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JOB PERFORMANCE INDICATORS AS CORRELATE OF TEACHERS' JOB PROFICIENCY IN PUBLIC SECONDARY SCHOOLS IN IMO STATE

Dr. Israel .C. Oparaji; Ani & Anthonia Nwabugo, A. Ph.D.
ic.oparaji@unizik.edu.ng; amaucheani19@gmail.com
&
Okonkwo Eucharia Chinenye & Dr. Chika Nonye Eziamaka
ec.okonkwo@unizik.edu.ng; cn.eziamaka@unizik.edu.ng

Department of Educational Management and Policy
Nnamdi Azikiwe University, Awka

&
Obasi, Chidi Chukwu
Department of Educational Foundations
University of Nigeria, Nsukka
chidiobasi13@gmail.com

ABSTRACT

The purpose of the study investigated job performance indicators as correlate of teachers' job performance in public secondary school in Imo State. The descriptive research design was adopted for the study. Two research questions and two hypotheses guided the study. The population of the study consisted of 5,642 teachers while sample size obtained through simple random sampling comprises 2,864 teachers from the public secondary schools in the study area. The instrument for study was a 15-item structured questionnaire developed by the researchers. The instrument was validated by three experts. The reliability of the instrument was determined through Cronbach Alpha and it yielded an average of 8.04 which was considered high enough for study. The data collected were analyzed using Pearson Product Moment Correlation for research questions and hypotheses. The finding of the study among others was that job performance indicators as contained in the study are not fully used to benchmark teachers' performance in public secondary schools in Imo State. It was therefore recommend among others things that job performance indicators should be used to help teachers increase their proficiency.

Keywords: Job Performance, Indicators, Proficiency, Public Secondary Schools

Introduction

Job performance is simply doing work. It can be defined as the process of executing an assigned task or duty within a given period. Barrce and Ginne (2013) explained job performance as the reason for the engagement of labour. They were agreed that it is the exercise of responsibility by workers at a given or specified time. Job performance, task execution and living up to responsibility are alternative expressions that represent work done or being done in an industrial setting, be it a school or a non-school organization (Jombo, 2018).

Job performance indicators can be regarded as job performance indices. They are the factors that show that work is being done. SSA (2011) defined them as proofs or evidence to prove that work or tasks assigned to a set of workers were executed or are being done. The extent of the use or application of these job performance indicators or factors is a measure of work done or being done in terms of quality and proficiency (Olaitan, 2013).

This presupposes that teachers' job proficiency is a matrix. In other words, it is the outcome or product of the interplay between job performance indicators and work technology. The exigencies that result from the interaction between centrifutal and pentrifutal elements at the work setting, that is, the interplay between labour and work technology as they fuse into job performance is a determinant of the extent and quality of work done or being done. The point of convergence of the work forces and how far they are used is anchored by job performance indicators (Agbato, 2014).

Work performance indicators as emaciated by QITE (2013) are communication, team work, customer services, role function, result, and stress. Communication as stated by Barnie and Loccine (2013) is the flow of information in an organization. It is the transmission of information from the superordinate to the subordinates. Communication flows from top to down. In an ideal situation, it contains information on what should be done and how it should be done.

Beyond vertical communication flow, there is also horizontal communication channel. This according to Nneji (2017) is the movement or transmission of information among colleagues. It is the passage of ideas, suggestions and even gossips among workers at either the group level or unit level. As indicated earlier, at this level, workers pass their opinions from one person to another based on the peculiarities and specifities of their jobs. Communication in the work setting especially in a school is designed to provide information on how to enhance the quality or proficiency of work done (Nneji, 2017).

As pointed out earlier, communication can flow among workers who put their energies together to perform a task at the unit level, this is called team work. Team work by definition, is the contribution of ideas, skills and the harnessing of energies from

everybody in one particular group or unit to perform a task (Okonkwo, 2017). It is a synergy that exists when workers of coordinate responsibilities pool their resources together in terms of time and technical know-how to get work done. It is called collective or collaborative teaching in the school setting. In every organization, be it school or non-school agency, work is done with dexterity and it is more successful when there is team spirit and collaborative effort.

The essence of job performance is to provide service to people. These are customers or clientele who have needs or challenges and expect that their problems would be solved by organizations or schools located around them. This is customer service. This suggests that every agency or school as an organization is established to provide service to the people. Best and Kalun (2008) opined that the service provided by any organization or school must be in response to the needs of the people that patronize them. The deduction that could be made here is that school planting should be locally based and the service it provides should be driven by the needs of the people in that locality. Services rendered to customers by schools and other organizations are products of role functions.

Role functions are jobs performed as discharge of roles or functions assigned to workers in the workplace. Agbato (2014) submitted that jobs are tasks assigned to individual workers as a result of positions they hold in an organization. So each position of responsibility in a school or organization has roles associated with it. These roles according to Nimgi (2014) are the jobs or services they execute to satisfy the needs of clientele. One of the indices that justify job performance in every organization or school is that they provide service to people who constitute their customers. This is role function. It therefore presupposes that each worker in a school (that is a teacher) has a role to play and that they function in their roles to perform their various jobs.

