

Teachers' Skills and Job Performance in Public Senior Secondary Schools in Ilorin Metropolis, Kwara State

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Abstract

This study examined teachers' communication, motivational and pedagogical skills, professional experience, and job performance in public senior secondary schools in Ilorin Metropolis, Kwara State. A descriptive survey of the correlational type was adopted. The population comprised 4,381 teachers, while 357 respondents were selected through a multistage sampling procedure. Data were collected with the Teachers' Skills Questionnaire and the Teachers' Job Performance Questionnaire. Both instruments were validated by experts, and the test-retest procedure produced an overall reliability coefficient of 0.82. Mean and standard deviation were used to answer two research questions, while Pearson product-moment correlation was used to test five hypotheses at the 0.05 level of significance. The results indicated a high level of teachers' skills (weighted mean = 3.42) and a high level of job performance (weighted mean = 3.40). Pedagogical skills recorded the highest mean ($M = 3.46$), while classroom management was the stronger job-performance dimension ($M = 3.44$). Teachers' overall skills were strongly and positively related to job performance ($r = .890$, $p = .001$). Communication skills ($r = .820$), motivational skills ($r = .832$), pedagogical skills ($r = .837$), and professional experience ($r = .890$) also had significant positive relationships with job performance, with $p = .001$ in each case. The study concluded that stronger teacher skills and professional experience were associated with more effective instructional delivery and classroom management. It was recommended that education authorities and school leaders sustain the high skill and performance levels through periodic refresher activities, recognition of effective practice, and structured sharing of professional experience.

Introduction

The quality of schooling is reflected most directly in the daily work of teachers. A teacher's job performance is evident in punctual attendance, adequate lesson preparation, clear presentation of subject matter, appropriate use of teaching methods, regular assessment, timely feedback, accurate record keeping and effective classroom management. These duties are not isolated activities; together, they determine whether planned curriculum objectives are

translated into meaningful learning experiences. When teachers carry them out consistently, instructional time is protected, learners understand expectations, classroom routines become orderly and school goals are more likely to be achieved.

The prevailing situation in many public senior secondary schools places considerable demands on teachers. They are expected to teach learners with different levels of readiness, manage large and sometimes crowded classrooms, work with limited instructional materials, complete administrative records and respond to increasing expectations from parents, school leaders and education authorities. Under such conditions, job performance may become uneven. Some teachers maintain detailed lesson plans, vary instructional strategies, monitor learners closely and provide useful feedback, while others may rely heavily on routine explanation, delay assessment, give limited feedback or experience difficulty maintaining productive classroom order. The concern is therefore not merely whether teachers are employed or professionally qualified, but whether their everyday performance consistently supports effective teaching and learning.

Teachers' skills provide an important basis for understanding these differences in performance. Communication skills enable teachers to explain concepts clearly, ask purposeful questions, listen to learners and provide feedback that guides improvement. Motivational skills help teachers sustain attention, encourage participation and support learners who experience difficulty. Pedagogical skills guide the selection of objectives, content, methods, learning activities and assessment procedures. Professional experience complements these skills by helping teachers anticipate common classroom problems, recognise differences among learners and make informed adjustments when lessons do not proceed as planned.

These dimensions are closely connected in actual classroom practice. Clear communication may be ineffective when teaching methods do not suit the lesson, while sound pedagogy may produce limited results when learners are not encouraged to participate. Experience may strengthen judgement, but it must be combined with current subject knowledge, careful planning and responsive interaction. Existing research has similarly shown that teachers' professional competence contributes to instructional quality and student development, while supportive human-resource practices strengthen teachers' effectiveness (Kunter et al., 2013; Olaifa et al., 2024). Recent Nigerian studies further indicated that teacher competencies predicted job performance and that teacher quality was associated with students' academic performance (Enwezor & Nsofor, 2025; Shittu, 2024). The present study therefore focused on communication skills, motivational skills, pedagogical skills and professional experience as factors associated with instructional delivery and classroom management in public senior secondary schools in Ilorin Metropolis.

