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# Teachers' Job Description and Students' Academic Performance in Lagos State Junior Secondary Schools

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## Abstract

*The specification and implementation of teachers' professional responsibilities are increasingly recognised as factors associated with student success. This study examined the relationship between the dimensions of teachers' job descriptions, specifically planning, organising, lesson delivery, and classroom management and students' academic performance in public junior secondary schools in Lagos State, Nigeria. The study adopted a descriptive survey and correlational research design. The target population comprised 8,865 teachers in 327 public junior secondary schools across the state's six Education Districts. A multi-stage sampling procedure was used. Of 563 questionnaires administered, 551 were valid for analysis, representing a 97.9% response rate. Data were collected using the Teachers' Job Description Questionnaire (TJDQ), a 20-item instrument on a 4-point Likert scale, while students' academic performance was measured using Basic Education Certificate Examination (BECE) results obtained through a Record Observation Format. The TJDQ achieved a Cronbach alpha reliability coefficient of 0.85. Data analysis involved descriptive statistics and Pearson Product-Moment Correlation at the .05 level of significance. The findings revealed a strong, positive, and statistically significant relationship between teachers' job description and students' academic performance ( $r = .711$ ,  $N = 551$ ,  $p < .001$ ). Among the four dimensions, planning and lesson delivery had the highest mean scores ( $M = 3.34$ ), followed closely by classroom management ( $M = 3.33$ ) and organising ( $M = 3.30$ ). The study concluded that clearer and more effective execution of prescribed instructional duties was associated with higher student achievement. Recommendations include the formal*

*codification of teachers' job descriptions by educational authorities and the provision of regular professional development focused on the core instructional dimensions.*

**Keywords:** teachers' job description; role clarity; academic performance; instructional responsibilities; junior secondary schools

## 1. Introduction

The pursuit of quality education remains a central concern for governments, policymakers, and educational stakeholders worldwide. Within the school system, the teacher is universally acknowledged as the most significant school-based factor influencing student learning and achievement [1, 2]. The effectiveness of a teacher, however, is not solely dependent on personal attributes such as intelligence or subject mastery. It is also deeply shaped by organizational factors, among which the clarity and specification of professional duties commonly referred to as the job description play a pivotal role.

A job description is a formal document that outlines the specific duties, responsibilities, reporting relationships, and working conditions associated with a particular position. In the educational context, a teacher's job description typically encompasses a range of instructional and non-instructional functions, including lesson preparation, curriculum delivery, student assessment, classroom supervision, record-keeping, and participation in co-curricular activities [3, 4]. When clearly articulated, a job description serves multiple purposes: it provides a roadmap for professional behaviour, reduces uncertainty, establishes a basis for performance evaluation, and enhances accountability [5].

In the Nigerian public secondary school system, the Teaching Service Commission (TESCOM) handbook provides a structured framework that defines the duties of teachers. The handbook stipulates that teachers are expected to plan and deliver instruction in accordance with approved curricula, maintain accurate records of students' academic progress, and ensure effective classroom management [6]. These responsibilities align with the scholarly consensus that identifies lesson preparation, instructional delivery, and student assessment as the core functions of the teaching profession. Beyond these core duties, teachers in Nigerian public schools are frequently assigned additional responsibilities, including examination coordination, supervision of extracurricular activities, and various administrative tasks.

The challenge, however, is that the mere existence of a job description document does not automatically translate into effective role performance. The practical impact of a job description is mediated by several factors: the clarity with which it is communicated, the consistency with which it is reinforced, and the feasibility of its demands within the available resources [7]. In many public secondary schools in Lagos State, teachers contend with large class sizes, inadequate instructional materials, and heavy workloads. These structural constraints can dilute the effectiveness of even the most well-defined job descriptions. When role expectations are ambiguous or poorly communicated, teachers may experience role conflict and role ambiguity, conditions that have been empirically linked to elevated stress, reduced job satisfaction, and diminished instructional quality [8, 9].

The consequences of unclear or poorly executed job descriptions are particularly evident in the classroom. Teachers who lack a precise understanding of their instructional priorities may struggle to plan coherent lessons, apply appropriate teaching strategies, or maintain consistent assessment practices. These deficiencies directly affect the quality of learning experiences available to students, ultimately manifesting in weakened academic performance [10, 11]. Con-

versely, when teachers possess a clear and well-internalized understanding of their professional responsibilities, they are better positioned to organize instruction systematically, engage students meaningfully, and foster an environment conducive to learning.

