

TEACHERS' JOB PERFORMANCE AND GOAL ACHIEVEMENT IN PUBLIC SENIOR SECONDARY SCHOOLS IN ASA LOCAL GOVERNMENT AREA, KWARA STATE NIGERIA

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ABSTRACT

This study examined the impact of teachers job performance on goal achievement in public senior secondary schools in Asa LGA. Kwara State. Descriptive research design was used in the study. The study selected Two hundred and forty-eight participants from the three senatorial districts in Kwara State as respondents. A researcher-designed questionnaire titled: "Teachers' Job Performance (TJPQ) and Goal Achievements Questionnaire (GAQ) was used to guide the conduct of the study. The questionnaires were dully validated by experts and subjected to reliability test using Cronbach's Alpha measure of internal consistency generating coefficient of 0.870 and 0.873 for TJPQ and GAQ respectively. Two research questions and one research hypothesis were stated and analysed using frequency, mean rating and Pearson product moment correlation statistics. The hypotheses formulated was tested at 0.05 level of significance. The findings of the study showed that the level of teachers' job performance in public senior secondary schools in Kwara State was high, the level of goal achievement was high. A significant relationship existed between teachers' job performance and goal achievement in public senior secondary schools in Kwara State (Cal p-value =0.000 < set p- value =0.05). Based on the findings of the study, it was recommended that more emphasis should be made to strengthen teachers' job performance through regular training and capacity-building programs. Workshops and retooling exercises should be organised regularly for schools administrators and teachers in order to improve goal achievement.

Keywords: Impact, Teachers, Job performance, Goal Achievements, Public Secondary Schools.

Introduction

A teacher is fundamentally an educational leader, responsible for overseeing the daily operations of a classroom, ensuring that educational standards are met, and fostering an environment conducive for learning and personal growth (Owoyale and Adeoye, 2024).

Teachers are expected to act as visionaries, who set academic goals, manage resources towards achieving educational excellence. Beyond leadership, teachers also function as *loco-parentis* between the school and its community, involving parents, local organisations, and government bodies in the school activities and decision-making processes.

Teachers are the cornerstone of any educational system, as they directly influence students' learning and outcome through their instructional practices, guidance, and mentorship. Their role extends beyond simply delivering content; teachers shape students' attitude, foster intellectual growth, and contribute to overall character development. Teachers are central to achieving educational objectives at both individual and instructional levels. They act as facilitators, impacting knowledge, fostering critical thinking and encouraging intellectual curiosity. Beyond academics, teachers help students develop essential life skills, including communication, problem-solving, and social interaction, making them well-rounded individuals, prepared to navigate societal challenges (Adewuyi, 2021).

The effectiveness of public senior secondary schools in Asa L.G.A Kwara state largely depends on the quality of leadership provided by teachers' job performance. Teachers as part of key decision-makers, shape the organizational climate, and set educational goals that align with national and state education policies. Their decisions have a significant impact on teachers' performance, student outcomes, and overall school achievements (Adebayo, 2024; Olajide, 2023).

In Nigeria, secondary schools aim to prepare students academically, socially, and emotionally, fostering competencies in areas such as literacy, numeracy, sciences, social studies, and vocational skills. These schools contribute significantly to national development by equipping young individuals with critical thinking abilities, a sense of civic responsibility, and employable skills (Federal Ministry of Education, 2023).

Secondary education in Nigeria is seen as essential for economic and social advancement. Secondary schools contribute to reducing illiteracy rates and empowering individuals with skills to enhance productivity, thus positively impacting the economy. By equipping young people with critical thinking abilities, knowledge of democratic processes, and social responsibility, secondary schools in Nigeria play an essential role in nurturing a skilled, informed, and engaged population (Okeke & Balogun, 2023).