Statement of the Problem

Teachers' job performance remains a major concern because the effectiveness of a school depends largely on what teachers do before, during and after classroom instruction. The expected standard is that teachers attend school regularly, prepare lessons adequately, present subject content clearly, use suitable instructional materials, assess learners continuously, give prompt feedback, maintain accurate records and manage classrooms in ways that support learning. Where these responsibilities are performed inconsistently, the consequences may

include loss of instructional time, weak learner participation, incomplete curriculum coverage, poor classroom discipline and reduced confidence in the school system.

In some public senior secondary schools, concerns about job performance are reflected in late arrival, irregular attendance, incomplete lesson notes, overdependence on a single teaching method, inadequate assessment, delayed marking, limited feedback and weak control of disruptive behaviour. These difficulties may be intensified by large classes, heavy workload and insufficient resources, but they also raise questions about the practical skills teachers bring to their duties. Evidence from Ilorin East showed a significant difference between the job performance of public- and private-school teachers and specifically called for stronger commitment among teachers in public schools (Kamaldeen et al., 2024). This suggests that the performance challenge cannot be treated as uniform or assumed to have been resolved merely because teachers possess formal qualifications.

Communication, motivation, pedagogy and professional experience may help explain why some teachers perform more effectively than others under similar school conditions. A teacher who communicates clearly, motivates learners, selects appropriate methods and draws on relevant classroom experience may be better positioned to deliver instruction and maintain classroom order. However, these dimensions are often examined separately, making it difficult to determine their combined and individual relationships with job performance within the same group of teachers.

The problem of the study was therefore the observed inconsistency in teachers' instructional delivery and classroom management and the need to determine whether teachers' communication skills, motivational skills, pedagogical skills and professional experience were significantly related to their job performance in public senior secondary schools in Ilorin Metropolis, Kwara State.

Research Questions

The following research questions were raised to guide the study:

1. What is the level of teachers' skills in public senior secondary schools in Ilorin Metropolis?
2. What is the level of teachers' job performance in public senior secondary schools in Ilorin Metropolis?

Research Hypotheses

The following null hypotheses were formulated and tested at the 0.05 level of significance:

H₀: Teachers' skills have no significant relationship with job performance.

H₀₁: Communication skills have no significant relationship with job performance.

H₀₂: Motivational skills have no significant relationship with job performance.

H₀₃: Pedagogical skills have no significant relationship with job performance.

H₀₄: Professional experience has no significant relationship with job performance.

Methodology

The study adopted a descriptive survey design of the correlational type. The population consisted of 4,381 teachers in public senior secondary schools in Ilorin Metropolis. A sample of 357 teachers was selected through a multistage procedure that ensured representation across the study area.

Data were gathered with two researcher-designed instruments titled Teachers' Skills Questionnaire (TSQ) and Teachers' Job Performance Questionnaire (TJPQ). The TSQ covered communication skills, motivational skills, pedagogical skills and professional experience, while the TJPQ measured instructional delivery and classroom management. Experts reviewed the instruments for face, content and construct validity. A two-week test-retest exercise involving teachers outside the study area yielded an overall reliability coefficient of 0.82.

Mean and standard deviation were used to answer the research questions. Inferential analysis of Pearson Product-Moment Correlation (PPMC) was used to test the hypotheses at the 0.05 level of significance. A null hypothesis was rejected when the p value was less than .05 and retained when the p value was greater than or equal to .05.

Results

Research Question One: What is the level of teachers' skills in public senior secondary schools in Ilorin Metropolis?

Table 1. Mean Ratings and Levels of Teachers' Skills

Skill dimension	M	SD	Level
Communication skills	3.41	0.67	High
Motivational skills	3.40	0.66	High
Pedagogical skills	3.46	0.80	High
Professional experience	3.42	0.69	High
Weighted mean	3.42	—	High

Source: Field survey, 2026.

Table 1 answered research question one. The weighted mean of 3.42 showed that the level of teachers' skills was high. Pedagogical skills recorded the highest mean ($M = 3.46$), followed by professional experience ($M = 3.42$), communication skills ($M = 3.41$) and motivational skills ($M = 3.40$).

Research Question Two: What is the level of teachers' job performance in public senior secondary schools in Ilorin Metropolis?

Table 2. Mean Ratings and Levels of Teachers' Job Performance

Job-performance dimension	M	SD	Level
Instructional delivery	3.35	0.64	High
Classroom management	3.44	0.68	High
Weighted mean	3.40	—	High

Source: Field survey, 2026.