Despite the acknowledged importance of teachers' job descriptions, empirical research on their direct relationship with student academic performance in the Nigerian context remains relatively inadequate. Much of the existing literature has focused on the connection between teachers' job description and student achievement in a general sense, without isolating the specific dimensions of the job description—planning, organising, lesson delivery, and classroom management—as distinct predictors. This study was therefore conceived to address this gap by examining the relationship between these four core dimensions of teachers' job descriptions and students' academic performance in Lagos State junior secondary schools.

### **1.1. Research Hypothesis**

The following null hypothesis was tested at a 0.05 level of significance:

$H_0$ : There is no significant relationship between teachers' job description and students' academic performance in Lagos State junior secondary schools.

## **2. Literature Review**

This study is anchored on Role Theory, as articulated by Kahn et al. [12] and further developed by Katz and Kahn [13]. Role theory posits that organizational effectiveness depends significantly on the clarity, consistency, and shared understanding of the roles assigned to members. Within an organization, each position carries a set of expected behaviours—the role—that guides the actions of the occupant. When these expectations are clearly defined and well communicated, individuals experience role clarity, which enhances their ability to focus on tasks, reduces anxiety, and improves performance outcomes. Conversely, when role expectations are vague, contradictory, or poorly transmitted, individuals experience role ambiguity or role conflict, conditions that elevate stress and undermine effectiveness [14].

In the school setting, the teacher occupies a defined role with specific instructional and non-instructional responsibilities. The job description represents the formal codification of this role. Role theory would predict that teachers who have a clear understanding of their duties including what they are expected to do, how they should do it, and how their performance will be evaluated will be more effective in their instructional practice. This effectiveness, in turn, should translate into improved learning outcomes for students. Conversely, teachers who operate in environments characterized by role ambiguity will be less efficient, less motivated, and less capable of delivering quality instruction. This theoretical perspective provides the conceptual foundation for examining the relationship between teachers' job descriptions and students' academic performance.

### **2.1. Conceptual Framework**

Figure 1 presents the conceptual framework for this study, depicting the relationship between the four dimensions of teachers' job description and students' academic performance. The framework proposes that when teachers effectively execute the core dimensions of their professional role planning, organising, lesson delivery, and classroom management students' academic performance improves.

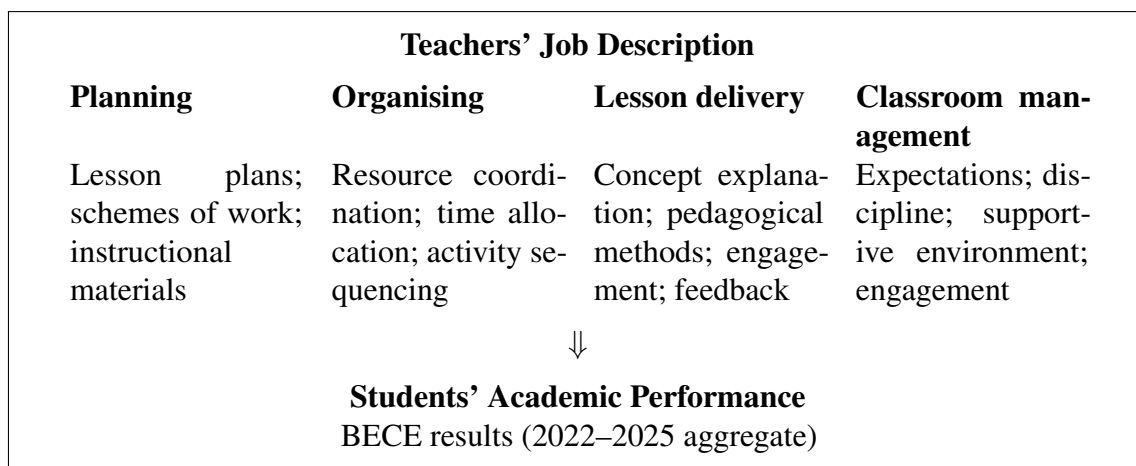


Figure 1: Conceptual relationship between teachers' job-description dimensions and students' academic performance.

