

INFLUENCE OF WORK ENVIRONMENT ON PUBLIC SECONDARY SCHOOL
TEACHERS' JOB PERFORMANCE IN IBADAN METROPOLIS, OYO STATE
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Abstract

The study investigated influence of work environment on job performance of public secondary school teachers in Ibadan metropolis. Three research questions were raised and answered, and two hypotheses were formulated and tested to guide the study at 0.05 level of significance. The study used descriptive research design. A sample size of 1629 teachers was utilised for the study. The research instrument for the study was questionnaire titled: Teachers' Work Environment and Job Performance Questionnaire (TWEJPQ). The instrument was subjected to face and content validity; Cronbach Alpha reliability of 0.87 as obtained. The collected data were analysed using frequency count, mean and percentage and correlation analysis. The result using descriptive statistics revealed that weighted mean score for work environment was moderate ($\bar{x}= 2.23$), ($\bar{x}= 2.70$) and ($\bar{x}=2.29$) respectively. The correlation analysis showed main influence of independent variable work environment ($p<0.05$) on the dependent variable teachers' job performance. In conclusion, work environment had significant influence of teachers' job performance. Therefore, it is recommended that stakeholders in educational sector in Ibadan metropolis need to ensure that teachers' work environment is improved for high level of job performance.

Keywords: Influence Teachers job performance, Work environment, secondary schools secondary school

Introduction

National development is critical with teachers having key role to play. This has significant role to play in students' academic performance in a nation. The extent to which these roles are played will be used to assess teachers' performance. The ability of teachers to combine several inputs for the enhancement of teaching can lead to teachers' job performance. These inputs include facilities such as teaching aids, the work environment where the teachers operate, fund available for teaching activities in a school and other essential that form the inputs required for successful teaching.

Teachers' job performance in any educational institution is determined by using performance rating scale or appraisal as found in civil service organizations such as; teachers' productive outputs seen in pupils' performance, pedagogy, extra activities for pupils, teacher-student relationship, improvisation of instructional aids,

participation in co-curricular activities, mastery of subject area, teacher-teacher relationship, and pupils' academic achievements. Many indices can be used to operationalise job performance but this study utilises only three to operationalised job performance. These indices include; teacher-pupil relationship, improvisation of instructional aids and co-curricular activities.

Co-curricular activities are programmes or learning experiences that fall outside the realm of formal curriculum and compliment what students learn (Breaugh, Ritz & Alfes, 2018). These are programmes or activities out of class supervised and financed by the school which provide curriculum related learning and character-based experiences. Teachers' involvement in students' co-curricular activities can help the students to identify their special gifts which also can assist them to excel in others areas of life aside academic performance.

When teachers are actively involved in the co-curricular activities of students it helps such teachers to pay more attention to students, help them identify gifts and ability that will assist the students to excel in other activities such as sports, poem writing and debate (Jcoby, 2018). Teachers are required to go beyond their teaching subjects to facilitate the holistic development of the students and all stakeholders should assist to enhance teachers' performance both in curricular and co-curricular activities (Jcoby, 2018).

The second index considered to measure job performance was improvisation of instructional aids by teachers. Teaching aids are necessary in effective delivery of subject matter by the teachers, the instructional aids determine how well students will understand what they are being taught by their teachers, this makes it a very important tool in teaching – learning situation (Vanek, 2017). The improvisation of teaching aids is very important because teaching styles could be one of the factors responsible for poor academic performance of students and teachers' poor performance (Ismail, Nor, Ali, Panatik & Nojumuddin, 2018).

The third index used to operationalise job performance in this study was teachers-students' relationship. The relationship existing between teacher and students can affect the performance of students and the teachers. In situation where the relationship between a teacher and students is not cordial, it will negatively affect the teaching learning situation resulting to poor delivery of the teachers and poor performance of the students (Oludeyi, 2015). In addition, many factors have been found to influence job performance from past studies. This study investigated the influence of work environment on job performance.

This study considered work environment as a factor influencing job performance of public secondary school teachers in Ibadan metropolis. Work environment can be defined as composition of three major sub environments which include the technical environment, the human environment and the organisational environment (Muchtar, 2017). The technical environment refers to tools, equipment, technological infrastructure and other physical or technical elements of the workplace. The human environment includes the peers, others with whom employees relate, team and work groups, interactional issues, the leadership and

management, it can be interpreted as the network of formal and informal interaction among colleagues; teams as well as boss-subordinate relationship that exist within the framework of organizations while the third type of work environment, organizational environment includes systems, procedures, practices, values and philosophies which operate under the control of management (Katou, 2017).

