



INSERVICE PROGRAMME AND PERFORMANCE APPRAISAL AS CORRELATES OF TEACHER PRODUCTIVITY IN SECONDARY SCHOOLS IN EKITI STATE, NIGERIA

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Abstract

This research examined the association between in-service programmes and performance appraisal and productivity of secondary schools' teaching staff in Ekiti-State. Employed in executing research was a descriptive survey research design. The study's population consisted of 8,915 teachers in public secondary schools in Ekiti State. The sample included 600 secondary school teachers and 60 principals, who assessed 10 teachers from each selected public secondary school using multistage sampling techniques. Data were collected using two self-designed instruments: the In-service Programme and Performance Appraisal Questionnaire (IPPAQ) and the Teacher Productivity Questionnaire (TPQ). The face and content validity of these instruments were confirmed by experts in Educational Management and Tests, Measurement, and Evaluation from the Faculty of Education at Ekiti State University, Ado-Ekiti. Reliability coefficients of 0.70 and 0.69 were obtained for the IPPAQ and TPQ through test-retest method, which was deemed sufficiently high for the instruments. All hypotheses were tested at a significance level of 0.05. The findings showed a significant relationship between in-service training and teacher productivity. Based on the findings, it was concluded that in-service programs and performance appraisals are essential for teacher productivity. Following these findings, it was recommended that teachers take the initiative to develop themselves and make themselves available for performance appraisals conducted by the school principal. Additionally, school administrators should encourage teachers to engage in training and retraining to enhance their teaching productivity. This approach will create opportunities for the development of teaching pedagogy research and ultimately boost productivity.

Keywords: Performance appraisal, In-service programme, Teacher productivity, Secondary school

Introduction

Productivity is defined as the metrics used to assess how efficiently and effectively resources are utilized to achieve objectives. It can be viewed as the effort exerted within an organization to ensure things are done correctly (effectiveness) or reaching a goal with minimal wasted effort (efficiency). Teachers' productivity can be understood as the degree to which a teacher achieves their expected goals. To meet these objectives, both teachers and other school resources must be effectively managed according to their importance (Komalasari, Arafat & Mulyadi, 2020).

Teacher's productivity refers to the outcome achieved at the end of a process, often measured as output relative to input. It involves utilizing human resources (teachers) to accomplish set objectives. Productivity helps minimize wasted effort while maximizing the potential to achieve objectives, thereby maintaining prescribed standard of tasks using varying approaches. Teacher productivity can be assessed with various school engagements, including preparing thorough lesson plans,

maintaining accurate records, teacher evaluations, effective class control, mastery of the thematic issues, early arrival, and more. A teacher is considered productive when they have taken on a certain level of responsibility and successfully completed their assigned tasks both effectively and efficiently. Therefore, teachers must be managed effectively (Ozen & Yildirim, 2020).

The above position notwithstanding, teacher productivity seemingly is on the decline over some times, with poor pre-class preparation being one of the contributing factors to this decrease. Alam, Milon, and Sharmin (2018) found that some teachers believe using a lesson plan in class could prevent them from completing the syllabus on time, as period allotted for each subject is insufficient to teach all material. It appeared some tutors lack interest in the teaching profession, favouring secondary jobs like trading or farming. As a result, they neglect to prepare proper lesson plans before entering the classroom for lessons.

An in-service program is a training initiative

designed to enhance teachers' skills and abilities to improve their productivity. According to Urbani (2020), training is an ongoing process officially designed by the organization to improve qualifications, abilities, and skills of teachers in service. In-service training can be either mandatory or optional and focuses on official skill development. It involves the deliberate selection of teachers to participate in order to update their skills for effectively carrying instructional tasks. Tutors frequently engaged in programmes which enhances instructional dexterity in working in the class. Training in service is aimed at updating skills of educators within the education industry. For teachers to be "efficient and effective, it is essential for them to receive training in modern skill development. However, it seems that in-service training for teachers is often neglected due to inadequate funding and poor planning, which negatively impacts their productivity since they are not acquiring new skills" (Urbani, 2020).

Performance appraisal is a method of evaluating a teacher's productivity based on the expectations associated with their job requirements. Appraisals are mainly utilized for administrative purposes, such as granting merit and guiding promotion decisions, while also serving developmental purposes through performance evaluations (Murphy, 2020). The understanding that the teacher appraisal system is biased against teachers inspire this inquiry

In the words of Ayeni and Jajua (2021), "performance appraisals are adapted as a means of assisting the schools maximize tutors potential by enabling staff to discharge their duties in their best ability. Nevertheless, implementing these systems can be tasking, and appraisals most times ineffectively breed dissatisfactions among both teachers and school administrators regarding the system's effectiveness. Management can also assess its effectiveness in hiring and assigning teachers to their appropriate positions. If any issues are identified, steps are taken to communicate with the teacher and address them. However, it seems that the appraisals conducted by the principal do not accurately reflect the teacher's true performance, potentially due to personal relationships between them. This situation could negatively impact the teacher's productivity.