## 2.2. Conceptual Clarification: Dimensions of Teachers' Job Description

**Teachers' job description is operationalized across four core instructional dimensions:**

**1. Planning:** This dimension encompasses the preparatory activities that precede classroom instruction. It includes the development of lesson plans, schemes of work, and instructional materials aligned with curriculum standards. Effective planning establishes the cognitive architecture for all subsequent teaching activities and is foundational to instructional coherence.

**2. Organising:** This refers to the logistical coordination of instructional resources and activities. It involves the arrangement of classroom materials, the allocation of time across learning tasks, and the sequencing of instructional events. Effective organising ensures that the conditions necessary for learning are in place before and during instruction.

**3. Lesson Delivery:** This is the core performance dimension where teaching directly interacts with learning. It encompasses the explanation of concepts, the use of appropriate pedagogical strategies, the engagement of students in active learning, and the adaptation of instruction in response to student feedback. Lesson delivery is the most visible and immediate determinant of student learning.

**4. Classroom Management:** This dimension involves the establishment and maintenance of an orderly, supportive learning environment. It includes the communication of behavioural expectations, the management of student conduct, and the creation of a classroom climate that promotes engagement and minimizes disruptions.

These four dimensions are not discrete, isolated tasks but form a sequenced and interdependent instructional system. Weaknesses in planning propagate to organising, which in turn constrains delivery and complicates classroom management. Effective performance across all four dimensions is therefore essential for maximising student learning outcomes.

## 3. Statement of the Problem

Despite the formal existence of job descriptions for teachers in Lagos State public secondary schools, concerns persist regarding the academic performance of students. Educational stakeholders have identified several factors that may contribute to this problem, including inadequate instructional supervision, ineffective leadership practices, and a lack of clarity concerning teach-

ers' professional responsibilities. While some studies have examined the relationship between teachers' job description and student academic performance in a broad sense, limited empirical research has specifically isolated the four core dimensions of the job description planning, organising, lesson delivery, and classroom management and examined their individual and collective relationship with students' academic performance. This study was designed to fill this gap.

## 4. Method

A descriptive survey and correlational research design was adopted for this study. The descriptive survey component enabled the collection of data from a large sample to describe prevailing practices regarding teachers' job descriptions. The correlational component allowed for the investigation of the relationship between the independent variable (teachers' job description) and the dependent variable (students' academic performance).

The target population comprised all 8,865 teachers in 327 public junior secondary schools across the six Education Districts of Lagos State. The six Education Districts represent diverse administrative and socio-economic contexts within the state, thereby enhancing the representativeness of the population.

A multi-stage sampling procedure was employed. First, the six Education Districts served as natural clusters. Second, Yamane's formula [15] formula was applied to the total teacher population using a 5% margin of error, yielding a minimum sample of 383 teachers. In total, 563 questionnaires were administered across selected schools in the six districts; 551 valid responses were obtained and analysed. The researcher and trained assistants administered the questionnaires directly to teachers. BECE results were obtained from the official records of the participating schools with the permission of the school authorities.

The Teachers' Job Description Questionnaire (TJDQ) was used as the primary instrument for data collection. It was a 20-item structured questionnaire designed on a 4-point Likert scale ranging from Strongly Agree (SA) to Strongly Disagree (SD). The instrument was divided into four sections corresponding to the four dimensions of teachers' job description: planning (5 items), organising (5 items), lesson delivery (5 items), and classroom management (5 items). Students' academic performance data were collected using a Record Observation Format designed to extract BECE results from school records.

The instrument was subjected to face and content validation by experts in Educational Management and Test and Measurement. Their inputs guided the modification of items to ensure clarity and relevance. To establish reliability, the TJDQ was pilot-tested on 30 teachers in a school outside the study area. The Cronbach alpha coefficient for the entire instrument was 0.85, indicating a high level of internal consistency. This value exceeds the acceptable threshold of 0.70 recommended by Nunnally [16].

The data collected were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics, including frequency counts, percentages, means, and standard deviations, were used to analyze the data and describe the prevailing practices. The research hypothesis was tested using Pearson Product-Moment Correlation ( $r$ ). All statistical analyses were conducted at a 0.05 level of significance using the Statistical Package for Social Sciences (SPSS) version 24.

Ethical principles were strictly observed throughout the research process. Permission was obtained from the relevant educational authorities before data collection commenced. Respondents were informed of the purpose of the study and assured that participation was entirely

voluntary. Anonymity and confidentiality of responses were guaranteed. All data collected were used exclusively for academic research purposes.