In public senior secondary schools, particularly in Asa L.G.A. Kwara State, teachers often serve as role models, mentors, and even counselors, guiding students through formative years when they are building identities and preparing for future careers. Teacher's job performance is a measure of how well teachers fulfill their roles and responsibilities within the school environment. High job performance is characterized by effective lesson planning, student engagement, classroom management, and consistent student academic achievement. Conversely, low job performance may manifest as poor lesson preparation, lack of motivation, ineffective communication, and underachievement among students (Ogunyemi & Balogun, 2022).

Job performance in teaching can be influenced by various factors, including teacher motivation, training, resources (human and material), and the level of administrative support

provided by the school. Effective job performance in teachers is critical, as it directly correlates with student success, school improvement, and overall educational quality. This relationship underscores the importance of investing in teacher support systems to optimize their job performance. High job performance in teachers is vital for achieving educational goals at both school and national levels. Teachers who perform well contribute to increased student academic achievement, foster lifelong learning habits, and help schools meet performance standards. In public secondary schools, where academic and behavioral challenges are often more pronounced, high-performing teachers can play a transformative role in students' lives, promoting resilience, discipline, and a passion for learning.

Teachers' job performance is especially crucial in Asa L.G.A., where public senior secondary schools face unique challenges such as large class sizes, limited resources, dilapidated buildings, and diverse student backgrounds. By maintaining high job performance, teachers can help bridge educational gaps, mitigate resource constraints, and improve overall student outcomes in these schools. Teacher job performance is typically assessed through a combination of methods, including student performance metrics, classroom observations, peer evaluations, and self-assessment. Effective performance measurement provides insights into teachers' strengths and areas for improvement, guiding professional development and supporting accountability within the education system (Balogun & Idowu, 2023).

Goal achievement in public senior secondary schools in Asa L.G.A. Kwara State, Nigeria revolves around meeting academic, social, and administrative objectives that are essential for student development and institutional success. These goals align with national education standards and the broader aim of equipping students with the knowledge and skills required for higher education, employment, and responsible citizenship. Despite the challenges public schools in Nigeria face, such as limited resources and teacher shortages, achieving these goals is fundamental to the region's socio-economic development.

One of the primary goals of senior secondary schools is academic achievement, as measured by students' progress report. This helps the teacher to know how the student is doing academically, and the student, know the level of their performance. Good performance in the progress report of the students is a key indicator of a school's effectiveness, as it reflects both teaching quality and student preparedness for tertiary education. In recent years, however, public secondary schools in Asa L.G.A Kwara State, Nigeria have encountered various challenges, including inadequate funding, resource shortages, and overcrowded classrooms, which can hinder student performance (Akinyemi, 2022). To address these issues, some schools are adopting targeted interventions, such as extra coaching classes and exam preparation workshops, to help students succeed academically.

Apart from academic goals, secondary schools in Asa L.G.A. Kwara State also focus on equipping students with practical skills that enhance their employability and self-reliance. The integration of vocational training and entrepreneurship education in the curriculum is a step towards achieving this objective. By incorporating subjects such as computer studies, basic technology, and entrepreneurship, schools aim to prepare students for the workforce, especially those who may not pursue tertiary education. This focus on practical skills aligns with Nigeria's national education goals and the need to reduce youth unemployment (Oladeji, 2023).

Public secondary schools in Asa L.G.A Kwara State play a vital role in fostering character development and responsible citizenship among students. Schools aim to instill values such as discipline, integrity, respect, and civic responsibility, essential for personal and community development. Civic education classes, extracurricular activities, and community service projects are some of the methods used to nurture these values. Through such programs, schools contribute to developing students who are not only academically capable but also ethically grounded and ready to contribute positively to society (Ojo, 2023). Achieving equitable access to quality education is another crucial goal for public secondary schools in Asa L.G.A. Kwara State. This involves providing equal opportunities for all students, regardless of socio-economic background, gender, or disability. In practice, this goal is challenged by resource disparities among schools, with urban schools often having more access to resources than rural ones.