Purpose of the Study

The purpose of the study was to examine the relationship between in-service programme and teacher productivity and also to examine the relationship between performance appraisal and teacher productivity.

Hypotheses

The following hypotheses were raised for the study:

1. There is no significant relationship between in-service programme and teacher productivity.
2. There is no significant relationship between performance appraisal and teacher productivity.

Methodology

The study employed a descriptive survey research design. The population consisted of 8,915 teachers in public secondary schools across Ekiti State. The sample included 600 secondary school teachers and 60 principals from public secondary schools in the state, selected using a multistage sampling procedure.

In the first stage, six out of the sixteen local governments in Ekiti State were chosen using a simple random sampling technique. In the second stage, simple random sampling was again employed to select ten schools from each of the chosen local governments. The third stage involved simple random sampling to select ten teachers from each school, while purposive random sampling was used to choose 60 principals who evaluated the teachers.

Data were collected using two self-designed research instruments: the In-Service Programme and Performance Appraisal Questionnaire (IPPAQ) and the Teacher Productivity Questionnaire (TPQ). These were validated for the purpose of relevance. This was carried out with research experts to ensure their appropriateness and representativeness of the content being measured. To ensure consistence of the instruments test-retest method was used, yielding reliability coefficients of 0.70 for the IPPAQ and 0.69 for the TPQ, both of which were deemed sufficiently high for the instruments. All hypotheses were tested at a 0.05 level of significance.

Results

Hypothesis 1: There is no significant relationship between In-Service-training and teacher productivity.

Table 1: Pearson Product Moment Correlation of relationship between In-service-training and teacher productivity

Variable	No	Mean	SD	r-cal	p-value
In-service-Training		15.31	3.91		
Teacher Productivity	600	72.85	18.72	0.914*	0.000

Table 1 showed that $r = 0.914$ with $p < 0.05$ at a significance level of 0.05. As a result, the null hypothesis is rejected, indicating a significant relationship between in-service training and teacher productivity. This suggests that increased in-service training leads to higher motivation and morale among teachers", which in turn boosts their productivity



Hypothesis 2: There is no significant relationship between performance appraisal and teacher productivity.

Table 2: Pearson Product Moment Correlation of relationship between performance appraisal and teacher productivity

Variable	N	Mean	SD	r-cal	p-value
Performance appraisal	600	15.22	4.33	0.913*	0.000
Teacher Productivity		72.85	18.72		

Table 2 revealed that $r = 0.913$ with $p < 0.05$ at a significance level of 0.05. Consequently, the null hypothesis is rejected, indicating a significant relationship between performance appraisal and teacher productivity. This implies that when teachers' performance is genuinely evaluated, they tend to become more productive.

Discussion

The findings showed a significant relationship between in-service training and teacher productivity. The result suggests that increased in-service training will enhance teacher motivation, boost morale, and potentially improve productivity. The result aligns with the findings of Bello (2022), who argued that the essential "knowledge, skills, understanding, and information needed for individuals to perform effectively in an organization stem from training and retraining. This was examined in the current study. Imaowaji (2018) also supported the view that in-service training programmes encompass all activities aimed at enhancing the skills and abilities of personnel. Such programs may include education provided to employees in industries, schools, or other institutions. Furthermore, the result aligns with the findings of Imaowaji (2018), which demonstrated a relatively strong, positive, and significant relationship between teachers' learning, growth, needs, and job performance in public senior secondary schools in Rivers State. The study highlighted that in-service training positively impacts teachers' job performance.

The study indicated a significant positive relationship between performance appraisal and teacher productivity. The result suggests that when teachers' performance is genuinely evaluated, they become more motivated. Consistent with the findings of Lan (2022), performance appraisals are intended to help schools maximize their teachers' potential by allowing individual employees to perform at their best. Mahapatro (2021) views performance appraisal as a process of identifying, measuring, and developing an individual's performance in alignment with organizational goals. However, Saleemi (2011)

argued that appraisals often fail to meet their objectives, resulting in dissatisfaction among both employees and their supervisors regarding the system. Harzing and Pinnington (2011) suggested that performance appraisals "are intended to assist organizations in maximizing their employees' potential by enabling individuals to perform at their best.

Conclusion

Based on the study's findings, it was concluded that in-service programs and performance appraisals are essential for enhancing teacher productivity.

Recommendations

Following the findings, it was recommended that:

1. Teachers should take initiative in their own development and make themselves available for performance appraisals conducted by the school principal.
2. School administrators should encourage teachers to participate in training and retraining programs to enhance their productivity in teaching. This will create opportunities and avenues for the development of teaching pedagogy research, ultimately boosting productivity.

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