



Impact of Trekking on Teachers' Job Performance and Students' Academic Work in Basic Schools in Federal Capital Territory, Abuja, Nigeria

Conrad Ugochukwu Ukozor

Department of Educational Management, University of Abuja, Nigeria

Corresponding Author: Conrad Ugochukwu Ukozor conradorare@gmail.com

ARTICLE INFO

Keywords: Basic Schools, Teachers' Job Performance, Students Academic Performance

Received : 26 October

Revised : 26 November

Accepted: 26 December

©2024 Ukozor : This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

They assessed the impact of trekking on teachers' job performance and students' academic work in basic schools in the Federal Capital Territory, Abuja, Nigeria. The study employed survey research design. The population of this study comprises all the teachers and basic SIS students in all six area councils of FCT. The sample size of the study was made up of two hundred and seventy-eight (278) and three hundred students (300). The sample basic schools were selected using a random sampling technique. The research instrument used for data collection in this study is a researcher-designed questionnaire. Experts in educational management and English departments examined the instrument's face and content validity as well as its language appropriateness. A pilot study was conducted in basic schools not included in the study. In order to find out the reliability coefficient of the research instrument to be used. The frequency, percentages, mean, and standard deviation were used at a descriptive level. The study concluded that the disruption of curriculum implementation in the schools, the deterioration of teachers' health, mental health, frustration, and low motivation and exhaustion, and texhaustion, developingtion, psychological problems, as well as the reduction in teachers' job productivity and reduction in research hours of teachers, are the impacts of trekking on teachers' job performance in basic education in the Federal Capital Territory, Abuja, and late coming to class, reduction in hours of studies, and lower students' performance, physical exhaustion, and mental health. Affect students' health, diminish students ability to meet academic expectations, and compete effectively with peers, and frustration and low motivation to learn are the impact of trekking on students' academic performance in basic education in the Federal Capital Territory, Abuja. Based on the finding, the government, the study recommends that g should provide school buses to all basic schools in the Federal Capital Territory, Abuja, Nigeria, to aid teachers' and students' movement to schools. Private institutions and community members can also donate school buses to schools. The government should build more basic schools across the territory to allow students access to schools closer to their homes. This will help to reduce students' trekking to schools in the territory.

INTRODUCTION

Subsidy removal in Nigeria led to inflation that has led to increment in operational cost of various tertiary institutions across the country. Darlington & Monday (2023); Okonkwo (2023) and Ogunode & Ojochenemi (2023), observed that subsidy removal in Nigeria has led to an increment in the operational cost of running schools across the country. The hike in petrol pump prices affected the general costs of goods and this affected the cost of running educational institutions. Ogunode, & Aregbesola (2023) subsidy removal in Nigeria has led to increment in the transportation fares forcing both teachers and students to trek a long distance to their respective schools.

According to the most recent data from the National Bureau of Statistics (NBS), Nigeria's inflation rate rose to 33.2% in March 2024, according to Udi (2024). Compared to the 31.7% reported in February 2024, this is a 1.5% point gain. Compared to the 1.80% increase in February 2024, the inflation rate increased more slowly in March. The headline inflation rate rose from 22.04% in March 2023 to 11.16% on an annual basis. Furthermore, March 2024's headline inflation rate was 3.02%, down 0.10% from February 2024's 3.12% figure. The annual rate of food inflation increased by 15.56 percentage points from 24.45% in March 2023 to 40.01% in March 2024. Rising costs for products like garri, millet, and uncooked fermented akpu (all under the Bread and Cereals category), as well as yam tuber, water yam, and other items, are to blame for this spike in food inflation.. The inflation did not only affects food prices, it also affects operational cost of both private and public institutions which include education. Gagarawa et al (2017) disclosed that inflation erodes teachers income, increased their expenditures subjecting them to receiving loans with high interest, forcing the teachers to take an extra income generating works in an attempt to maintain their normal life, these consequently undermine their living standard. Also Omuru (2022) concluded that teachers are presently worse hit by the current inflation. Inflation affected the salaries of teachers and making to reduce expenditures and have led to many teachers trekking to schools to carry out their assignments (Ogunode, & Ukozor, 2023; Ogunode, Eze, & Olumodeji, 2024).