However, efforts are being made at both state and federal levels to bridge these gaps, such as providing scholarships for underprivileged students and building accessible facilities for students with disabilities (Adeyemi, 2023). Ensuring inclusivity remains an ongoing priority in achieving the educational goals of the region. To support effective teaching and learning, public secondary schools strive to maintain a conducive learning environment. This involves not only adequate infrastructure, such as classrooms, laboratories, and libraries, but also a healthy, safe, and supportive atmosphere for students and teachers alike. In Asa L.G.A Kwara State, initiatives to improve the learning environment include upgrading school facilities, enhancing teacher training, and implementing policies to promote students' mental and emotional well-being. Efforts to improve school facilities and create a positive environment have shown a positive impact on students' learning experiences and achievement (Adewale & Olatunji, 2023).

Teacher effectiveness is integral to achieving educational goals, as teachers are directly responsible for student instruction and engagement. Professional development, including workshops, seminars, and continuing education opportunities, helps teachers stay updated on pedagogical advances and improves their performance. Schools in Asa L.G.A of Kwara State, increasingly recognize the importance of teacher capacity building in achieving their broader academic and social goals. By investing in teachers' professional growth, schools can better address students' diverse needs, leading to improved educational outcomes (Ibrahim, 2022).

Parental and community involvement is essential for the successful achievement of school goals. Schools that actively engage parents and the local community often experience enhanced student performance and a supportive environment for learning. Programs that encourage parents to participate in school activities, such as parent-teacher associations, create partnerships that benefit students and promote shared responsibility for education. In Asa L.G.A, Kwara state, where traditional community values remain strong, schools leverage these connections to create a more inclusive and supportive educational experience (Olagunju, 2022).

Despite these targeted efforts, public secondary schools in Kwara state Nigeria face several obstacles that can impede goal achievement. Financial constraints, infrastructural decay, limited access to learning materials, and teacher shortages are some of the significant

challenges. The government and other stakeholders are working to address these issues by increasing funding, providing incentives for teachers, and exploring partnerships with private organisations. However, sustained improvement requires long-term commitment and systemic reforms to support the educational sector fully.

Statement of the Problem

School as a social organisation involves various inter-related components and individuals working together toward the same goals with different thinking, capability and ideas. The administrative head is responsible for the management and running of day-to-day operations and business of the school. The learning experiences and results of students are significantly shaped by the teachers' job performance. The quality and efficiency of the teachers' job performance in promoting engagement, cooperation, and the best learning circumstances, however, this is not so in the public senior secondary schools in Asa L.G.A. Kwara State used for this study because teachers' job performance are not enough for teaching and learning to take place.

To promote a mutual and inclusive environment, both staff and principals must actively participate in goal achievement processes of educational institutions. However, there might be obstacles and restrictions preventing them from achieving this goals , which would mean that opportunities for their significant input and original viewpoints would be lost.

From the foregoing statements, it can be seen that public senior secondary schools in Asa L.G.A. Kwara State are facing a lots of challenges that needs urgent and prompt action. It is against this that this study examined teachers' job performance and goal achievement in public senior secondary schools in Asa L.G.A. Kwara State, Nigeria.

Purpose of the Study

The purposes of the study were as follows:

- i. Examine the level of effectiveness of teachers' job performance available among public senior secondary schools in Asa Local Government Area, Kwara State;
- ii. Examine level of goal achievement within the school system in public senior secondary schools in Asa Local Government Area, Kwara State;
- iii. Examine the relationship between teachers' job performance and goal achievement in public senior secondary schools in Asa Local Government Area, Kwara State,

Research Questions

- i. What is the level of teachers' job performance used in public senior secondary schools in Asa Local Government Area, Kwara State?
- ii. What is the level of secondary schools goals achievement in public senior secondary schools in Asa Local Government Area, Kwara State?

Research Hypothesis

Ho: There is no significant relationship between teachers' job performance and goal achievement in public senior secondary schools in Asa Local Government Area, Kwara State.

