

TEACHER COMPETENCIES AS PREDICTORS OF TEACHER JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study examined teachers' competencies as predictors of teachers' job performance in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted a correlational research design. The population of the study was 263 principals in 263 public secondary schools in the six Education Zones of Anambra State. There was no sampling because the population of the study was small and manageable. The instruments for data collection were a researcher-structured questionnaire titled: "Teachers' Competencies Questionnaire (TCQ) and Teachers' Job Performance Questionnaire (TJPQ)." The instruments were subjected to face and construct validation by three experts. The reliability of the instruments was determined using Cronbach Alpha Coefficient method and the average coefficient of 0.78 for TCQ and 0.86 for TJPQ were obtained and considered highly reliable and suitable for the study. Simple regression analysis was used for the study. The study revealed that teachers' disciplinary competency ($r=0.517$, $p=0.000$) and teachers' decision-making competency ($r=0.547$, $p=0.000$) positively and significantly predicted teachers' job performance in public secondary schools in Anambra State. The study concluded that teachers' competencies are good driving force towards teachers' job performance in public secondary schools in Anambra State, Nigeria. Based on the findings, the study recommended that teachers should always be update their knowledge through seminars, workshops and conferences for improved students' performance in public secondary schools in Anambra State.

Keywords: Teachers' competencies, teachers' job performance

Introduction

Teachers are the people that coordinate all the factors in teaching and learning process as to promote the attainment of educational objectives. In other words, the success of any education institution depends to a great extent on the job performance of teachers. To Nwosu (2021), observed that teachers are those who make strident efforts to improve human capital in the schools. This is to say that teachers are those that help in academic, social and emotional development of students. It is obvious that teachers are human capital developers whose jobs are meaningless without students in one hand and free expression of information on the other hand. To accomplish this primary assignment depends to a great extent the level of on their job performance.

Teachers' job performance refers to the overall quality those duties or tasks accomplished or executed by the teaching staff at a particular period in the school system. Adegbola (2019) defined teachers' job performance as the result achieved in carrying out the tasks assigned to them, based on their skills, experience, sincerity, and the time available. Teachers' job performance is determined by various activities or tasks executed by the teaching staff. Ugbe and Agim (2019) noted that:

"the level of teachers' task performance is determined by teachers' activities such as regular and punctual report to school and classes, ability to cooperate with the principal to achieve school set objectives, readiness to accept extra responsibilities from the principal, keen interest in supervising students' classroom works, respect for school guidelines and patterns

of performing tasks, teaching in assigned classrooms, plans and prepares lessons, attends school meetings whenever they are convened as well as Parents Teachers Association (PTA) meetings, supervise students' extra-curricular activities, keep accurate records of the learners' level of progress, sets, marks and assesses written works among others (p.123-4)."

Teachers' job performance is the ability of teachers to execute their primary assignment which includes grooming students into useful living by teaching, training and behavior modification. Oyewole *et al.* (2020) maintained that teachers' job performance indicates the level, way, manner, process and commitment of teachers in terms of performance of teaching, lesson preparation, presentation, actual instructional delivery and teachers' commitment to their job, extracurricular activities, supervision, motivation and morale. Many factors can predict or enhance the job performance of teachers, but this study was limited to teachers' competencies in secondary schools.

Teachers' competencies are regarded as a multidimensional construct, which encompasses numerous interconnected elements towards the transformation of knowledge to learners. Egboka and Alike (2019) described teachers' competencies as demonstrable, professionally acquired, specified requisite teaching skills, abilities, and attitudes essential for effective teaching. Continuing, Egboka and Alike further stressed that the possession of a repertoire of these prerequisite teaching skills and attitudes spans beyond the three domains of learning and, therefore, might not be restricted only to them. Thus, a teacher can be competent in the cognitive, psychomotor, and affective areas of the instructional process. In line with this, Obiekwe and Ogbo (2020) noted that teaching and learning depend on teachers' competencies; consequently, a competent teacher could be conceptualized as one who produces desired results in psychomotor, cognitive, and affective domains of education.

Teachers' competencies involve all aspects of teachers' abilities that influence their teaching process geared towards attaining the desirable set objectives of secondary schools which include, how well teachers master their subjects, lesson preparation and presentation, punctuality and attendance to class, students' evaluation and assessment. Teachers' competencies in this study were examined in two categories including disciplinary competency and decision-making competency.