Many studies on work environment have shown that workers perform better with reference to specific work environment features, those features include: ventilation rates, illumination, and access to natural light and acoustic environment (Kenny & Nnamdi, 2019). These features preferred by users significantly contribute to their job productivity.

A satisfied, happy and hardworking teacher is the biggest asset of any organisation. For instance, the level of salary, promotion, appraisal system, climate management, and relation with co-workers are the very important factors. To operationalise work environment, this considered illumination, space availability and heat of teachers' work environment in Ibadan Metropolis, Oyo State.

Lusiawat (2022) stated that illumination quality varies substantially in nature and in controlled environments leading to questions of which artificial illumination facilitates maximum learning. The illumination needed in the workplace depends on the kind of tasks being performed, either outdoor or indoor, or when they are performed during the day or at night. As a consequence, it will either increase or decrease the performance.

The brightness of office light influences concentration, alertness, and task performance (Lusiawat, 2022).

Space availability refers to the allocation for classrooms, science labs, open spaces and offices (Oketcho, Ssempala, Suubi & Atibuni, 2019). It is defined in the context of psychological and pedagogical, achievement and attitudes of the teachers. The space features played a major role at improving teaching and learning in schools and is identified as major determinants of teachers' productivity Abdemoulaa & Boudabbous (2020).

The actual physical layout of working environment is highly important when it comes to maximizing performance among teachers. When teachers' office is too crowded with other teachers, it will lead to stress, pressure and other psychological effects (Macrae and Furnham, 2017).

Statement of the Problem

Teachers' job performance can be seen as teachers' ability to combine relevant inputs for effective teaching and learning. Many studies have been carried out to determine factors affecting job performance of teachers in secondary schools but very few have considered influence of work environment on teachers' job performance. Poor teachers' job performance as reflected in students' academic performance has been generating concerns among stakeholders in Nigeria's educational sector. Stakeholders in Oyo State, in particular, have been raising concern over the low performance of students in examinations of secondary school students. It is believed that teachers who determine level of students' academic

performance are not performing optimally (Nguyen, Dang & Nguyen, 2015). This has often been attributed to many factors one of which is work environment. Despite government and management of the school board efforts to enhance job performance among the teachers, there are still challenges of insufficient illumination, inability to put measure to ensure favorable heat devoid of extreme coldness or hotness, overcrowded teaching and learning space, hence, affecting the capacity of the teachers to performance their task adequately. Many of the past studies on job performance concentrate on the cognitive and other traits of the students but this study focuses on the job performance of teachers in public secondary school in Ibadan Metropolis of Oyo State.

This therefore informs the researcher's quest to investigate influence of work environment on job performance of public secondary school teachers in Ibadan metropolis.

Objectives of the Study

The objective of the study was to investigate the influence of work environment on secondary school teachers' job performance in Oyo State. The specific objectives were to:

- i. ascertain the level of work environmental (illumination, heat and space availability) in public secondary schools of Ibadan metropolis;
- ii. access perceived the level of job performance (teacher-pupil relationship, improvisation of instructional aids and participation in co-curriculum activities) among secondary school teachers in Ibadan metropolis.
- iii. determine the relationship between level of work environment (illumination, heat and space availability) and job performance of public secondary school teachers in Ibadan metropolis

Research Questions

The following research questions were developed to guide this study;

- i. What is the level of work environmental factors (illumination, heat and space availability) in Ibadan metropolis public secondary schools?
- ii. What is the level of job performance (teacher-pupil relationship, improvisation of instructional aides and participation in co-curricular activities) among secondary school teachers in Ibadan metropolis?

Hypothesis

H₀1: There is no significant relationship between level of work environment (illumination, heat and space availability) and job performance of public secondary school teachers in Ibadan metropolis

Methodology

This study adopted descriptive survey research design. This design entails the process of collecting data from a representative sample of population to produce a result that can be generalized to the whole population. The design was used because the study is concerned with the collection of data for the purpose of description and

interpretation without any form of manipulation. Also, since all teachers in public secondary schools in Oyo State cannot be reached due to large population, the study was conducted using samples of teachers from selected secondary schools in the state such that the result obtained can be generalized to the entire population.

