowledge to develop their teaching and learning of their subjects (McFarlen, 1994).

Teachers cannot rely only on the entry knowledge they start their career with; they need to experience professional growth like other professions. Their efficiency is measured and determined by the students' academic performance. Teachers are to be regularly developed to teach effectively. Their efficiency shows in their learners' academic performance. In countries like South Africa, the mass failure of learners in subjects prompts the Department of Education to call for the professional development of teachers. The practices in the developed countries are different from these. Teachers are programmed for different professional development activities that can improve them further or sustain the quality of education they have attained. For quality education to be achieved and sustained, teachers need to be exposed to effective professional development activities. Teachers' mastery of the subjects improves due to skills acquired in professional development. In the training activities, experienced facilitators are used to multi-task teachers' intelligence and problem-solving skills, which improve their knowledge of their subjects.

The academic performance of learners must be the driving force for teachers to be regularly developed. Teachers are to be exposed to various professional activities that can boost or promote development in all its ramifications; Nigeria desires to be technologically developed like other developed countries and to really sustain her "giant" of Africa title. The need for teachers' empowerment through rigorous and well-planned varieties of professional development for teachers across the profession should not be undermined. The drive for professional development of teachers in Nigerian schools will also prod other African countries to follow suit. Teachers' professional development over the years has contributed immensely to students' academic improvements. Lawal (2008) reported that teachers' professional development has a direct influence on students' academic improvement and hence enhances their job performance.

## MATERIALS AND METHOD

The methods adopted in the investigation of the problem under study were organized under the following sub-headings: research design, area of the study, population of the study, sample and sampling techniques, instrumentation, validation of the instruments, reliability of the instruments, research procedure, and method of data analysis.

**Research Design:** This is a correlational study based on survey design using the ex-post-facto design. This is because it examined teachers' exposure as a determinant of their academic job performance in secondary schools in Ibiono Ibom LGA, Akwa Ibom. The study was centered on teachers' exposure as a correlate of their academic job performance without the researchers manipulating the independent variable. It was a survey research design in the sense that it also helped to study the entire population covered in the study by collecting and analyzing data from only a sample that was considered to be true representative of the entire group.

**Area of Study:** The research was carried out in the Ibiono Ibom Local Government Area of Akwa Ibom State. Ibiono Ibom, with its headquarters at Oko Ita, has a total of nine clans:

Afaha, Ibiaku, Ididep, Idoro, Ikpanya, Mbiabong, Ntan, Use, and Utit Obio clans. 33 groups and 193 villages with a total population of 385,145. History has it that the Scottish missionary, Mary Slessor, lived and died in Use Ikot Oku, in Ibiono Ibom in 1915. There are 12 public secondary schools in Ibiono Ibom.

**Population of the Study:** The population for this study consisted of all the teachers in the study area. An available report shows that there are 12 secondary schools and 680 teachers resident in Ibiono Ibom LGA. (Awoyemi, 2002). The sample elements will be randomly selected from this sample population.

**Sample and Sampling Technique:** The sample for this study was made up of 680 public secondary school teachers resident in Ibiono Ibom LGA, which will form the sample frame for the study. The sample was drawn using the stratified random sampling technique after the population had been stratified according to communities with secondary schools. The sample of Mathematics and English Language teachers was 20% of the entire teaching population of the schools in Ibiono Ibom. Applying the sample size calculator, the research will have a sample size of 400 sample elements at a 95% confidence level.

**Instrument of the Study:** The research is an ex post factor research in which the main instrument used for the collection of data was a questionnaire titled, "Academic Exposure and Job Performance Questionnaire (AEJPQ)". The instrument (Academic Exposure and Job Performance Questionnaire) consists of two sections, "A" and "B". Section A is made up of four (4) variables that make up the academic exposure of secondary school teachers in Ibiono Ibom LGA considered in this study, namely: years of teaching experience, academic status, professional background, and number of conferences attended. Section B examines the job performance of the teachers. The checklist was used because the researcher only gathered data on respondents in their natural form.