The aim of discipline is to set limits restricting certain behaviors or attitudes that are seen as harmful or going against school policies, educational norms, school traditions. Teachers' disciplinary competency is the basic knowledge that is considered necessary for a teacher to acquire to have a good command in the course of teaching and learning process in the classroom. It is the teachers' ability to discipline erring students. However, discipline ideally means more than adhering to rules and regulations and entails learner's ability to discern what is right or wrong (Idoko, 2021). Discipline is widely acknowledged to be essential for creating a positive school climate conducive for sound academic performance. Kosgei (2020) noted that where there is good discipline, there is improved teachers' job performance.

Another important competency to be considered is the teachers' decision-making competency. The task of making a decision in educational practice is very important because of the need to improve the quality of interaction among the teaching and learning resource elements. Decision-making is the process of selecting the most preferred and workable action among other options or alternative courses of action available, either towards solving problems or the achievement of an objective (Tijani, 2020). It is important to note that for teachers to be competent in terms of decision-making process, they must be actively involved in corporate goal setting in staff meetings, committees and delegation of authority to carry out certain activities and responsibilities (Igoni, 2020). These platforms enable teachers to collaborate, discuss and share ideas because the school is an organization made up of people whose knowledge, skills and experiences complement one another. This approach will no doubt improve the quality of decisions, boost performance and manage conflict of any sort among teacher-teacher, principal-teacher and teacher-student for the achievement of the set goals in secondary schools.

However, teachers' competencies towards learning are questionable as students seem not to get feedback from assessments/tests conducted on them. This lack of competencies on the part of teacher can mar the educational outcome of learners and thus reducing teachers' job performance. It is therefore against this background that this study sought to determine teachers' competencies as predictors of their job performance in public secondary schools in Anambra State.

Statement of the Problem

It is also observed that many teachers lose interest in attending seminars and conference that would have helped to improve their competencies and this has a resultant effect on their job performance in the State. As a result of this, the school system generally in Anambra State has been associated with formation

of some level of hatred for teachers, bad gangs by students, and neglect of some subjects which gave rise to serious problems for the realization of educational objectives. Unfortunately, there are occasions when teachers and students have long-lasting relationship problems due to lack of teachers' competency to handle the situation. In the light of the above problems, the researcher carried out this study to determine the extent teachers' competencies predict teachers' job performance in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of this study was to determine teachers' competencies as predictors of teachers' job performance in public secondary schools in Anambra State. Specifically, the study sought to find out the:

1. The predictive value of teachers disciplinary on teachers job performance in public secondary schools in Anambra State.
2. The predictive value of teachers decision-making competency on teachers job performance in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the predictive value of teachers' disciplinary competency on teachers' job performance in public secondary schools in Anambra State?
2. What is the predictive value of teachers' decision-making competency on teachers' job performance in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. Teachers' disciplinary competency does not significantly predict teachers' job performance in public secondary schools in Anambra State.
2. Teachers' decision-making competency does not significantly predict teachers' job performance in public secondary schools in Anambra State.

Research Methods

The study adopted a correlational research design. The population of the study was 263 principals in 263 public secondary schools in the six Education Zones in Anambra State. There was no sampling because the population of the study was small and manageable. Thus, the entire population of 263 principals was used for the study. Two instruments were used for data collection: Teachers' Competencies Questionnaire (TCQ) and Teachers' Job Performance Questionnaire (TJPQ). The questionnaire was structured in line with the research questions and hypotheses that guided this research. The instruments were subjected to face and construct validation using three experts. The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the average coefficient of 0.78 for TCQ and 0.86 for TJPQ were obtained and considered reliable for the study. Simple regression analysis was used for the study.

Result

Research Question 1: What is the predictive value of teachers' disciplinary competency on teachers' job performance in public secondary schools in Anambra State?

Table 1: Summary of simple regression analysis with teachers' disciplinary competency as predictor of teachers' job performance in public secondary schools in Anambra State

	Unstandardized β	Std. Dev. β	Standardized β
Constant	30.321	6.111	
Disciplinary Competency	0.438	0.337	0.517
R	0.517		
R ²	0.431		
Adj. R ²	0.372		

The summary of the simple regression analysis as shown in Table 3 indicated that teachers' disciplinary competency moderately predict teachers' job performance in public secondary schools in

Anambra State as shown by the regression coefficient ($R = 0.517$). The coefficient of determination (R^2) valued at 0.431 showed that the explanatory power of the variable was moderately strong. This implied that 43% of the variations in teachers' job performance in public secondary schools in Anambra State were accounted for by the variations in teachers' disciplinary competency. The adjusted R^2 supported the claim of the R^2 with a value of 0.372 which indicated that 37% of the total variation in the dependent variable (teachers' job performance) was explained by the independent variable (teachers' disciplinary competency). Thus, adjusted R^2 supported the statement that the explanatory power of teachers' disciplinary competency is moderately strong in determining teachers' job performance in public secondary schools in Anambra State. More so, the standardized beta weight ($\beta = 0.517$) showed that teachers' disciplinary competency was a positive predictor of teachers' job performance in public secondary schools in Anambra State. Thus, improvement in teachers' disciplinary competency would not only enhance teachers' job performance but also navigate complicated state of affairs and build strong relationship at schools in public secondary schools in Anambra State.