Methodology

The research designed for this study was a descriptive survey of correlational type. The population of this study comprises 410 teachers in 21 public secondary schools in Asa Local Government Area, Kwara State. A purposive random sampling technique was used to select 410 teachers in 21 public senior secondary schools Asa Local Government Area, Kwara State. Using Research Advisors (2006) the sample size used was 229 teachers and 19 principals. The researcher's Instruments titled "Teachers' Job Performance and Goal Achievement Questionnaire" (TJPGAQ) was used for data collection. The copies of the Questionnaire was administered to the school principals, to examine the level of Teachers' Job Performance, while Goal Achievement was administered to school teachers to evaluate the level of goal achievement in public senior secondary schools. The research instrument was structured in line with four Likert scales of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). To determine the reliability of the Teachers' Job Performance and Goal Achievement Questionnaire (TJPGAQ), the test-retest reliability method was adopted where the researcher administered 50 copies of the research instrument to respondents that were not part of the sampled public schools in Irepodun Local Government Area, Kwara State. The reliability coefficient of TJPGAQ was analyzed using Cronbach's Alpha. Therefore, the coefficients of 0.870 and 0.873 were obtained showing that the instruments were reliable for data collection. The administrated instruments were made available and retrieved for data analysis. Descriptive statistic of frequency counts, percentages, mean and standard deviation were used to analyze the demographic data of the respondents and to answer the research questions raised for the study. Inferential statistics of Pearson Product Moment Correlation statistics were used to test the hypotheses formulated at a 0.05 level of significance. The data collected were subjected to statistical analysis with the use of Statistical Packages of Social Science (SPSS) version 21.0.

Table 1

Sample of Schools, Principals and Teachers

S/N	L. G. A.	Number of Schools	Sample of Schools	Sample of Principals	Total no of Teachers	Population of teachers in Sampled schools	Sample of Teachers	Total participants
1	Asa	21	19	19	410	320	229	248
Total		21	19	19	410	320	229	248

Source: Fieldwork (2025)

Results

Research Question 1: What is the level of teachers' job performance used in public senior secondary schools in Asa Local Government Area, Kwara State?

Table 2

Level of teachers' job performance used in public senior secondary schools in Asa local Government Area.

STATEMENT	SA	A	D	SD	Mean	Std. Dev	Rmks
Record Keeping							
Accurate record-keeping aids in preventing communication blunders and misconceptions.	120	78	35	15	3.22	.906	High
Effective decision-making occurs inside an organization when records are kept properly.	140	80	20	8	3.42	.775	High
The institution's capacity to keep up effective record-keeping procedures may be hampered by a lack of resources and training.	130	80	35	3	3.36	.766	High
Keeping precise records can accelerate and reduce the time spent on administrative duties.	150	90	8	-	3.57	.557	High
In order for records to represent the most recent information, they are regularly updated and kept current.	130	90	22	6	3.39	.750	High
I participate in staff development	125	95	20	8	3.36	.766	High
Student Assessment							
The assessment instructions and expectations in my class are clear	120	100	20	8	3.34	.762	High
The assessment methods used in my teaching are transparent and fair	140	90	18	-	3.50	.624	High
I receive timely and regular feedback on my assessment	135	80	20	-	3.37	.815	High
The feedback receive on my assessments helps me to improve my learning	125	80	30	13	3.31	.861	High
The assessment in y teaching are relevant to the subject objectives	170	70	8	-	3.65	.541	High
I am satisfied with the assessment process in my teaching	160	70	10	8	3.54	.724	High
The assessment process in my teaching helps me to achieve my learning goals	150	60	30	10	3.41	.844	High
Lesson Plan Preparation							
I have clear under understanding of the learning objectives and outcomes for my lessons	140	70	20	13	3.36	.889	High
The lesson plan I prepared are well structured and easy to follow	130	70	30	18	3.26	.934	High
I have access to sufficient resources to support my lesson plans	120	50	50	28	3.06	1.067	High
I am able to integrate technology and other digital tools into my lesson plans effectively.	135	70	20	10	3.39	.792	High
I am able to differentiate my lesson plans to meet the diverse needs of my students	120	90	25	13	3.28	.840	High
I am able to assess student learning and adjust my lesson plans accordingly.	110	100	28	10	3.25	.811	High
The lesson plan preparation process helps me feel confident and prepared to teach my students	120	60	25	43	3.04	1.132	High
Method of Teaching							