To obtain sample for the study, Slovin's formular $n = \frac{N}{1 + Ne^2}$ was used to arrive at a valid sample size in each of the public secondary schools selected in the study area. The total population of teachers selected for the study is 2685 while the sampled number of teachers obtained using Slovin's formula is 1629

Table 1: List of Sampled Schools, Number of Teachers and Number of Sampled Teachers

S/N	Local Government Area	No. of Public Secondary Schools	Number Sampled for Public Secondary Schools	No. of Public Secondary Schools Teachers	No Sampled for public secondary school teachers
1	Ido	16	15	165	116
2	Oluyole	27	25	175	122
3	Ona Ara	33	30	207	135
4	Ib. N. East	34	31	210	138
5	Ib. N. West	12	12	265	159
6	Ib. S. West	36	12	230	152
7	Ib. S. East	40	36	430	207
8	Ib. North	42	38	400	200
9	Egbeda	30	28	168	118
10	Akinyele	35	32	225	114
11	Lagelu	23	22	210	138
Total		329	281	2685	1629

Source: Field Survey, 2021 (LGAs TESCOM offices)

Well-structured questionnaire was used to collect the data for the study, the questionnaire was validated by subjecting it to face and content validity. For this purpose, the research instrument was scrutinized by five experts who equally vetted the structuring, adequacy and the content. Also, six experts in research items generation in the Faculty of Arts and Education Lead City University were consulted. For the purpose of the reliability of the instrument used in this study, a pilot study was carried out by administering samples of the questionnaire to a group of fifty (50) teachers in Ayedade Local Government Area of Oyo State. This was done to ensure questionnaire to test the reliability of the instrument are administered outside the study areas. The Result was analyzed and Cronbach's alpha (a)coefficient of $r = 0.87$ was generated. This implies that the instrument for the study is 87% reliable.

Results

Research question and hypothesis of the study

Research question one: What is the level of work environment of public secondary school teachers in Ibadan Metropolis?

Research question one

Table 2: Level of work environment (Illumination, Heat and Space Availability) among Secondary School Teachers in Ibadan metropolis,

S/N	Work Environmental Indices	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	S.D	Remark
Indices 1: Illumination ($\bar{x}$= 2.67)								
1.	The illumination in public secondary school classes is adequate	16(1.5)	697(67.0)	178(17.1)	150(14.4)	2.42	0.611	Low
2.	Management makes efforts to provide illumination material such as bulbs when needed in the classrooms	25(2.4)	859(82.5)	53(5.1)	104(10.9)	2.22	0.651	Low
3.	Most classes in public secondary schools require better illumination which the government shows little or no concern for	103(9.9)	53(5.1)	859(82.5)	104(10.9)	2.27	0.753	Low
4.	The windows in the classrooms allows for sufficient illumination of the classes	39(3.7)	800(76.8)	51(4.9)	152(14.6)	2.28	0.587	Low
5.	The illumination situation in public secondary schools does not support visual aids of the students and teachers	16(1.5)	29(2.8)	881(84.5)	116(11.1)	3.05	0.445	High
6.	Well illuminated classes support effective performance of teachers and good assimilation by students	36(3.5)	12(1.2)	117(11.2)	877(84.2)	3.76	0.642	High

S/N	Work Environmental Indices	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	S.D	Remark
Indices 2: Heat ($\bar{x}$= 2.02)								
1.	The windows of the classrooms are usually in place which expose students and teachers in public secondary schools to harsh weather during dry season	155(14.9)	24(2.3)	97(9.3)	766(73.5)	1.57	1.088	Low
2.	The iron roofing sheet in most public secondary schools are without ceilings which emits heats during dry season and makes teaching learnings situation very unconducive	88(8.4)	17(1.6)	213(20.4)	724(69.5)	1.46	0.889	Low
3.	Non availability of fans or air-conditioners exposes students to a lot of heat during dry season which affects teaching learning situations	1(0.1)	46(4.4)	443(42.5)	552(53.0)	1.50	0.587	Low
4.	Management's attitude towards providing facilities that will help to reduce heat in public secondary school classes is highly discouraging	7(0.7)	173(116.)	727(69.8)	135(13.0)	2.95	0.565	Mod
5.	Trees are planted in public secondary schools to provide shed thereby reducing effect of heat in the classes	7(0.7)	17(1.6)	739(70.9)	279(26.9)	3.23	0.505	High
6.	The staff room in public secondary schools are usually not conducive for work because exposure to too much heat	8(0.8)	318(30.5)	185(17.8)	531(51.0)	1.41	0.900	Low

