AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.3, May-August, 2021https://ajemates.org

TEACHERS ATTITUDE TO WORK AS CORRELATE TO TEACHERS JOB PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE

Prof. Nwogbo, V. N., & Ugwuoke, U. N.
Department of Educational Management and Policy, Faculty of Education
Nnamdi Azikiwe University, Awka, Nigeria
ugwuokeursula4@gmail.com; **08037514448**

ABSTRACT

The study investigated teachers work attitude as correlate of teachers' job performance in secondary schools in Anambra state. One research question guided the study and one hypothesis was tested at 0.05 level of significance. The correlational research design was adopted for the study. The population of the study comprised of all the 6396 public secondary school teachers in the 261 public secondary schools in Anambra State. Through multi-stage sampling techniques 600 teachers in public secondary school in Anambra State were sampled. Two instruments were used for this study. The first instrument is titled "Questionnaire on Teachers' Attitude" (QTA). The second instrument is titled "Questionnaire on Teachers' Job Performance" (QTJP). The instrument was validated by three experts in the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was ascertained through a pilot test. Cronbach Alpha was used to check the internal consistency of the instrument and a reliability value of 0.83 was obtained. Data was analyzed with Pearson Product Moment Correlation. Findings on the study revealed that positive correlation exist between teachers' attitude to work and teachers' job performance in secondary schools in Anambra State. Based on the findings of the study, the researchers recommended that federal and state governments should make the teaching profession more desirable by ensuring the full payment of teachers' job benefits and the provision of facilities in the school.

Keywords: Teachers Attitude, Correlate, Job Performance, Secondary School

Introduction

Secondary school education is the form of education students receive after primary school and before the tertiary stage. The importance of secondary education lies in its position both as the bridge between primary and tertiary education and as the agent for preparing individuals for useful living in the society. As indicated by the Federal Republic of Nigeria (2013), the broad goals of secondary education in Nigeria are preparing people for useful living in the society and for higher education. The attainment of the goals of secondary education is well vested on the shoulders of teachers. For Ukpong and Uchendu (2012), a teacher is someone that translates educational objectives specified in the National Policy on Education, into knowledge and skill and transfers them to students in the classroom. This means that the teacher is the pilot of the curriculum. Saif-ud-Din, Muhammad and Mahammad (2016) opined that the attainment of school goals is dependent on teachers' job performance.

Teachers' job performance according to Obineli (2013), performance may be described as "an act of accomplishing or executing a given task". It could also be described as the ability to combine skillfully the right behaviour towards the achievement

of organizational goals and objectives. The success and failure of educational activities highly depends on the performance of teachers. Basilius (2014) saw teachers' job performance as "the duties performed by a teacher at a particular period in the school system in achieving organizational goals. Basilius also stressed that teachers job performance could be described as "the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes". Some relevant inputs include: teaching every student according to his ability, using different methods of teaching, no injustice in marking papers. Peretemode (2001) adds that job performance is determined by the worker's level of participation in the day to day running of organization and the teachers' attitude to work.

Attitude is a mental readiness of teachers towards learners in a classroom setting in order to enhance effective teaching-learning process. Attitude is a tendency to react in a certain way towards a designated class of stimuli. According to Allport (2008), an attitude is a mental and neural set of readiness, exerting a directive dynamics influence upon the individual's response to all objects and situation with which it is related. It is important to note that teachers need to have a positive attitude to work, passion to inspire, and urge to help. The teacher must have sympathetic attitudes towards children. The teacher must try to locate the causes of antisocial behaviour and help the children to improve their personality (Ekperi, 2018). Competent teachers apply broad, deep, and integrated sets of knowledge and skills as they plan for, implement, and revise instruction (Shittu & Oanite, 2015). The teacher must treat all students as adults, avoid confrontations in class, anticipate bad behavior, be aware of individual differences, test what you teach and encourage students to complete the task rather than punish them. However, these appear not to be happening in secondary schools in Anambra State. In secondary schools in Anambra state, it is common for teachers to blame truancy and lack of hard work on the part of the students for poor performances in examinations. While these reasons could be acceptable to some extent, the teachers in most cases are largely responsible for the lapses. Some teachers only appear in classes when it is a few weeks to examination periods, lessons, tests, assignments and examinations are compressed into a few weeks of study periods. Examination questions are set to cover only a few topics treated within the short period of study. This attitude no doubt encourages examination malpractices which have a very serious epidemic in our school system. It is against this background that the study investigated the correlation between teachers' attitude to work and teachers' job performance in secondary schools in Anambra State.