Table 2 answered research question two. The weighted mean of 3.40 indicated that the level of teachers' job performance was high. Classroom management recorded a higher mean ($M = 3.44$) than instructional delivery ($M = 3.35$).

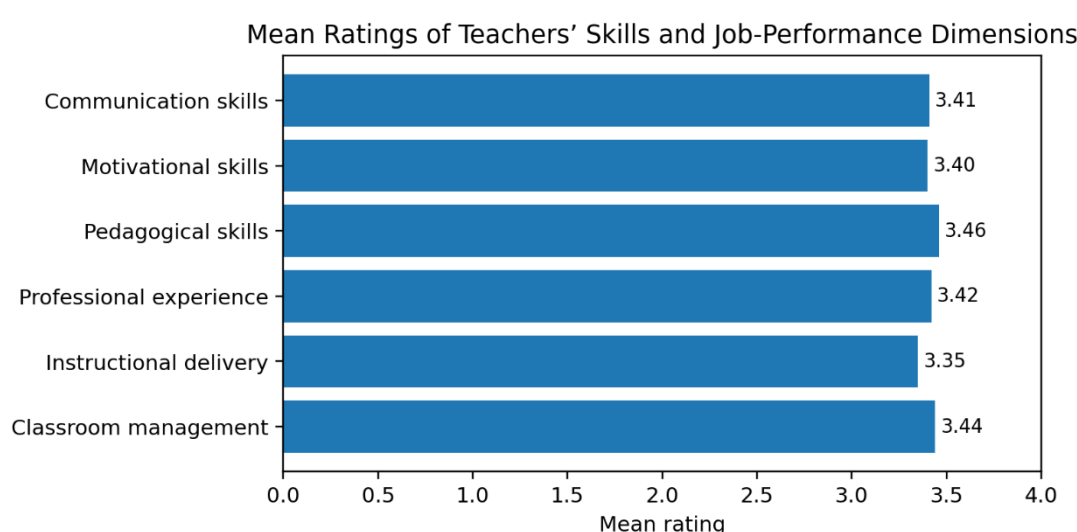


Fig. 1. Mean ratings of teachers' skills and job-performance dimensions.

Testing of Hypotheses

Table 3: Correlations between Teachers' Skills and Job Performance

Predictor	r	p	Decision
Overall teachers' skills	0.890	.001	Reject H_0
Communication skills	0.820	.001	Reject H_{01}
Motivational skills	0.832	.001	Reject H_{02}
Pedagogical skills	0.837	.001	Reject H_{03}
Professional experience	0.890	.001	Reject H_{04}

Source: Field survey, 2026.

Table 3 showed that teachers' overall skills had a strong positive relationship with job performance ($r = .890$, $p = .001$). Communication skills ($r = .820$, $p = .001$), motivational skills ($r = .832$, $p = .001$), pedagogical skills ($r = .837$, $p = .001$) and professional experience ($r =$

.890, $p = .001$) also had significant positive relationships with job performance. Since all the p values were below .05, the five null hypotheses were rejected.

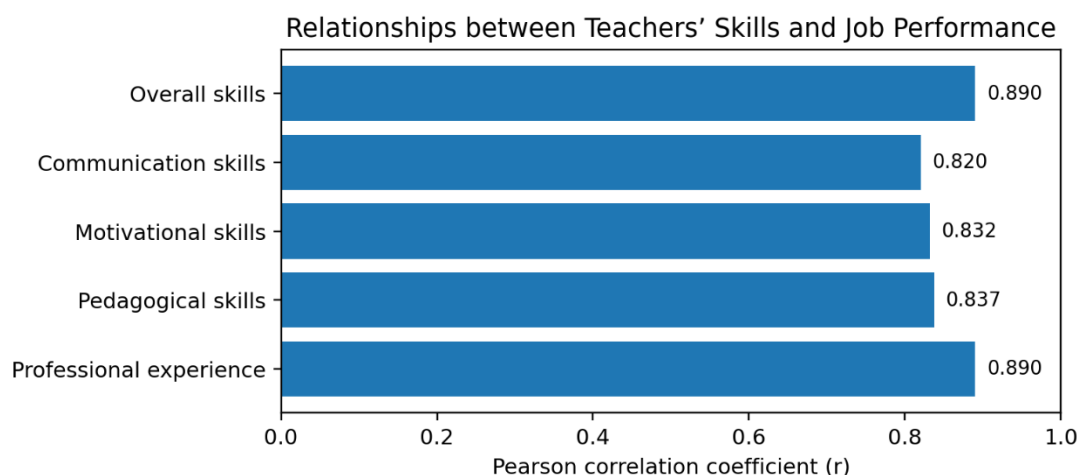


Fig. 2. Strength of the relationships between teachers' skills and job performance.