S/N	Work Environmental Indices	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	S.D	Remark
Indices 3: Space Availability ($\bar{x}$= 1.71)								
1.	The windows of the classrooms are not usually in place which expose students and teachers in public secondary schools to harsh weather during dry season	2(0.2)	16(1.5)	167(15.9)	865(82.4)	1.19	0.446	Low
2.	The iron roofing sheet in most public secondary schools are without ceilings which emits heats during dry season and makes teaching learnings situation very unconducive	47(4.5)	124(11.9)	801(76.6)	77(11)	2.89	1.130	High
3.	Non availability of fans or air-conditioners exposes students to a lot of heat during dry season which affects teaching learning situations	8(0.8)	78(7.4)	267(25.5)	697(66.7)	1.43	0.663	Mod
4.	Management's attitude towards providing facilities that will help to reduce heat in public secondary school classes is highly discouraging	4(0.4)	86(8.2)	300(28.7)	660(63.1)	1.46	0.661	Mod
5.	Trees are planted in public secondary schools to provide shed thereby reducing effect of heat in the classes	3(0.3)	32(3.1)	340(33.1)	652(63.5)	1.37	0.566	Low
6.	The staff room in public secondary schools are usually not conducive for work because exposure to too much heat	351(33.6)	85(8.1)	205(19.6)	409(39.1)	2.36	1.296	Mod

Source: Field Survey, 2021

Threshold: Mean Value of < 1.40 (Low), $1.41-2.70$ (Moderate) and ≥ 2.70 (High), Key: SD= Standard Deviation
Key: Mod = Moderate, Weighted Mean = 2.13

The findings from the study shows that the level of conduciveness of teachers' work environment in Ibadan metropolis was moderate with weighted mean value of 2.13. The indices considered in this study were illumination, heat and space availability with mean values of ($\bar{x}=2.67$), ($\bar{x}=2.02$) and ($\bar{x}=1.71$) respectively. The indices with the lowest mean value of 1.71 was space availability which shows that government need to intensify efforts in the area of making more classrooms available or repairing the dilapidated ones. In this study, Heat is also an issue in public secondary schools of Ibadan metropolis with moderate mean value of 2.02.

Research Question Two: What is the level of job performance (teacher-pupil relationship, improvisation of instructional aides and participation in co-curricular activities) among secondary school teachers in Ibadan metropolis?

Table 3: Level of Job Performance (Teacher-pupil Relationship, Improvisation of Instructional Aids and Participation in Co-curricular Activities) among Secondary School Teachers in Ibadan Metropolis

S/N	Job Performance Indices	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	S.D	Remark
Indices 1: Teachers-pupil Relationship ($\bar{x}=2.83$)								
1.	I pay special attention to students with challenges in my class for example those from broken home, single parent and other special needs	5(0.5)	39(3.7)	772(73.6)	233(22.2)	3.17	0.563	High
2.	I feel confident whenever I am teaching my students	1(0.1)	120(11.5)	921(87.9)	6(.06)	3.15	1.301	High
3.	I strongly believe that the successful performance of my students is the true measurement of my personal success	1(0.1)	375(35.7)	663(63.1)	10(1.0)	2.64	1.301	Mod
4.	I tried to maintain good relationship with my students against all odds	2(0.2)	205(19.3)	836(79.7)	7(0.7)	2.78	0.575	High
		0(0.0)	64(6.1)	802(76.5)	183(17.4)	2.41	0.413	Mod

S/N	Job Performance Indices	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	S.D	Remark
Indices 1: Teachers-pupil Relationship ($\bar{x}$=2.83)								
5.	I give attention to the weak students in my class to ensure they are carried along while teaching and monitor their performance in class	0(0.0)	64(6.1)	802(76.5)	183(17.4)	2.41	0.413	Mod

S/N	Job Performance Indices	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	S.D	Remark
Indices 2: Improvisation of Instructional Aids ($\bar{x}$ = 2.37)								
1.	I try using different teaching aids and improvise where not available to help in students' understanding	3(0.3)	9(0.9)	776(74.0)	216(24.9)	3.17	0.636	High
2.	I try to adopt different teaching styles to help my students understand what is being taught	67(6.4)	279(26.6)	697(66.4)	6 (0. 6)	2.61	0.483	Mod
3.	The school management supports teachers to improvise instructional aids for better understanding of the students	2)(0.2)	6(0.6)	877(83.7)	164(15.6)	3.14	0.407	High
4.	Teachers don't mind spending their money to promote student's understanding on instructional aids	454(43.3)	261(24.9)	29(2.8)	305(29.1)	2.17	1.299	Mod
5.	The government and school management of public secondary school don't provide enough supports to ensure instructional aids are available in schools	7(0.7)	17(1.6)	90(8.6)	936(89.1)	1.22	0.353	Low