Statement of the Problem

In recent time, teachers' and secondary school administrators appear to compromise their positions in their discharge of their legitimate duties because of poor attitude to work. The rising trend of cult activities, examination malpractices, forgery, impersonation, fraud, sexual harassment, cybercrime generally known as the yahoo-boys are clear indication that corruption in the wider society has destroyed the good virtues, attitudes, dedication which teachers and students are known to exhibit in the past years. There are also situations where students contribute money to teachers for them to leak their examination questions or aid and abet examination malpractices. Many teachers in Nigerian public secondary schools would not bat an eyelid to compromise themselves and mortgage their

conscience for money. The results or certificates of some students are not the reflections of their input or performance in their internal or external examinations. The researchers are worried that if this situation is left to continue that the attainment of the goals of secondary schools in Nigeria and Anambra state in particular will be a "pipe dream".

Research Question

What is the nature of correlation between teachers' attitude to work and their job performance in secondary schools in Anambra State?

Hypothesis

The null hypothesis was tested at 0.05 level of significance:

There is no significant correlation between teachers' attitude to work and their job performance in secondary schools in Anambra State.

Research Method

The study adopted the correlational research design. The study was carried out in Anambra State. The population of this study comprised of 6396 public secondary school teachers in the 261 public secondary schools in Anambra State. The sample size of this study comprised of 600 teachers in public secondary school in Anambra State. The multi-stage sampling technique was adopted in this study. In stage one, simple random sampling technique was adopted to draw 2 education zones from the 6 education zones in Anambra State (Awka and Nnewi Education Zones). In stage two, simple random sampling technique was used to draw 3 Local Government Areas from each of the sampled zones, making a total of 6 LGAs. In stage three, 10 schools were randomly drawn from selected LGAs, making a total of 60 schools. In stage four, simple random sampling technique was used to draw 10 teachers each from the 60 schools, making a total of 600 teachers that participated in the study.

Data for this study was collected by means of structured questionnaires developed by the researchers. Two instruments were used for this study. The first instrument was titled "Questionnaire on Teachers' Attitude" (QTA). It contained 20 items on teachers' attitude. The second instrument was titled "Questionnaire on Teachers' Job Performance" (QTJP). It was developed to measure teachers' job performance. This questionnaire comprised of 19 items. The instrument employed a 4-point rating scale of Strongly Agreed (SA); Agreed (A); Disagreed (D) and Strongly Disagreed (SD) with values of 4, 3, 2 and 1 respectively. The instrument was validated by three experts in the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was ascertained by administering the instrument to 20 public secondary school teachers in 5 selected public secondary schools in Enugu State which was not part of the study but shares similar characteristics with Anambra State. Cronbach Alpha was used to check the internal consistency of the instrument and a reliability value of 0.83 was obtained. The instruments were administered on the respondents in their schools by the researchers with the help of five research assistants who were briefed and guided on the modalities for the administration and collection of the questionnaires. A period of two weeks was used for the distribution and collection of the instruments. On-the-spot approach method was used in data collection. Follow-up visits were made where the respondents could not attend to the instruments on the spot. Out of the 600 copies of questionnaires distributed, 525 were returned in good condition. The copies of questionnaire successfully retrieved were used for data analysis.

The Pearson Product Moment Correlation was used to answer research questions 1 and 2. The co-efficient "r" obtained was used to ascertain how each of the independent variables correlate the dependent variable. The research questions were interpreted using the real limit of numbers of;

0.01 - 0.39
Weak correlation
0.40 - 0.59
Moderate correlation
0.60 - 0.99
Positive correlation

In testing the null hypotheses, t-test for correlation analysis was employed to determine the significant correlation between the variable of interest. In interpreting the values of the null hypotheses, when p-value is less than or equal to 0.05 ($p \leq 0.05$), the null hypothesis was rejected. On the other hand, when the p-value is greater than 0.05 ($p > 0.05$), the null hypothesis was not rejected.

Presentation of Results

Research Question

What is the nature of correlation between teachers' attitude to work and their job performance in secondary schools in Anambra State?

Table 1:Pearson'sCorrelationbetweenTeachers Attitude and Teachers Job Performance

Variables	N	Teachers Attitude to Work	Job Performance	Decision
Teachers Attitude to work	525	1	.750**	Positive
Job Performance	525	.750**	1	

Data in Table 1 reveals that the Pearson's Correlation Coefficient isr=0.75.Thisshowsthata substantial positive correlation exists between teachers' attitude and teachers' job performance. This implies that teachers' positive attitude improves their job performance. Thus, there is a positive correlation between teachers' attitude and teachers' job performance in secondary schools in Anambra State.

Hypothesis

There is no significant correlation between teachers' attitude to work and their job performance in secondary schools in Anambra State.

Table 2:t-test Analysis of no Significant Correlation between Teachers' attitude to work and Teachers Job Performance in Secondary Schools in Anambra State

Variables	N	Teachers Attitude to Work	Job Performance	t-cal.	t-crit.	P-value	Decision
Teachers Attitude to Work	525	1	.750**	8.32	1.96	0.0001	

				Significant
Job Performance	525	.750**	1	

Data presented on Table 2 show that the calculated t-value is 8.32 is greater than the critical t value of 1.96. Furthermore, the P-value of 0.0001 is less than 0.05 level of significance. This means that there is a significant correlation between teachers' attitude to work and their job performance in secondary schools in Anambra State. Thus, the null hypothesis was rejected.