**Validity and Reliability of the Instrument:** Validity was carried out only on the instrument (checklists). The instrument was subjected to face validity by experts, especially the researcher's supervisor and two other lecturers in the Department of Educational Foundations and Management, for a review of the designed items. This ensured that the contents were relevant, clear, and unambiguous. The corrections made by them were incorporated into the final draft. The reliability test was not carried out on the checklist. This was because the data collected was standardized.

**Instrumentation and Data Analysis:** The secondary schools were visited and the relevant data was collected using the checklist instrument.

**Data Collection Technique:** A letter was obtained from the Department of Science Education, National Teacher's Institute, Kaduna, Uyo Study Centre by the researcher to be given to the principal of the schools to be used for the research process. The researcher was assisted by two chemistry teachers who were trained on how to administer questionnaires. This was to ensure the reliability of the information gotten from the instrument used. Thereafter, the instrument issued out was collected for analysis.

**Method of Data Analysis:** Mean and standard deviation were used to answer the research questions. All hypotheses were tested at a 0.05 level of significance and analyzed using t-test.

## RESULTS AND DISCUSSION

The techniques of data analysis relate to the four hypotheses, the interpretation of results and discussion of findings.

### Research Question 1

To what extent do teacher's years of teaching experience influence their job performance in secondary schools in Ibiono Ibom?

Mean and Standard Deviation were used in answering the research question and summary data shown in Table 1 below:

**Table 1: Mean and Standard Deviation of Influence of Teachers' Years of Teaching Experience on their Job Performance**

Variables	N	$\bar{X}$	SD
Years of Teaching Experience	400	25.21	4.03
Job Performance	400	15.46	3.88

Table 1 reveals that the mean of 25.21 for teachers' years of teaching experience is greater than that of job performance with a mean of 15.46. Therefore, teachers' years of teaching experience influences their job performance in secondary schools.

### Research Question 2

To what extent does teacher's academic status influence their job performance in secondary schools in Ibiono Ibom?

Mean and Standard Deviation for agreed and disagreed to influence were used in answering the question and summary data shown in Table 2 below:

**Table 2: Mean and Standard Deviation of Influence of Teachers' Academic Status on their Job Performance**

Variables	N	$\bar{X}$	SD
Teachers' Academic Status	400	27.62	3.55
Job Performance	400	20.44	3.32

From Table 2, it is revealed that the mean of 27.62 with standard deviation of 3.55 for teachers' academic status is greater than the mean of 20.44 and standard deviation of 3.32 for job performance. This implies that teachers' academic status influences their job performance in secondary schools.

### Research Question 3

To what extent does teacher's participation in conferences influence their job performance in secondary schools in Ibiono Ibom?

Mean and Standard Deviation were used in answering the question and summary data shown in Table 3 below:

**Table 3: Mean and Standard Deviation of Influence of teachers' participation in conferences on their job performance**

Variables	N	$\bar{X}$	SD
Teachers' Academic Status	400	22.38	3.69
Job Performance	400	13.52	4.20

From Table 3, it is revealed that the mean of 22.38 with standard deviation of 3.69 for teachers' participation in conferences is greater than the mean of 13.52 and standard deviation of 4.20 for job performance. This implies that teachers' participation in conferences influences their job performance in secondary schools.

#### Research Question 4

To what extent does teacher's professional background influence their job performance in secondary schools in Ibiono Ibom?

Mean and Standard Deviation were used in answering the question and summary data shown in Table 4 below:

**Table 4: Mean and Standard Deviation of Influence of Teachers' Professional Background on their Job Performance**

Variables	N	$\bar{X}$	SD
Teachers' Academic Status	400	22.38	3.69
Job Performance	400	13.52	4.20

Table 4 shows that the mean of 22.38 for teachers' professional background is greater than the mean of 13.52 for job performance. This implies that teachers' professional background influences their job performance in secondary schools.

#### Test of Hypothesis 1

There is no significant influence of years of teaching experience on teachers' job performance in secondary schools in Ibiono Ibom Local Government Area.