The principal serves as a role model to many teachers in meeting their goals achievement in public senior secondary schools in the South west	120	90	25	13	3.28	.840	High
The principals are unable to meet their goal public senior secondary schools in the South west	125	80	30	13	3.31	.861	High
It is my attitude to avoid teaching things for which I may be giped at, for my abilities.	170	70	8	-	3.65	.541	High
My work conforms with standard of performance	160	70	10	8	3.54	.724	High
I fully engaged in learning new things as a means of improving my skills and techniques	125	80	30	13	3.31	.861	High
Overall	3.38						

Key: Overall mean: 0.00 - 1.49 Low, 1.50-2.49 Moderate, 2.50- 4.00 High.

Source: Author's Computation, 2025

The table provides an analysis of teachers' job performance in public secondary schools, based on responses from 248 participants. Each teachers' job performance is evaluated on a scale, with the table showing the mean, standard deviation, and remark for each item. The Record Keeping (RK) items show generally high effectiveness, with means ranging from 3.22 to 3.57. Specifically, RK1 has a mean of 3.22 and a standard deviation of 0.906, indicating a high level of agreement among respondents about its effectiveness. RK2 and RK3 both have a mean of 3.42 and 3.36, with standard deviations of 0.775 and 0.766 respectively, reflecting strong consensus on their high effectiveness. RK4 and RK5, with means of 3.57 and 3.39 with standard deviations of 0.557 and 0.750 respectively, also indicate high effectiveness, though with slightly more variability in responses.

The Student Assessment (SA) items also reflect high effectiveness, with means ranging from 3.31 to 3.50. SA6 has a mean of 3.36 and a standard deviation of 0.766, showing high agreement on its effectiveness. SA7, with a mean of 3.34 and a standard deviation of 0.762, is similarly rated as highly effective. SA8, SA9, and SA10, with means of 3.50, 3.37 and 3.31 with standard deviations of 0.624, 0.815 and 0.861 respectively, indicate high effectiveness but with higher variability in responses.

The Lesson Plan Preparation (LPP) items demonstrate high effectiveness as well, with means ranging from 3.26 to 3.65. LPP11 and LPP12, with means of 3.65 and 3.54 with standard deviations of 0.541 and 0.724 respectively, show high agreement on their effectiveness. LPP13, with a mean of 3.41 and a standard deviation of 0.844, is perceived as highly effective with relatively high variability. LPP14 and LPP15, with means of 3.36 and 3.26 with standard deviations of 0.889 and 0.934 respectively, also indicate high effectiveness.

The Method of Teaching (MT) items similarly reflect high effectiveness, with means ranging from 3.04 to 3.39. MT16 and MT20, with means of 3.06 and 3.04 with standard deviations of 1.067 and 1.132 respectively, signifying high variability on their effectiveness. MT18, with a mean of 3.28 and a standard deviation of 0.840, is seen as highly effective with relatively high variability. MT17 and MT19, with means of 3.39 and 3.25 with standard deviations of 0.792 and 0.811 respectively, reflect high effectiveness with strong consensus.

Overall, the responses indicate a generally positive perception of the teachers' job performance, with all items ranked as "High." The mean values consistently reflect agreement or strong agreement on the strategies' effectiveness. While there is some variability in responses, as indicated by the standard deviations, the overall trend is a favorable assessment of the teachers' job performance in public senior secondary schools in Asa Local Government Area, Kwara State

Research Question 2: What is the level of secondary schools' goals achievement in public senior secondary schools in Asa Local Government Area, Kwara State?

Table 3

Level of secondary schools' goals achievement in public senior secondary schools in Asa Local Government area, Kwara State.