Research Question 2: What is the predictive value of teachers' decision-making competency on teachers' job performance in public secondary schools in Anambra State?

Table 2: Summary of simple regression analysis with teachers' decision-making competency as predictor of teachers' job performance in public secondary schools in Anambra State

	Unstandardized β	Std. Dev. B	Standardized β
Constant	31.541	6.933	
Decision-Making Competency	0.525	0.356	0.547
R	0.547		
R^2	0.438		
Adj. R^2	0.402		

The summary of the simple regression analysis as shown in Table 2 indicated that teachers' decision-making competency moderately predict teachers' job performance in public secondary schools in Anambra State as shown by the regression coefficient ($R = 0.547$). The coefficient of determination (R^2) valued at 0.438 showed that the explanatory power of the variable was moderately strong. This implied that 44% of the variations in teachers' job performance in public secondary schools in Anambra State were accounted for by the variations in teachers' decision-making competency. The adjusted R^2 supported the claim of the R^2 with a value of 0.402 which indicated that 40% of the total variation in the dependent variable (teachers' job performance) was explained by the independent variable (teachers' decision-making competency). Thus, adjusted R^2 supported the statement that the explanatory power of teachers' decision-making competency was moderately strong in determining teachers' job performance in public secondary schools in Anambra State. However, the standardized beta weight ($\beta = 0.547$) showed that teachers' decision-making competency is a positive predictor of teachers' job performance in public secondary schools in Anambra State. Thus, improvement in teachers' decision-making competency in schools intended to improve not only teachers' confidence and boost their morale to teach but also improve teachers' job performance in public secondary schools in Anambra State.

Test of Hypotheses

Hypothesis One

H₀₁: Teachers' disciplinary competency does not significantly predict teachers' job performance in public secondary schools in Anambra State

Table 3: Test of significance of simple regression analysis with teachers' disciplinary competency does not significantly predict teachers' job performance in public secondary schools in Anambra State

	Unstandardized β	Std. Dev. β	Standardized β	t- value	p- value
Constant	30.321	6.111		20.581	0.000
Disciplinary Competency	0.438	0.337	0.517	25.847	0.000
R	0.517				
R ²	0.431				
Adj. R ²	0.372				
F	33.415				0.000

The summary of the test of significance of simple regression analysis as shown in Table 3 showed that the simple regression coefficient (R) was 0.517 while the R² is 0.431 and Adjust R² was 0.372. The F-ratio associated with regression was 32.415, the t-test was 25.847 and the P-value = 0.000. Since p-value (0.000) was less than the specified level of significance 0.05, and the t- calculated value of 25.847 was greater than t-critical value of 1.96 at 0.05 level of significance and 257 degree of freedom. The study rejected the null hypothesis that teachers' disciplinary competency does not significantly predict teachers' job performance in public secondary schools in Anambra State and accepted the alternative hypothesis that teachers' disciplinary competency significantly predicted teachers' job performance in public secondary schools in Anambra State.

Hypothesis Two

H₀₂: Teachers' decision-making competency does not significantly predict teachers' job performance in public secondary schools in Anambra State

Table 4: Test of significance of simple regression analysis with teachers' decision-making competency does not significantly predict teachers' job performance in public secondary schools in Anambra State

	Unstandardized β	Std. Dev. β	Standardized β	t- value	p- value
Constant	31.541	6.933		22.182	0.000
Decision-Making Competency	0.525	0.356	0.547	27.451	0.000
R	0.547				
R ²	0.437				
Adj. R ²	0.402				
F	37.286				.000

The summary of the test of significance of simple regression analysis as shown in Table 4 showed that the simple regression coefficient (R) was 0.547 while the R² was 0.437 and Adjust R² was 0.402. The F-ratio associated with regression is 37.286, the t-test was 27.451 and the P-value = 0.000. Since p-value (0.000) was less than the specified level of significance 0.05, and the t- calculated value of 27.451 was greater than t-critical value of 1.96 at 0.05 level of significance and 257 degree of freedom. The study rejected the null hypothesis that teachers' decision-making competency does not significantly predict teachers' job performance in public secondary schools in Anambra State and accepted the alternative hypothesis that teachers' decision-making competency significantly predicted teachers' job performance in public secondary schools in Anambra State.