One of the indicators that show work or job performance is result. Idris (2014) stated that result is the outcome of efforts made to get things done. It is the product of planning, energy exertion and all variegated strategies to fill a gap created by the absence of a particular product needed or services directed (Aina, 2015). The quality and quantity of result therefore depends on the interface of labour and the forces of communication, work technology, time and energy or attention put to work.

Result as it were is what defines the degree of commitment and industry of a school or organizational management. In a simple language and as Ewekoro (2016), puts it, the result of an individual worker or an organization is a representation of the quality of that worker or organization's performance. The result of a school or an organization constitutes its brand and as such forms the index by which the worker or school is ranked. This result is explained in terms of quality of school leavers produced by the school or the quality of products being produced by an organization. Not only that,

the extent of result is an indication of how far performance targets have been achieved.

One other job performance indicator is stress. Stress according to Oloyede (2017) is the encumbrance exerted on a worker from the numerous tasks he performed in his place of work. In a simply language, it is the accumulated weakness or fatigue that comes to workers or a worker through job performance. Platonically, it is agreed that a worker that spent his time and energy to perform an assigned task all day could be stressed. This is more when the work setting is the mechanistic type.

On a contrary note, a worker can be stressed without necessarily doing much work. People can be stressed by being idle. Even efforts or energies channeled to a wrong source, in the work setting can lead to stress, in this case, training and supervision could be interrogated. Generally, job performance can lead to stress, especially if it is conducted with practices or according to rules of engagement (Bragmode, 2012).

Statement of the Problem

The idea of job performance arose from the desire to put labour to work. One major index to prove the relevance of labour is job performance. It represents what an organization or a school stands for. The quality of work done therefore is a measure of the seriousness or commitment of any enterprise, be it a school or an organization. To ascertain the above submission, there are indices or indicators that are used to access and determine whether or not a school or any other agency is engaged in the performance of the job or task it is set up to do. These are communication, team work, customer service, role function, result and stress. The challenge here is that the non-use of these indices to benchmark the operation of an educational organization or any other agency has made it difficult to separate service providing organizations from schools that are into human capital development. This as a result has provided a gap in literature in the subject. It is this gap that this study is intended to fill.

Research Questions

The following research questions were formulated to guide the study;

i. What is the relationship between job performance indicators and teachers' job proficiency in public secondary schools in Imo State?
ii. What is the relationship between job performance indicators and the general performance of a school?

Hypotheses

The following hypotheses aided the study;

i. There is no significant relationship between job performance indicators and teachers' job proficiency in public secondary schools in Imo State.
ii. There is no significant relationship between job performance indicators and the general performance of a school.

Research Method

The study investigated job performance indicators as correlate of teachers' job performance in public secondary school in Imo State. The descriptive research design was adopted for the study. Two research questions and two hypotheses guided the study. The population of the study consisted of 5,642 teachers while sample size obtained through simple random sampling comprises 2,864 teachers from the public secondary schools in the study area. The instrument for study was a 15-item structured questionnaire titled, "Job Performance Indicators as Correlate of Teachers' Job Proficiency in Public Secondary Schools in Imo State Questionnaire, JPICTPPSSIS. The instrument was validated by three experts, one from the Department of Educational Foundation and two from the Department of Educational Management, all from the Department of Educational Management, all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was determined through Cronbach Alpha and it yielded an average of 8.04 which was considered high enough for study. The instrument was divided two clusters. Cluster A dealt with the relationship between job performance indicators and teachers' job proficiency while Cluster B was concerned with the relationship between job performance indicators and the general performance of the school. The data collected were analyzed using Pearson Product Moment Correlation for research questions and hypotheses. Discussions on research questions, the coefficient (r) and the size of the relationship was interpreted using the interpretation of correlation by Dowi and Heaith cited in Nworgu (2015) as shown in 0.80 and above for high above 0,30 – below 0.80 for moderate and 0.30 and below for low. For decision hypothesis, if the p- value is equal to or greater than significant value of 0.05 ($P > 0.05$), the null hypothesis was rejected and the difference was taken to be satisfactorily significant. But if p – value less than 0.05 ($P<0.05$), the null hypothesis was not rejected and the difference taken to be not satisfactorily significant.