Statement	SA	A	D	SD	Mean	Std. Dev	Rmks
Progress Report							
I receive sufficient academic support from my instructors to help me pass my courses	110	70	40	28	3.06	1.03	High
I feel confident in my ability to pass my subject due to the academic support I receive.	120	80	30	18	3.21	.93	High
The subject I am taking are challenging but manageable	109	69	50	20	3.08	.97	High
The subject materials and assignment are relevant and helpful in supporting my learning	115	70	40	23	3.12	.99	High
The assessment and evaluations used in my subject are fair and accurate.	120	80	40	8	3.26	.84	High
I received timely and constructive feedback on my assignments and assessments	115	70	50	13	3.16	.92	High
I am satisfied with my academic performance and progress towards passing my subject.	110	80	38	20	3.13	.95	High
I would recommend this school to others based on the academic support and resources available.	130	70	22	26	3.23	.99	High
Attendance Rate							
The principal serves as a role model to many teachers in meeting their goals achievement in public senior secondary schools in Asa L.G.A in Kwara State.	120	80	30	18	3.22	.923	High
The principals are unable to meet their goal public senior secondary schools in Asa L.G.A. in Kwara State.	118	70	40	20	3.15	.97	High
It is my attitude to avoid teaching things for which I may be giped at, for my abilities.	120	90	30	8	3.30	.80	High
My work conforms with standard of performance	120	80	30	18	3.22	.92	High
I intend trying even more in order to learn new things so as to improve my lectures.	110	90	28	20	3.17	.92	High
I fully engaged in learning new things as a means of improving my skills and techniques	115	85	38	10	3.29	.79	High
Effective decision-making occurs inside an organization when records are kept properly.	135	70	23	20	3.29	.93	High
The institution's capacity to keep up effective record-keeping procedures may be hampered by a lack of resources and training.	115	85	30	18	3.21	.93	High
Keeping precise records can accelerate and reduce the time spent on administrative duties.	109	69	50	20	3.08	.97	High

In order for records to represent the most recent information, they are regularly updated and kept current.	115	70	40	23	3.12	.99	3	High
Teacher-student Ratio								
The teacher-students ratio is appropriate in the teaching and learning during the lesson	109	69	50	20	3.08	.97	4	High
The school follow the laid down instruction as stated in the national policy on education i.e. 1-30 in a class	120	80	40	8	3.26	.84	3	High
The slow learners students have remedial lessons after normal classes so as to catch -up what they missed	115	70	50	13	3.16	.92	4	High
The teacher uses different teaching methods other than lecturing	110	80	38	20	3.13	.95	2	High
When students encounter difficulties, the teacher is kind and encouraging.	130	70	22	26	3.23	.99	3	High
To suit various learning styles, the teacher modifies her teaching strategies.	110	75	43	20	3.13	.952		High
There is monitoring and evaluation of the covered work every week.	125	75	20	28	3.23	.993		High
Overall					3.23			

Key: Overall mean: 0.00 - 1.49 Low, 1.50-2.49 Moderate, 2.50- 4.00 High.

Source: Author's Computation, 2025

The table presents data on the level of goal achievements in public senior secondary schools, with a specific focus on various items assessed among 248 respondents. The rank for all items is categorized as "High," indicating a generally positive assessment of goal achievement. Progress Report (PR) is evaluated through eight items (PR1 to PR8). The mean scores for these items range from 3.06 to 3.26, with standard deviations between 0.843 and 1.028. Specifically, PR1 has the lowest mean score of 3.06 (SD = 1.028), indicating that there is high variability in respondents rate of the goal achievements. Attendance Rate (AR) is measured by ten items (AR9 to AR18). The mean scores for these items range from 3.13 to 3.23, with standard deviations between 0.923 and 0.993. AR 7 has the highest mean score of 3.23 (SD = 0.993), suggesting a strong positive perception of attendance rate. Teacher-Students Ratio (TSR) is assessed through seven items (TSR19 to TSR25). The mean scores for these items range from 3.17 to 3.30, with standard deviations between 0.805 and 0.938. TSR14 and TSR15 have the highest mean scores of 3.29, indicating that the level of teachers-student ratio is highly rated. Therefore, the data indicate that goal achievement in public senior secondary schools is perceived to be high across various dimensions, including progress report, attendance rate and teacher-student ratio. The relatively low standard deviations suggest a consensus among respondents regarding the high level of goal achievement in these schools.