Summary of Findings

The following findings were derived from the study:

1. Teachers' disciplinary competency positively and significantly predicted teachers' job performance in public secondary schools in Anambra State to a moderate extent.
2. Teachers' decision-making competency positively and significantly predicted teachers' job performance in public secondary schools in Anambra State to a moderate extent.

Discussion of Findings

Findings on the predictive value of teachers' disciplinary competency on teachers' job performance in public secondary schools in Anambra State revealed that teachers' disciplinary competency positively predicted teachers' job performance in public secondary schools in Anambra State to a moderate extent. This implied that improvement in teachers' disciplinary competency would not only enhance teachers' job performance but also navigate complicated state of affairs and build strong relationship at schools in public secondary schools in Anambra State. The finding of the study was in consonance with the findings of Oyewole *et al.* (2020) that there was a moderate positive and significant relationship between democratic classroom management style of teachers and pupils' discipline in classroom which improve their academic performance. Idoko (2021) also showed that teachers' disciplinary competencies had a positive relationship with teachers' job performance. Kosgei (2020) showed that teachers ensured that students adhere strictly to the classroom 'dos and don'ts.' The study also showed that teachers' disciplinary competency significantly predicted teachers' job performance in public secondary schools in Anambra State. This was as a result of the fact that they corrective measures to discipline students; punish erring students; encourage mutual respect among students; know when to publicly or privately discipline students; manage misunderstanding that arose among students in classes without bias; abscond from indiscriminate behaviors; serve as role models to their students; teach societal values and norms to students; encourage students to imbibe self-discipline; and do not punish students unjustly. The finding was in line with Lawyer (2019) finds that disciplinary competency had direct impact on teachers' job performance in schools. The similarities in the findings could be found in the benefits derived from being disciplined. The possession of self-discipline enabled teachers to choose, and then persevere with actions, thoughts and behaviour, which led to improvement and success. This gives one the power and inner strength to overcome addictions, procrastination and laziness and to follow through whatever one does.

Findings on the predictive value of teachers' decision-making competency on teachers' job performance in public secondary schools in Anambra State indicated that teachers' decision-making competency positively predicted teachers' job performance in public secondary schools in Anambra State to a moderate extent. This implied that improvement in teachers' decision-making competency in schools intends to improved not only teachers' confidence and boost their morale to teach but also improve teachers' job performance in public secondary schools in Anambra State. The finding was in line with the view of Omemu (2018) that teachers' involvement in decision-making positively correlated with their job performance. Tijani (2020) findings indicated that teachers' ability to make decisions have positive impact on their job performance. It is evident from the findings of the study that an average number of both principals and teachers are effective in decision-making while majority of the principals revealed that teachers showed strong commitment to instructional task performance when principals involve them in decision-making in schools. Obi and Igbaseimokumo (2019) obtained findings indicated that teachers' participation in decision-making influence their job performance. Francis and Oluwatoyin (2019) disclosed that decision-making skill of teachers positively and significantly predicted teachers' classroom management. The study also showed that teachers' decision-making competency significantly predicted teachers' job performance in public secondary schools in Anambra State. This was as a result of the fact that teachers make realistic decisions for students; make decisions which could be easily adjusted; effectively implement decisions made towards learning; consider students' opinions in taking decisions; do not make hasty decisions; understand the consequences of their decisions; teach students on the consequences of wrong decisions; promote decisions made by class prefects; make affordable financial decisions; and prioritize students' needs when making decisions. In line with the finding, Usen (2018) contended that head teachers' decision-making strategy had significant influence on teachers' task performance in schools. Igoni (2020) indicated that there was significant relationship existing between teachers' involvement in decision-making with teachers' job performance in schools. Thus, he argued that involving students in school decision-making increases their engagement and encourages their growth. The similarities found in the studies could be attributed to the fact that when put in practice their decision-making competency in making

key decisions in their educational process would help to produce motivation, a sense of ownership and therefore a higher inclination to abide by the set rules, personal drive to meet the individual and collective goals, and an overall higher job performance.

Conclusion

The study stated that teachers' competencies are as important as the teaching and learning component itself. The study therefore concluded that teachers' competencies are good driving force towards teachers' job performance in public secondary schools in Anambra State, Nigeria.

Recommendations

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

1. Teachers should always be up-to-date through seminars, workshops and conferences since different competencies they apply in teaching enable them perform better for improved job performance in public secondary schools in Anambra State.
2. Teachers in public secondary schools should apply the combination of competencies since the success of students is linked with teachers' competencies which should create activities that would help to develop and sustain the interest of students in schools.

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