The subsidy removal, high inflation and devaluation of the naira in Nigeria has resulted to economic hardship in Nigeria (Ogunode, Solomon, & Idonigie, 2024; Ogunode, Olofinkua & Sunmonu, 2024; Ogunode, Afolabi & Adi 2024). The economic crisis seems to have negative impact on teachers and students that needs to finance their ways to schools daily (Ogunode, Ekubo, Haruna, & Peter, 2024) Students and teachers in Post-Basic Education and Career Development (PBECD) in Federal Capital Territory (FCT) Nigeria trek to their schools due to increase in transportation fares as a result of economic hardship and inflation in Nigeria. Many parents have expressed frustration over increasing school-related expenses despite stagnant salaries. Many teachers and students in the Nigeria capital trek to school because of the increase in transport fare which is beyond many students to meet daily. Many teachers and students trek a long distance from their homes to school due to unaffordable transport costs. It is import to examine the impact of trekking on

teachers' job performance and students' academic performance in Federal capital Territory, Abuja.

Purpose of the Study

The aim of this study is to assess the impact of trekking on teachers' job performance and students' academic work in Basic education in Federal Capital Territory, Abuja, Nigeria. The specific objectives are:

- i) To examine the impact of trekking on teachers' job performance in Basic education in Federal Capital Territory, Abuja, Nigeria.
- ii) To examine the impact of trekking on students' academic work in Basic education in Federal Capital Territory, Abuja, Nigeria.

Research Questions

The following research questions were formulated to guide the study;

- (i) What is the impact of trekking on teachers' job performance in Basic education in Federal Capital Territory, Abuja, Nigeria?
- (ii) What is the impact of trekking on students' academic work in Basic education in Federal Capital Territory, Abuja, Nigeria?

METHODOLOGY

The study employed survey research design. The survey research design is concerned with the collection of data for the purpose of describing and interpreting existing conditions. The population of this study comprises all the teachers and basic sis students in all the six areas councils of FCT. The sample size of the study is two hundred and seventy-eight (278) and three hundred students. This is based on the recommendation of sample size scale prepared by research advisors (2010). The sample schools are twenty in number which were selected using random sampling technique. The use of random sampling technique was done with the intention to give the school equal chance of being selected. The research instrument used for data collection in this study is a researcher designed questionnaire. The structured questionnaire which is titled Assessment of the impact of trekking on teachers' job performance and students' academic work Questionnaire (AITTJPSAPQ) was used to collect data for the study by the researcher in order to answer the research questions. The questionnaire was structured into two sections. Section A' included the respondents' bio data. While section B' and C includes the items structured for the respondents teachers and students. The modified Likert 4-pointscale (strongly agreed, agreed, strongly disagreed and disagreed) questionnaire was adopted since it allows the respondents to indicate their opinions independently. The face and content validity of the instrument as well as language appropriateness and clarity of the research was scrutinized by experts in educational management and English and Statistics departments. The instrument was taken to a statistician for vetting before the final draft was produced. Pilot study was conducted in Basic schools not included in the study. In order to find out the reliability coefficient of the research instrument to be

used. 20 questionnaires were distributed to the school. After administering the 40 questionnaires to the respondents their responses were analysed using Cronbach alpha coefficient. The data collected from the administration of pilot test was analysed using Cronbach alpha technique. The data collected from the pilot study was calculated using Cronbach Alpha techniques. The result obtained from the data analysed was 0.84 which shows the internal consistency of the instrument in question. Therefore, based on the reliability index found, the instrument prepared for this research is highly reliable. The research instrument was distributed directly in the schools by the help of research assistance. The frequency, percentages, mean and standard deviation was used at descriptive level.

RESEARCH RESULT

Data Analysis

Research Questions 1:

Table 1
Impact of trekking on teachers' job performance in Basic education in Federal Capital Territory, Abuja, Nigeria

N/S	The following are the effects trekking on teachers' job performance in Basic education	X	S.D	Remarks
1	Disrupt curriculum implementation in the schools	3.13	0.92	Agreed
2	Deteriorating of teachers' health	3.21	0.85	Agreed
3	mental health	2.77	0.98	Agreed
4	Frustration and low motivation	3.05	0.88	Agreed
5	physical exhaustion,	3.14	0.81	Agreed
6	Teachers' develop psychological problem	3.27	0.85	Agreed
7	Reduction in teachers' job productivity	3.53	0.99	Agreed
8	Reduction in research hours of teachers	3.03	0.87	Agreed
Total Means		3.51		

The data in Table 1 were presented for answering the one research question one in respect of finding out the impact of trekking on teachers' job performance in Basic education in Federal Capital Territory, Abuja. From the table, one can see that respondents agreed that disruption of curriculum implementation in the schools, deteriorating of teachers' health, mental health, Frustration and low motivation, physical exhaustion, teachers' develop psychological problem, reduction in teachers' job productivity and Reduction in research hours of teachers are the impact of trekking on teachers' job performance in Basic education in Federal Capital Territory, Abuja as indicated in items (item 1, $X = 3.13$), (item 2, $X = 3.21$), (item 3, $X = 2.77$), (item 4, $X = 3.05$), (item 5, $X = 3.14$), (item 6, $X = 3.27$), (item 7, $X = 3.53$) and (item 8, $X = 3.03$). The composite mean of 3.13 shows that the above are impact of trekking on teachers' job performance in Basic education in Federal Capital Territory, Abuja