## 5. Results

### Descriptive Analysis of Teachers' Job Description Dimensions

The descriptive analysis revealed that teachers in Lagos State junior secondary schools demonstrated a generally high level of engagement with their professional responsibilities across all four dimensions of the job description. The mean scores for all items exceeded the decision benchmark of 2.50 on a 4-point scale, indicating strong agreement among respondents regarding the execution of their instructional duties.

**Table 1: Mean Scores and Standard Deviations for Job Description Dimensions**

| Dimension               | M    | SD   | Rank            |
|-------------------------|------|------|-----------------|
| Planning                | 3.34 | 0.81 | 1 <sup>st</sup> |
| Lesson Delivery         | 3.34 | 0.82 | 1 <sup>st</sup> |
| Classroom Management    | 3.33 | 0.82 | 3 <sup>rd</sup> |
| Organising              | 3.30 | 0.83 | 4 <sup>th</sup> |
| Overall Job Description | 3.31 | 0.42 | —               |

**Source: Field Survey (2026)**

As shown in Table 1, the planning and lesson delivery dimensions jointly recorded the highest mean score of 3.34, indicating that teachers were most consistent in preparing lesson plans and delivering instruction effectively. Classroom management followed closely with a mean score of 3.33, suggesting that teachers also maintained reasonable discipline and a conducive learning atmosphere. The organising dimension, while still strong, recorded the lowest mean score of 3.30, indicating a slight relative weakness in the coordination of instructional resources and activities.

Within the planning dimension, the item "Teachers prepare lesson plans regularly" received the highest mean score of 3.36, confirming that lesson preparation is a well-established practice. In the lesson delivery dimension, "Effective lesson delivery improves performance" recorded the highest mean score of 3.36, reflecting teachers' belief in the connection between their instructional delivery and student outcomes. For classroom management, "Teachers maintain discipline in the classroom" and "Classroom management improves student engagement" both recorded mean scores of 3.34.

The overall mean score for teachers' job description was 3.31 with a standard deviation of 0.42, indicating a generally high and consistent level of role performance across the sample.

### 5.1. Test of Hypothesis

$H_0$ : There is no significant relationship between teachers' job description and students' academic performance in Lagos State junior secondary schools.

**Table 2: Pearson Correlation between Teachers' Job Description and Students' Academic Performance**

| Variable                       | N   | M     | SD   | df  | r     | p-value | Decision |
|--------------------------------|-----|-------|------|-----|-------|---------|----------|
| Teachers' Job Description      | 551 | 3.31  | 0.42 | 549 | 0.711 | <.001   | Rejected |
| Students' Academic Performance | 551 | 72.40 | 8.32 | —   | —     | —       | —        |

**Source: Field Survey (2026)**

The result in Table 2 indicates a strong, positive, and statistically significant relationship between teachers' job description and students' academic performance ( $r = .711$ ,  $N = 551$ ,  $p < .001$ ). The correlation coefficient of 0.711 denotes a high degree of association between the two variables. The p-value was below the .05 significance threshold; consequently, the null hypothesis was rejected.

This finding indicates that stronger reported execution of teachers' professional responsibilities—including lesson planning, organisation of instructional activities, lesson delivery, and classroom management—was associated with higher academic performance. Because the design was correlational, the result does not by itself establish a causal effect.

## 6. Discussion

The central finding of this study reveals a strong, positive, and statistically significant relationship between teachers' job description and students' academic performance. This finding warrants careful interpretation and contextualization within the broader scholarly literature.

The strength of the observed relationship ( $r = .711$ ) indicates a substantial association between teachers' role execution and student learning outcomes. This finding aligns with the well-established consensus in educational effectiveness research that teacher quality is the most significant school-based determinant of student achievement [1, 2]. However, this study extends that general finding by demonstrating that it is not merely the abstract notion of "teacher quality" that drives performance, but the specific, observable enactment of the core dimensions of the professional role—planning, organising, delivering instruction, and managing the classroom environment.

The finding that planning recorded the highest mean score (3.34) alongside lesson delivery is particularly noteworthy. Effective planning establishes the cognitive blueprint for all subsequent instructional activity. When teachers invest time and effort in preparing structured lesson plans, defining clear objectives, and aligning their instruction with curriculum standards, they create the conditions for coherent and purposeful teaching. This finding resonates with the work of Shulman [17], who argued that pedagogical content knowledge—the integration of subject expertise with instructional planning—is fundamental to teaching effectiveness. In the context of Lagos State junior secondary schools, where teachers frequently manage large and academically diverse classes, structured planning assumes even greater importance as a mechanism for maintaining instructional consistency.