The independent t-test is used to test the hypothesis and summary data shown in table 5:

**Table 5: Independent t-test of influence of teachers' years of teaching experience on their job performance (N – 400)**

Variables	$\bar{X}$	SD	t-cal.	t-crit.	Decision
Years of teaching experience	25.21	4.03	5.63	1.96	Significant
Job Performance	15.46	3.88			

\*Significant  $P < 0.05$ ;  $df = 398$ .

Table 5 reveals that the calculated t-value of 5.63 was greater than the critical t-value of 1.96 at 0.05 level of significance with 398 degrees of freedom. Hence, the null hypothesis is rejected while the alternative hypothesis is accepted. Therefore, there is a significant influence of years of teaching experience on teachers' job performance.

### Test of Hypothesis 2

There is no significant influence of teachers' academic status on their job performance in secondary schools in Ibiono Ibom Local Government Area.

The independent t-test is used to test the hypothesis and summary data shown in table 6:

**Table 6: Independent t-test of influence of teachers' academic status on their job performance (N – 400)**

Variables	$\bar{X}$	SD	t-cal.	t-crit.	Decision
Academic status	27.62	3.55	8.15	1.96	Significant
Job Performance	15.46	3.88			

\*Significant  $P < 0.05$ ;  $df = 398$ .

From Table 5, the computed t-value of 8.15 was greater than the critical t-value of 1.96 at 0.05 level of significance with 398 degrees of freedom. This implies that the null hypothesis is rejected while the alternative hypothesis is accepted. Therefore, there is a significant influence of teachers' academic status on their job performance.

### Test of Hypothesis 3

There is no significant influence of teachers' participation in conferences on their job performance in secondary schools in Ibiono Ibom Local Government Area.

The independent t-test is used to test the hypothesis and summary data shown in table 7:

**Table 7: Independent t-test of influence of teachers' participation in conferences on their job performance (N – 400)**

Variables	$\bar{X}$	SD	t-cal.	t-crit.	Decision
Participation in conferences	22.38	3.69	2.11	1.96	Significant
Job Performance	13.52	4.20			

\*Significant  $P < 0.05$ ;  $df = 398$ .

Table 7 reveals that the calculated t-value of 2.11 was greater than the critical t-value of 1.96 at 0.05 level of significance with 398 degrees of freedom. This result rejects the null hypothesis. Hence, the alternative hypothesis that there is a significant influence of teachers' participation in conferences on their job performance in secondary schools in Ibiono Ibom Local Government Area is accepted.

### Test of Hypothesis 4

There is no significant influence of teachers' professional background on their job performance in secondary schools in Ibiono Ibom Local Government Area. The independent t-test is used to test the hypothesis and summary data shown in table 8.

**Table 8: Independent t-test of influence of teachers' professional background on their job performance (N – 400)**

Variables	$\bar{X}$	SD	t-cal.	t-crit.	Decision
Professional background	10.68	3.83	3.21	1.96	Significant
Job Performance	12.26	3.69			

\*Significant  $P < 0.05$ ;  $df = 398$ .

Table 8 reveals that the calculated t-value of 3.21 was greater than the critical t-value of 1.96 at 0.05 level of significance with 398 degrees of freedom. Thus, the result rejects the null hypothesis. Hence, the alternative hypothesis that there is a significant influence of teachers' professional background on their job performance in secondary schools in Ibiono Ibom Local Government Area is accepted.

### Major Findings

1. There is a significant influence of teachers' years of teaching experience on their job performance in secondary schools in Ibiono Ibom Local Government Area.
2. There is a significant influence of teachers' academic status on their job performance in secondary schools in Ibiono Ibom Local Government Area.
3. There is a significant influence of teachers' participation in conferences on their job performance in secondary schools in Ibiono Ibom Local Government Area.
4. There is a significant influence of teachers' professional background on their job performance in secondary schools in Ibiono Ibom Local Government Area.

### DISCUSSION OF FINDINGS

According to Bajah (1999), after a meta-analysis of current research on the impact of a quality teacher on student achievement, one of the dimensions of teacher quality is teaching experience. He defined content knowledge as having a major or minor in the field in which they teach. A minimum of five years of teaching experience influences student achievement, according to him, which is directly proportional to the job performance of the teacher. Obanya (1998) observed that the more years a teacher spends in the profession, the more productive he becomes in the profession. He analyzed that the number of years of teaching experience a teacher gets will increase his output per time. All these are in agreement with one of the major findings of this research study, that there is a significant influence of teachers' academic years of teaching experience on their job performance in secondary schools in Ibiono Ibom Local Government Area.