Research Questions 2:

Table 2
Impact of trekking on students' academic work in Basic education in Federal Capital Territory, Abuja, Nigeria

N/S	The following are the effects of trekking on students' academic work in Basic education	X	S.D	Remarks
1	Late coming to class	3.22	0.82	Agreed
2	Reduction in hours of studies	3.27	0.84	Agreed
3	lower students' performance	2.69	0.94	Agreed
4	Physical exhaustion	3.20	0.83	Agreed
5	mental health	2.99	0.95	Agreed
6	Affects students' health	3.18	0.80	Agreed
7	Diminishes their ability to meet academic expectations and compete effectively with peers	2.87	0.91	Agreed
8	Frustration and low motivation to learn	3.12	0.82	Agreed
Total Means		3.98		

The results collected indicated that respondents agreed that late coming to class, reduction in hours of studies, lower student performance, physical exhaustion, and, mental health, Affect students' health, diminish students' ability to meet academic expectations and compete effectively with peers, and cause frustration and low motivation to learn as indicated in items (item 1, $X = 3.22$), (item 2, $X = 3.27$), (item 3, $X = 2.69$), (item 4, $X = 3.20$), (item 5, $X = 2.99$), (item 6, $X = 3.18$), (item 7, $X = 2.87$) and (item 8, $X = 3.12$). The composite mean of 3.98 implies that the listed items above are the impact of trekking on students' academic performance in Basic education in Federal Capital Territory, Abuja.

Findings

The result showed that the disruption of curriculum implementation in the schools deteriorated teachers' health, mental health, frustration, and low motivation; caused physical exhaustion; led to teachers developing psychological problems; reduced teachers' job productivity; and reduced research hours of teachers. These are the impacts of trekking on teachers' job performance in basic education in the Federal Capital Territory, Abuja.

The result obtained revealed that respondents agreed that late coming to class, reduction in hours of studies, lower students' performance, physical exhaustion, and mental health affect students' health, diminish students' ability to meet academic expectations, and compete effectively with peers, and frustration and low motivation to learn are the impact of trekking on students' academic performance in basic education in the Federal Capital Territory, Abuja.

DISCUSSION

The collected indicated that disruption of curriculum implementation in the schools, deteriorating of teachers' health, mental health, Frustration and low motivation, physical exhaustion, teachers' develop psychological problem, reduction in teachers' job productivity and reduction in research hours of teachers are the impact of trekking on teachers' job performance in Basic education in Federal Capital Territory, Abuja. Musa (2018) discovered that poor implementation of curriculum, psychological problem, reduction in teachers' job productivity and psychological problems are the effects of long distance trekking on teachers of secondary schools in Nigeria.

The result obtained disclosed that respondents agreed that late coming to class, reduction in hours of studies, lower students' performance, physical exhaustion, and mental health, Affect students' health, diminish students' ability to meet academic expectations, and compete effectively with peers, and frustration and low motivation to learn are the impact of trekking on students' academic performance in basic education in the Federal Capital Territory, Abuja. This result collaborates with the findings of Okpunukpang, Ogunode, & Suleiman (2024), who found out that long-distance trekking impacted negatively on students' health and led to late coming to lectures, physical exhaustion, reduction in study hours, health problems, and mental health issues and lowered students' motivation. Also, Ogunode, Ekubo, Haruna, & Peter

(2024) concluded that long-distance trekking to campuses by public university students has a negative influence on their academic work. The study found that long walks to lectures at different public universities have an impact on students' academic performance, psychological well-being, and health.

CONCLUSION AND RECOMMENDATIONS

The assessed the impact of trekking on teachers' job performance and students' academic work in Basic education in Federal Capital Territory, Abuja, Nigeria. The specific objectives are: to examine the impact of trekking on teachers' job performance in Basic education in Federal Capital Territory, Abuja, Nigeria and to examine the impact of trekking on students' academic performance in Basic education in Federal Capital Territory, Abuja, Nigeria.

The study concluded that disruption of curriculum implementation in the schools, deteriorating of teachers' health, mental health, frustration and low motivation, physical exhaustion, teachers' develop psychological problem, reduction in teachers' job productivity and reduction in research hours of teachers are the impact of trekking on teachers' job performance in Basic education in Federal Capital Territory, Abuja and late coming to class, reduction in hours of studies, lower students' performance, physical exhaustion, mental health, mental health, Affect students' health, diminishes students ability to meet academic expectations and compete effectively with peers and frustration and low motivation to learn are the impact of trekking on students' academic performance in Basic schools in Federal Capital Territory, Abuja.