S/N	Job Performance Indices	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	S.D	Remark
Indices 3: Participation in Co-curriculum Activities ($\bar{x}$= 2.47)								
1.	I try to identify students with special talents in my class e.g. (sport, vocational and oratory skills) and encourage them to develop it.	3(0.3)	370(35.2)	662(63.)	114 (1.3)	2.66	0.531	Mod
2.	Despite the workload, stress and pressure, I still try to meet up with the target given to ensure the co - curriculum activities are encouraged among the students	2(0.2)	817(84.5)	229(21.8)	2(0.2)	2.22	0.437	Mod
3.	The school management provide facilities to encourage participation of teachers in co-curriculum activities in most public secondary schools	8(0.8)	73(7.0)	892(85.0)	77(7.3)	2.13	0.416	Mod
4.	Teachers invest on themselves to acquire skill that will help them provide supports for students' involvement in co-curriculum activities	6(0.6)	339(32.3)	697(66.4)	8(0.8)	2.67	0.528	Mod
5.	Teachers' involvement in co-curriculum activities should form part of teachers' assessment in public secondary schools in Ibadan Metropolis	8(0.8)	161(15.3)	26(2.51)	855(81.4)	2.66	0.519	Mod

Source: Field Survey, 2021

Threshold: mean value of < 1.40 (Low), 1.41-2.70 (Moderate) and ≥ 2.70 (High),
Key: SD= Standard Deviation

Key: Mod = Moderate, Weighted Mean = 2.56

The study shows that the level of teachers' job performance was moderate in Ibadan Metropolis of Oyo State with weighted mean value of 2.56. The indices considered for measuring the job performance level of the teachers are teacher-pupil relationship, improvisation of instructional aids and participation in co-curriculum activities of ($x = 2.83$), ($x = 2.37$) and ($x = 2.47$) respectively.

The teacher-pupil relationship has the highest mean value of 2.83 followed by participation in co-curriculum activities with mean value 2.37 and lastly, improvisation of instructional materials with mean value 2.47. The three mean values of the indices used to measure job performance show that teachers in Ibadan Metropolis have high level of commitment in promoting the affective traits of the students (teacher - pupil relationship).

Hypothesis

There is no significant relationship between level of work environment (illumination, heat and space availability) and job performance of public secondary school teachers in Ibadan metropolis

Finding from the hypothesis

Table 4: Summary of Correlation Analysis of significant Influence of Work Environment on Job Performance of Secondary School Teachers in Ibadan

Variable	R	P-Value	Decision
Work environment/ Job performance	0.234	0.000	S

Correlation analysis in Table 4 shows significant main influence of work environment (illumination, heat and space availability) on job performance in public secondary school teachers in Ibadan metropolis. This shows that work environment significantly influences teachers' job performance in public secondary schools in Ibadan metropolis.

Discussion of Findings

The work environment plays significant role in employee job performance (Essien & Njoku, 2019). This is also notable in the responses of teachers in public secondary schools. The illumination in public secondary schools in the study areas was moderate which implies that the government need to provide necessary facilities to illuminate the classroom in secondary school in Ibadan metropolis since it has a way of influencing teaching-learning situations. Findings show that evaluated classroom-illumination is a critical requirement for effective designing and construction of naturally-illuminated schools in Nigeria revealed excessive solar irradiation' and/or inadequate illumination' in the classrooms (Chikendo, 2022). Besides, the level of illumination has tendency to determine several things in teaching learning situation including; the level of comprehension by the students, the

classrooms level of comfort, students' willingness to learn, teachers' eagerness to teach, and above all, teachers' job performance and students' academic performance.

In addition, this study also collaborates an author who stated that lack of appropriate tool for predictive maintenance of existing buildings and infrastructure can have a detrimental effect on secondary schools (Oladunni, Oladipo & Vaughan, 2014). The low mean score for space availability suggests that stakeholders in the educational sectors may need to consider the option of providing supports in the area of classroom construction to accommodate more students and reduce the problem of space availability in the study area. This will have great effect of teachers' job performance as well as students' performance in their studies.