Discussion of Findings

The finding on research question one revealed that the level of teachers' skills in public senior secondary schools in Ilorin Metropolis was high. The weighted mean scores for communication, motivation, pedagogy and professional experience suggested that the teachers generally possessed the capacities required to organise and support classroom instruction. The finding agrees with Friday et al. (2024), who established that teacher attributes predicted responsibility, instructional efficiency and classroom control. It also supports Kanu-Nwosu et al. (2024), who linked teachers' motivation with job performance, and Akuh (2023), who reported that professional training strengthened confidence and classroom practice.

The finding on research question two showed that teachers' job performance was high in both instructional delivery and classroom management. This implies that the respondents generally prepared and presented lessons, assessed learners, maintained order and organised classroom activities effectively. The result agrees with Olaifa et al. (2024), who found that human-resource management strategies contributed to teachers' job performance in Kwara State. It also supports Danladi and Cheche (2022), who associated job satisfaction with punctuality, lesson preparation and productive interaction with learners.

A contrasting result was reported by Kamaldeen et al. (2024), who found a significant difference between the job performance of teachers in public and private secondary schools in Ilorin East and recommended greater commitment among public-school teachers. This difference indicates that the high mean obtained in the present study represents an overall pattern and should not be interpreted to mean that every teacher or every school performed at the same level. Variations in school conditions, supervision, workload and individual commitment may still produce weaker performance in particular settings.

The test of the main hypothesis revealed a significant positive relationship between teachers' skills and job performance. Teachers who possessed stronger communication, motivational and

pedagogical skills and greater professional experience also tended to demonstrate better instructional delivery and classroom management. This finding agrees with Friday et al. (2024), who found that teacher attributes significantly predicted job performance. It also supports Ehineni (2018), who linked motivation with productivity and classroom effectiveness, and Nnamdi (2025), who reported that pedagogical competence improved instructional effectiveness.

The significant relationships obtained for the separate skill dimensions indicate that effective performance is supported by connected capacities. Communication enables teachers to explain expectations and respond to learners; motivation sustains participation and effort; pedagogical skill guides the choice of methods and assessment; and experience strengthens practical judgement. Utavie and Oladunjoye (2025) similarly reported that communication and decision-making skills enhanced teachers' productivity. The present finding therefore suggests that no single skill is sufficient on its own; effective job performance emerges when teachers combine interpersonal, motivational, instructional and experience-based capabilities in their everyday work.

Conclusion

Based on the findings, it was concluded that there was a significant positive relationship between teachers' skills and job performance in public senior secondary schools in Ilorin Metropolis, Kwara State. Teachers with stronger communication, motivational and pedagogical skills and greater professional experience tended to demonstrate better instructional delivery and classroom management.

It was further concluded that the teachers in the study area possessed a high level of skills and demonstrated a high level of job performance. Pedagogical skills emerged as the strongest skill dimension, while classroom management was the stronger dimension of job performance. The findings established that sustaining teachers' existing strengths was important for maintaining effective teaching and orderly classroom practice.

Recommendations

Based on the high skill levels, high job performance and significant positive relationships established in the study, the following recommendations were made:

1. Education authorities should sustain the high level of teachers' communication, motivational and pedagogical skills through periodic refresher activities that consolidate existing strengths.
2. School principals should recognise and reinforce effective instructional-delivery and classroom-management practices through supportive feedback and opportunities for teachers to share successful classroom approaches.
3. Experienced teachers should be engaged as professional resource persons for less-experienced colleagues so that the positive contribution of classroom experience to job performance is maintained.

4. Teachers should continue to combine clear communication, purposeful learner motivation, suitable pedagogy and experience-based judgement in lesson delivery and classroom management.

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