Research Hypothesis

There is no significant relationship between teachers' job performance and goal achievement in public senior secondary schools in Asa L. G. A. Kwara State.

Table 4

Teachers' Job Performance and Goal Achievement

			Teachers' Performance	Job	Goal Achievement
Teachers' Performance	Job	Pearson Correlation	1		.925
		Sig. (2-tailed)			.000
		N	248		248
Goal Achievement		Pearson Correlation	.925		1
		Sig. (2-tailed)	.000		
		N	248		248

. Correlation is significant at the 0.01 level (2-tailed)

Source: SPSS Output 2024

The table 4 presents the correlation analysis between a specific teachers' job performance and goal achievement in public senior secondary schools in Asa L. G. A. Kwara State. The analysis is based on responses from 248 participants.

The Pearson correlation coefficient between teachers' job performance and goal achievement is 0.925, which is extremely close to 1. This indicates an exceptionally strong positive correlation, suggesting that as the effectiveness of the teachers' job performance, the goal achievements also significantly improves. The positive sign of the coefficient signifies that the relationship is direct; better implementation of teachers' job performance is associated with higher goal achievements.

The significance value (Sig. 2-tailed) for this correlation is 0.000, which is well below the threshold of 0.01. This indicates that the correlation is statistically significant at the 0.01 level. In other words, there is a less than 1% probability that this correlation occurred by chance, confirming that the relationship between teachers' job performance and goal achievement is both strong and statistically significant. Both variables have the same number of observations (N = 248), which ensures consistency in the dataset used for the correlation analysis.

The hypothesis (Ho) states that there is no significant relationship between teachers' job performance and goal achievement in Asa L. G. A. Kwara State, Nigeria. However, the correlation analysis provides strong evidence against this null hypothesis, as the significant and high correlation coefficient (0.925) clearly demonstrates a substantial relationship between the variables. Therefore, the result reveals a very strong and statistically significant positive correlation between the teachers' job performance and goal achievement in public senior secondary schools. This implies that the effectiveness of teachers' job performance is closely linked to improved goal achievement, leading to the rejection of the null hypothesis Ho.

Discussion of Findings

The level of teachers' job performance in public senior secondary schools in Asa L. G. A. Kwara State was high. The level of secondary schools' goals achievement in public senior secondary schools in Asa Local Government Area, Kwara State was high. The results were consistent with Iwuanyanwu's (2017) research, which found that teachers are forced to acknowledge that parents have a right and a duty to actively participate in discussions and

decision-making regarding all matters pertaining to their children's education. The study found a very strong positive correlation between Teachers' job performance and Goal achievement, highlighting the importance of active and effective teachers' job performance in school management. Goal achievement tactics, according to Mabebe and Prinsloo (2018), help teachers uphold discipline in public schools.

Conclusion

The findings of the study showed that the level of teachers' job performance in public senior secondary schools in Asa L. G. A. Kwara State was high. A significant relationship existed between teachers' job performance and goal achievement in public senior secondary schools in Asa L. G. A. Kwara State. Teachers' job performance is a concept designed to improve the goal achievement in public senior secondary schools in Asa L. G. A. Kwara state. The study found a very strong positive correlation between Teachers' job performance and Goal achievement, highlighting the importance of active and effective teachers' job performance in school management.

Recommendations

Sequel to the findings of the study, it was recommended that:

1. Efforts should be made to strengthen teachers' job performance through regular training and capacity-building programs to equip them with goal achievement that can support administrative functions and improve school governance.
2. Workshops and retooling exercises should be organized regularly for schools' principals and teachers in order to improve goal achievement.
3. The educational stakeholders should motivate teachers and principals so as to do more in terms commitments in order to boost the overall goal achievement of the school.

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