Based on the findings, the study recommends that

1. Government should provide school buses to all Basic schools in Federal capital territory, Abuja, Nigeria to aid teachers' and student's movement to schools. Private institutions and community members can also donate school buses to schools
2. Government should build more Basic schools across the territory to allow students access schools closer to their homes. This will help to reduce students' trekking to schools in the territory.

REFERENCES

- Akuh, E., A (2024) Economic Hardship and Educational Management in Nigeria. *American Journal of Alternative Education* 1(7), 38-42
- Bamidele, O. P. (2023). Fuel subsidy removal is hampering educational sector <https://tribuneonlineng.com/fuel-subsidy-removal-is-hampering-educational-sector/> 2
- Darlington, N., & Monday, T. (2023). Price unleashed: Examining the ripple effects of petroleum subsidy removal on consumer buying behaviour in Nigeria - Systematic literature review). *International Journal of Advanced Academic and Educational Research*, 13(7), 40-51.
- Gagarawa, A., M & Mehrotra, M. (2017). Impact of Inflation on living standard of Public Primary School Teachers in Gagarawa Local Government Area, Jigawa State -Nigeria. *International journal of science technology and management*. 6(4),327-337
- Okonkwo, O. (2023). Explainer: How fuel subsidy removal affects you. Retrieved July 2, 2023, from <https://nairametrics.com/2023/06/01/how-fuel-subsidy-removal-affects-smes-employees-and-students-in-nigeria/?amp=1>
- Ogunode, N, J. Ekubo, V. A., Haruna, M. O & Peter, T (2024). Long Distance Trekking and Students Academic Work in Public Universities in Nigeria: Psychological Implication and Universities Administrators Policy Making Process. *Excellencia: International Multi-Disciplinary Journal Of Education*, 2(11), 426-431

- Ogunode, N., J., Solomon, A., T & Idonigie, A (2024). The Impact of Economic Hardship on Education in Nigeria. *American Journal of Management Practice*, 1(6), 61-69
- Ogunode, N., J. Olofinkua, V., K. & Sunmonu, I., S. (2024)..Economic Hardship and Tertiary Education Finance in Nigeria: Implication for Decision Making for Sustainable Tertiary Education Development. *American Journal of Corporate Management*,1,(2),39-49.
- Ogunode, N., J. Afolabi I., O. & Adi D. (2024). Economic Hardship and its Effect on Tertiary Education Development in Nigeria. *Spanish Journal of Innovation and Integrity* (33), 73-84
- Ogunode,N., J. & Chukwuemeka, O., R. (2023). Impact of fuel subsidy removal on research programmes of tertiary institutions in Nigeria. *International Journal of Inclusive and Sustainable Education*, 2(8), 34–40. Retrieved from <https://interpublishing.com/index.php/IJISE/article/view/2475>
- Ogunode, N., J. & Aregbesola. B.G. (2023). Impact of subsidy removal on Nigerian Educational System. *Middle European Scientific Bulletin*, 39, 105-116. Retrieved from <https://cejsr.academicjournal.io/index.php/journal/article/view/1865>
- Ogunode, N, J., Cletus, A., N, Tswenji S. (2024). Impact of Inflation on Infrastructure Facilities Development of Basic Schools in Nigeria. *International Journal of Educational Technology Research (IJETR)*, 2 (1) 309-320.

Simatupang (Author Family name here)

Ogunode, N. J., & Ukozor, C. U. (2023). Impact of Inflation on University Administration in Nigeria. *International Journal on Economics, Finance and Sustainable Development*, 5(9), 204-214.

Ogunode, N. J., Eze, I. N., & Olumodeji, I. M. (2024). Assessment of Impact of Inflation on University Management in North-Central, Nigeria. *American Journal of Science and Learning for Development*, 3(3), 1-6.
<https://doi.org/10.51699/ajsl.v3i3.3462>

Okpunukpang, E. P., Ogunode, N.J. & Suleiman, K. (2024). Impact of long distance trekking on students' academic performance in tertiary institutions, Nigeria. *Synergy: Cross-Disciplinary Journal of Digital Investigation*, 2(10), 31-36.

Ugbede-Ojo D. K. (2024). The Impact of Trekking on Academic Performance in Nigerian Government Secondary Schools. <https://emecr.org/the-impact-of-trekking-on-academic-performance-in-nigerian-government-secondary-schools/>

Udi, A (2024) Nigeria's inflation rate jumps to 33.2% in March 2024 - NBS
<https://nairametrics.com/2024/04/15/nigerias-inflation-rate-jumps-to-33-2-in-march-2024-nbs/>