Discussion

Findings on the fifth research question indicated that there is a positive correlation between teachers' attitude to work and teachers' job performance in secondary schools in Anambra State. This finding may have resulted because having the right attitude towards work and work processes improves teachers' performance. This finding is in line with the study of Kurgat and Gordon (2014) who reported that teachers have a positive attitude towards work have a significant influence on students' academic performance which is indicative of their job performance. Kurgat and Gordon (2014) noted that teachers who display positive attitude towards work are always motivated to perform. Furthermore, Iqbal, Hamdan, Alam, Sihatullah and khalil (2013) reported that there is close relationship between teachers' professional attitude and their performance. Iqbal, Hamdan, Alam, Sihatullah and khalil (2013) revealed that professional teachers' attitude perform better in the teaching and learning process. Iqbal, Hamdan, Alam, Sihatullah and khalil (2013) further opined that teachers who have positive attitude towards work are motivated towards their profession. They are punctual in the school. They respect their students and their colleagues (Ibeh, Onah, Umahi, Ugwuonah, Nnachi & Ekpe, 2013).

Furthermore, findings revealed that a significant correlation exists between teachers' attitude towards work and teachers' job performance in secondary schools in Anambra State. This seems to have resulted because teachers' positive attitude towards work would ensure commitment towards work and ultimately lead to job performance. This is in agreement with Kurgat and Gordon (2014) who found that teachers' attitude positively correlates teachers' performance.

Conclusion

Based on the findings of the study, the researchers conclude that teachers' attitude positively correlates with teachers' job performance. It is therefore imperative for school administrators to put in place all measures that will help promote positive teachers attitude towards work for the effectively realization of the goals of secondary education in Nigeria as enunciated in the national policy on education.

Recommendations

The researchers made the following recommendations based on the findings of the study:

1. The federal and state governments should make the teaching profession more desirable by ensuring the full payment of teachers' job benefits and the provision of facilities in the school. This will improve teachers' attitude to work.
2. The Post Primary school Service Commission in conjunction with Secondary school principals should

constantly motivate teachers by giving out awards and recognitions to high performing teachers.

REFERENCE

Allport, G.W.A. (2008). *Handbook of social psychology*. In C. Murchison (Ed.). Worcester, Mass: Clark University Press.

Basilius, R. W. (2014). Teachers' socioeconomic status and its relationship with teachers' work morale and teachers' job performance at state senior high schools in Merauke regency Indonesia. *Journal of Science and Research,* (3)8, 436 - 440.

Ekperi, P. M. (2018). Impact of teachers' characteristics on students' academic performance in public secondary schools. *Journal of Research and Innovation in Social Science,* 2(12), 514 – 519.

Federal Republic of Nigeria (FRN, 2013). *National policy on education.* Lagos: NERDC press.

Ibeh, G. F., Onah, D. U., Umahi, A. E., Ugwuonah, F. C., Nnachi, N. O., & Ekpe, J. E. (2013). Strategies to improve attitude of secondary school students towards physics for sustainable technological development in Abakaliki LGA of Ebonyi State. *Journal of Sustainable Development Studies,* 3(2), 127 – 135.

Iqbal, A., Hamdam, S., Alam, Z., Sihatullah, A., & Khalil, R. (2013). Effects of professional attitude of teachers on their teaching performance: Case of government secondary school teachers in Malakand Region, Khyber Pakhtunkhwa, Pakistan. *Journal of Educational and Social Research,* 3(1), 25 – 31.

Kurgat, S. J., & Gordon, T. J. (2014). The effects of teacher characteristics and attitudes on student achievement in KCSE Economics examination. *International Journal of Education Learning and Learning, 2*(5), 33 – 43.

Obineli, A. S. (2013). Teachers' perception of the factors affecting job satisfaction. *International Muti-Disciplinary Journal,7*(4), 225 - 237.

Peretomode, V. F. (2001). Introduction to education and supervision. *Journal of Educational Research,* 4(8), 617 - 623.

Saif-ud-Din, Muhammad, I., & Mahammad, A. (2016). Investigating the relationship of organizational citizenship behaviour with job satisfaction, organizational commitment and turnover intention: Evidence from the banking sector of Pakistan. *Journal of Administration and Management, 16*(9).

Shittu, R. O., & Oanite, R. A. (201 5). Teachers' attitude: A great influence on teaching and learning of social studies. *Journal of Law, Policy and Globalization,* 42, 131-137.

Uchendu, C. C., Anijaobi-Idem, F. N. & Nkama, V. I. (2013). Organizational

behaviour and teachers' work performance in Cross River State, Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, *4*(2), 288-292.

AJEMATES