Teachers' responses show that the iron roofing sheet in most public secondary schools are without ceilings which emits heats during dry season and makes teaching-learning situation very unconducive ($\bar{x} = 1.46$) with over 80% of teachers in agreement with the statement. Marcus, Akhimien, Pearl, & Muhammad (2021) buttress that, there should be maximum presence of physical conditions such as lighting, ventilation, good building constructions, location, instructional materials sufficient windows, doors, vents and fans to cool the heat during hot season.

The finding from the study shows that heat is an issue that also requires attention in public secondary schools in Ibadan Metropolis. Effect of excess heat on students' level of concentration can be very grievous, teachers as well can be distracted when there is too much heat in the teaching environment, hence it is very necessary to ensure provision of facilities that will help to reduce heat like fan in the classroom as the case may be. Above all, provision of appropriate windows that can be closed and open easily during rainfall and sunny days is very vital to encourage good learning environment. In conclusion, the analysis of respondents' work environment level shows that the level work environment for the all indices were low, although mean value of illumination appears to be much higher than heat and space availability but it was still low.

Research Question Two Findings

Teachers' job performance is a prerequisite to students' performance and educational growth of a nation. The level of teachers' performance can be influenced by the commitment of government to teachers' welfare.

The high level of teacher-pupil relationship encourages improved student/teacher performance in Nigerian secondary schools (Chikendo, 2022). This study also reports moderate levels for promoting the cognitive trait (improvisation of instructional materials) and psychomotor traits (participation in co-curricular activities) of students in public secondary schools in Ibadan metropolis.

The teacher-pupil relationship is a very important variable that could have significant effects on students' academic performance. It is essential for teachers to maintain good relationship with their students as this goes a long way to influence the interest of students in the subject being handled by the teacher. When there is good teacher-student relationship, students will have positive attitude towards the subject

being handled by the teachers and the students' performances in the teachers' subject will improve. But when it is the other way round, the students' performance will be negatively affected. Teacher-students relation can also help to build the level of cordiality between the students and their teachers which obviously can help to reduce level of misbehavior among the students in secondary schools.

The adequate use of instructional materials will encourage better performance of secondary school students. Students who are taught with instructional materials achieved better than those taught without the use of instructional materials (Mwandihi, 2013). Teachers of Social Studies should make use of relevant instructional materials for teaching and learning process, and also improvise where and when the performance of students in such schools. The presence of instructional materials is mandatory to ensure provision of quality education, unfortunately many secondary schools are faced with inadequacy of instructional materials.

The weighted mean of 2.56 shows moderate level of job performance which could be attributed to the prompt payment of teachers' salary in the study area, unlike what operates in the previous administration in the state when teachers' salary was delayed for several months before payment. However, a teacher's performance is increased when he or she is feeling comfortable in an environment that avoids oppression (Fareo & Kamkwis, 2018). The job performance of the public-school teachers could increase if educational stakeholders in the area of study could dedicate more efforts towards increasing the motivations of teachers and improve their working environment (Ukpong & Okon, 2020).

Hypothesis Analysis

The hypothesis finding show that the independent variable (work environment) influences teachers' job performance in the study area. This implies that good working environment such as class rooms and staff offices with good illumination, appropriate heat emission and adequate space for teachers and students to maximize their potentials in a good teaching-learning environment (Lyimo & Temba, 2022). A positive work environment is crucial in guaranteeing worker efficiency to stay away from superfluous pressure to the worker in this way influencing their work performance (Saidi et al, 2019).

Conclusion

The study has shown that work environment and job performance of teachers in public secondary schools are moderate. From the study, it can be concluded that the job performance of teachers is influenced by their work environment. This implied that the work environment of teachers in Ibadan metropolis need attention by all stakeholders in education in Ibadan metropolis to encourage high level of job performance in the study area.

The study also established that issues relating to space construction, provision of lighting facilities and appropriate roofing sheet need to be provided in

most public secondary schools in Ibadan metropolis.

Recommendations

Based on the findings, the study recommended the following:

- i. All stakeholders in education in Ibadan metropolis need to make efforts to ensure that the teachers' work environment is improved for high level of job performance to be recorded in the metropolis;
- ii. There is need for more classrooms to create sufficient space, also factors responsible for too much heat and poor illumination in class rooms need attention in Ibadan metropolis;
- iii. Teachers' pupil relationship and involvement in co curriculum activities needs to be encouraged in Ibadan metropolis public secondary schools in order to promote psychomotor and affective traits of the students.

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