One of the criteria for the employment of a teacher is his academic qualification or status. A teacher must first of all have his academic qualifications before he can be employed as a teacher. According to Ezewu (2011), a teacher with a high academic qualification is liable to be more productive than one with a low academic qualification. The level of knowledge acquired by a teacher with a higher academic qualification is greater than that of a teacher with a lower academic status. Ejioku (2010) also stated that the acquisition of higher academic knowledge by a teacher will result in the output of his students. Knowledge is imparted from one person to another. A teacher with a higher academic qualification possesses a higher level of knowledge and imparts the same to his students. This higher level

of knowledge increases his productivity. This is in agreement with one of the major findings of this research study, that there is a significant influence of teachers' academic status on their job performance in secondary schools in Ibiono Ibom Local Government Area.

According to Adaralegbe (2012), exposure of teachers to a series of training and acquisition of knowledge through conferences increases their teaching capacities and proficiency. Conferences expose them to a vast knowledge of ideas. Some teachers do present papers at conferences, thus exposing them to research on the challenges of the teaching profession. Adebayo (2007) defined a conference as a gathering of professionals to share ideas and learn. This gathering exposes teachers to the various operations activities in schools other than their own. Corporate bodies do gain from these conferences as paper presentations from these professionals could help them solve their corporate problems. This is in agreement with one of the major findings of this research study, that there is a significant influence of teachers' participation in conferences on their job performance in secondary schools in Ibiono Ibom Local Government Area.

Social learning theories by Wenger elaborate on the importance of professional development activities as what teachers need. According to Bezzina (2006), the effectiveness in professional development of teachers has been a driving force for professionalism in teachers across the globe. Professional development aims at bringing out best teaching practices that can promote effective learning and better academic performance. According to Beeby (2008), collaborations among teachers remain an effective way of promoting effective teaching as against the usual traditional belief of individual-teacher practice. This promotes the sharing of knowledge, ideas, skills, and values among teachers for better and improved delivery of instructional tasks in various subject areas. Clustering of teachers who teach the same subject, with the quest for learning that can improve their instructional task delivery in classes, becomes a necessity for teachers. The teachers come together, rub minds, and brainstorm together on various common tasks they need for teaching improvement. They agree with the facilitators, who are also experienced in the subject, for proper perception of their needed aids for improvement for classroom teaching.

Akudo (2007) is of the opinion that teachers through in-service professional development learn better and faster while interacting with one another in the same teaching profession, most importantly with colleagues and senior colleagues from the same specialization. Involvement of teachers on a regular basis in a variety of professional development activities enables them to be updated and improve on modern skills of instructional task delivery. Knowledge is shared among the teachers to promote mastery of their subject matters. When two or more teachers converge, they pool their wealth of experience together and also benefit from the older or more experienced teachers in their discipline. This is in agreement with one of the major findings of this research, that there is a significant influence of teachers' professional background on their job performance in secondary schools in Ibiono Ibom Local Government Area.

## CONCLUSION

Based on the findings of this study, it was concluded that teachers' professional development has contributed immensely to students' academic improvements and enhances their job performance. Thus, the study revealed that there is a significant influence of years of teaching experience on teachers' job performance. Also, there is a significant influence of teachers' academic status on their job performance. There is a significant influence of teachers'

participation in conferences on their job performance in secondary schools in Ibiono Ibom Local Government. Lastly, there is a significant influence of teachers' professional backgrounds on their job performance in secondary schools in Ibiono Ibom Local Government.

### **RECOMMENDATIONS**

1. Government, both at the federal and state level, school owners, principals, and school administrators be strict on the years of teaching experience, level of academic status, level of participation in conferences, and professional background of people employed in the teaching profession.
2. School management should try and employ teachers with good qualities who are ready to do the job of imparting skills, knowledge, and attitudes to students since they are prominent and indispensable members of the school organization team.

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