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Presentation of Results

Questionnaire items

A. Relationship between job performance indicators and teachers' job proficiency

S/N	Item	
1.	Job performance indicators help Principals to ascertain teachers' job proficiency	2.84
2.	Communication is a job performance indicator.	2.64
3.	It ensures that information passes from management to workers in the work place.	2.80
4.	It makes management to give direction to workers	2.78
5.	In a system, this direction helps to enhance teachers' proficiency	2.90
6.	Team spirit is also a job performance indicator.	3.02
7.	Teachers working together helps to enhance the quality of their job.	2.86
8.	It creates synergy among them and this enhances their job proficiency	2.88
9.	Customer service is part of job involvement indicator.	3.12
10.	It helps in quality service provision to customers	2.68
11.	In the school, teachers' lesson delivery can sustain the interest of customers.	2.92
12.	Customers in the school system are students and their parents	2.88

B. Job Performance Indicators and the General Performance of Schools

S/N	Item	
13.	Role function is a job performance indicator	3.04
14.	It is about teachers operating in the roles and tasks assigned to them	3.06
15.	There is no role ambiguity among teachers.	2.82
16.	This makes them proficient in their jobs	2.80
17.	Stress is equally a job involvement indicator	3.06
18.	If well managed, it cannot affect teachers' job proficiency.	2.86
19.	Job involvement indicators can enhance the performance of a school in terms of teaching and learning.	3.07
20.	They can improve on the relationship between teachers through team spirit and collaboration.	3.20

Results

Research Question One: what is the relationship between job performance indicators and teachers' job proficiency in public secondary schools in Imo State?

Table 1: Pearson's r on Job Performance Indicators and Teachers' Job Proficiency in Public Secondary Schools in Imo State.

Source of Variation	N	R	Remark
Job Performance Indicators Teachers Job Proficiency	2,864	0.65	Moderate Positive Relationship

The result presented in Table 1 indicates that the Pearson's correlation coefficient (r) is 0.65. This shows that there is a moderate positive relationship between job performance indicators and teachers job proficiency in public secondary schools in Imo State.

Research Question Two: What is the relationship between job performance indicators and the general performance of a school?

Table 2: Pearson's r on Job Performance Indicators and general Performance of the School.

Source of Variation	N	R	Remark
Job Performance Indicators School Performance	2,864	0.72	Moderate Positive Relationship

Table 2 shows that the Pearson's correlation coefficient (r) is 0.72. This indicates that there is a moderate positive relationship between job performance indicators and the general school performance.

Hypothesis One: There is no significant relationship between job performance indicators and teachers' job proficiency in public secondary schools in Imo State.

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Table 3: Test of Significance of Pearson r between Job Performance Indicators and Teachers Job Proficiency in Public Secondary Schools in Imo State

Source of Variation	N	R	p-value	Remark
Job Performance Indicators	2,864	0.65	0.00	Sig
Teachers' Job Proficiency				

Table 3 shows that there is a significant positive relationship between job performance indicators and teachers' job proficiency in public secondary schools in Imo State. r= 0.65, *P*-value < 0.05. The 1st null hypothesis was therefore rejected. This shows that a significant relationship exists between job performance indicators and teachers' job proficiency in public secondary schools in Imo State.

Hypothesis Two: There is no significant relationship between job performance indicators and the general performance of a school.

.**Table 4: Test of Significance of Pearson r between Job Performance Indicators and the General Performance of a School.**

Source of Variation	N	R	p-value	Remark
Job Performance Indicators	2,864	0.72	0.00	Sig
School Performance				

Table 4 shows that there is a significant positive relationship between job performance indicators and general school performance. r= 0.72, *P*-value < 0.05. The 2nd null hypothesis was therefore rejected.

Discussion of Findings

Research question one sought to know the relationship between job performance indicators and teachers' job proficiency in Imo State. Findings showed a Pearson correlation coefficient (r) of 0.65. This indicates a moderate significant relationship between performance indicators and teachers job proficiency. The meaning of this is that

respondents are agreed that there was a strong or significant link between job performance indicators and teachers job proficiency. This result is in line with the submissions of Aina (2015) who stated that positive job performance indicators is an expression of commitment of workers to their jobs. In that situation Agbato (2014) added that targets are being achieved. Translated to the school system, this presupposes that the tempo of teaching and learning is high and students' academic achievement is on the increase.

Research question two investigated the relationship between job performance indicators and the general performance of the schools in Imo State. Findings indicated that Pearson's' correlation coefficient (r) is 0.72. This showed a strong and significant relationship between job performance indicators and the general performance of the schools in the study area. This finding corroborates with the opinion of Ningi (2017) that every organization does well when job performance is an index to measure workers' competence and degree of productivity. On the whole, the findings of the study attest to the fact that the performance of a worker is represented by the results produced.

Conclusion

In line with the discussion of the findings above, it can be understood that job performance and teachers' proficiency are significantly related. This is more where job performance indicators are adopted as criteria or yardsticks to measure commitment and productivity. If well applied, job performance indicators clears the twist that arises from role ambiguity. This is because it helps to demarcate the limits or boundary between responsibilities or duties. A non performing staff or teacher can easily been identified and sorted out.

Recommendations

In view of the above discussion and conclusion, the following recommendations are made.

1. Teachers should be made to the relationship job performance indicators and their jobs.
2. Job performance indicators should be the criteria for teachers' job performance appraisal
3. Issues arising from stress management and communication should be taken serious in schools in the study area.

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