The high score for lesson delivery (Mean = 3.34) underscores the centrality of classroom instruction to student learning. Lesson delivery is the dimension where teaching directly meets learning; it is the arena in which all prior planning and organising are translated into student

engagement and understanding. The finding that teachers who explain concepts clearly, engage students actively, use appropriate methods, and adapt to student feedback achieve better student outcomes is consistent with a robust body of evidence on effective pedagogy [18, 9]. In Lagos State classrooms, where resource constraints may limit access to instructional materials, the quality of direct teacher-student interaction becomes even more critical.

Classroom management, which recorded a mean score of 3.33, also demonstrated a strong contribution to the overall job description construct. An orderly, well-managed classroom provides the environmental stability necessary for sustained learning. When teachers establish clear behavioural expectations, maintain discipline consistently, and create a supportive atmosphere, students are better able to focus on academic tasks. This finding aligns with research by Katua et al. [19], who found that effective classroom management was significantly associated with higher levels of student engagement and achievement. However, as noted by Adedoyin and Oyetunde [20], classroom management in Nigerian public schools is often complicated by large class sizes and limited institutional support, factors that can dilute the impact of individual teacher effort.

The organising dimension, while still recording a strong mean score of 3.30, was the lowest among the four dimensions. This relative weakness may reflect the logistical challenges inherent in Nigerian public school environments. Organising involves coordinating resources, sequencing activities, and managing instructional time—tasks that are heavily influenced by the availability of materials and the predictability of the school schedule. In settings where resources are scarce and schedules are subject to frequent disruption, even motivated teachers may struggle to organize instruction optimally. This finding highlights the interaction between individual teacher effort and systemic conditions, suggesting that improving student outcomes requires not only enhancing teacher capacity but also addressing structural constraints.

The rejection of the null hypothesis, with a correlation coefficient of .711, confirms a statistically significant association between teachers' reported enactment of job responsibilities and student academic performance. From the perspective of role theory, this finding supports the proposition that role clarity—a precise understanding of what one is expected to do—enhances performance outcomes [13, 14]. When teachers possess a clear and well-internalized understanding of their duties, they can channel their cognitive and emotional resources toward instruction rather than dissipating them in navigating uncertainty or resolving conflicting demands.

## 7. Conclusion

This study set out to examine the relationship between teachers' job descriptions and students' academic performance in Lagos State junior secondary schools. Based on the empirical evidence, there is a strong, positive, and statistically significant relationship between the two variables. Effective execution of the core dimensions of the professional role—planning, organising, lesson delivery, and classroom management—is associated with higher student academic performance. The four dimensions of the job description function as an interdependent instructional system, with strengths in each dimension reinforcing the others. However, the effectiveness of teachers' role execution is not determined solely by individual effort but is shaped by the broader organizational and resource context within which teachers operate.

## 8. Recommendations

**The following recommendations are advanced:**

**1. Formal Codification:** The Lagos State Ministry of Education, through the Teaching Service Commission (TESCOM), should undertake a comprehensive review and formal codification of teachers' job descriptions. The revised document should clearly and specifically articulate the instructional and non-instructional responsibilities of teachers, with explicit prioritization to prevent role overload.

**2. Dissemination and Communication:** School principals should ensure that every teacher receives a copy of the formal job description upon posting and that its contents are explained and discussed during induction and regular staff meetings. This will enhance role clarity and reduce ambiguity.

**3. Professional Development:** Professional development programmes for teachers should be structured around the four core dimensions of the job description. Workshops and training sessions should focus on strengthening lesson planning skills, improving instructional delivery techniques, enhancing classroom management strategies, and developing organizational competencies.

**4. Performance Evaluation:** School administrators should implement regular, structured performance evaluation mechanisms that are directly aligned with the dimensions of the job description. Such evaluations should be formative in nature, providing constructive feedback that supports professional growth rather than merely identifying deficiencies.

**5. Addressing Systemic Constraints:** Government and educational authorities should address the systemic constraints that limit teachers' ability to fulfil their job descriptions effectively. This includes reducing class sizes, providing adequate instructional materials, and ensuring that teachers' non-instructional workloads are manageable.

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