



## ASSESSING THE INFLUENCE OF PERFORMANCE MANAGEMENT SYSTEM ON TEACHERS' EFFICIENCY IN SECONDARY SCHOOLS IN ENUGU STATE

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### AUTHORS' CONTRIBUTIONS

This work was carried out in collaboration between both authors. Author AHC designed the study, performed the statistical analysis, wrote the protocol and wrote the first draft of the manuscript. Author ECT managed the analyses of the study and the literature searches. Both authors read and approved the final manuscript.

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### ABSTRACT

This study assessed the influence of the performance management system on teachers' efficiency in secondary schools in Enugu State. The study adopted a descriptive survey research design. Two research questions and two research hypotheses were formulated to guide the study. A questionnaire with 20 items titled Teachers Performance Management System Instrument (TPMSI) was constructed to gather information from secondary school teachers. The instrument was face validated by experts in the Faculty of Education Godfrey Okoye University Enugu. The reliability of the instrument was determined using cronbach alpha and this yielded 0.83. The instrument which was based on a four-point likert scale was administered to 500 teachers in Enugu and Obollo-afor education zones of Enugu State. The data obtained were analyzed using mean scores, standard deviations and t-test statistic. A major finding of this study was that teachers' agreed that effective utilization of performance management system will enhance their efficiency in the school. This will ultimately improve the disciplinary tone of the school and academic achievement of the students. Based on the findings of the study some recommendations were made, including that performance management system should be considered as a potential factor that can contribute positively towards teachers' efficiency by Post Primary School Board in Enugu State.

**Keywords:** Performance management system; teachers' efficiency; principals; academic achievement; students.

### 1. INTRODUCTION

In this age of technological revolution and globalization, education is considered as a key for every human activity. Education plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living [3]. It also ensures the acquisition of knowledge and skills that enables individuals to increase their

productivity and improve their quality of life. In Nigeria, the Federal Government views education as an instrument par excellence for achieving national development [4]. Secondary School in Nigeria is one of the institutions established to transmit desired skills to youths for academic excellence and achieving national development. To meet this there has to be a strong teaching force to handle the academic activities in the schools, [11]. This teaching force must be

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supervised, encouraged and motivated to get the desired result. Maduabum [9] observed that the principal of a school has the responsibility to involve the teachers in improving the secondary schools. A secondary school is usually rated high when the students had performed very highly in examinations. There is a growing concern to find out the factors that influence students' academic performance in examinations [7]. Notably one of the factors that can influence students; academic performance in examinations positively is teachers' efficiency in the classroom.

In the education sector just like in any organization the main objective is improvement of performance, which cannot happen without the efficient performance of employees. Therefore, the performance management system came into effect as a management reform to address and redress concerns organizations had about performance [12]. Additionally, a wide range of reforms that focuses on the performance of schools have also been implemented [13]. They also noted that one of such reforms is performance management system. The importance of performance management system is its concern on improving organizational performance, which in turn, improves individual employee's performance. Therefore, improving teachers' performance by using performance management system is a way to improve schools' efficiency [8] According to Shahid, Jan et al. [13] the duty of the performance management system is to manage human resources, endeavors and evaluate their performance according to output. Zhang [15] stated that the main purpose of the performance management system is to ensure that: the work performed by the teachers is in line with the goal of the school; teachers have a clear

understanding of the quality and quantity of work expected from them teachers receive ongoing information about how effectively they are performing relative to expectations; awards and salary increases based on employee performance are distributed accordingly; opportunities for employee development are identified; and employee performance that does not meet expectations is addressed.

Developing a performance management system is essential for an organization. Performance management system is also a mechanism that transmits organizational objectives into employees' objectives which will be achieved on a periodic basis [13]. It is suggested that the main building blocks of a performance management system approach include; development of the organization's mission and objectives; enhancing communication within the organization so that the employees are not only aware of the objective and the business plan, but can contribute to their formulation; clarifying individual responsibilities and accountabilities, defining and measuring individual performance, implementing appropriate reward strategies and developing staff to improve performance and their career progression further in the future. According to Zhang [15] performance management system is classified into 3 phases as shown in Fig. 1.

From the discussions above it could be seen that the proper Management of Performance using a viable performance Management System is one way of ensuring that the efficiency and effectiveness of Employees in any Organization are achieved. Consequently, Principals in Enugu State Secondary Schools need to have a clear understanding of the

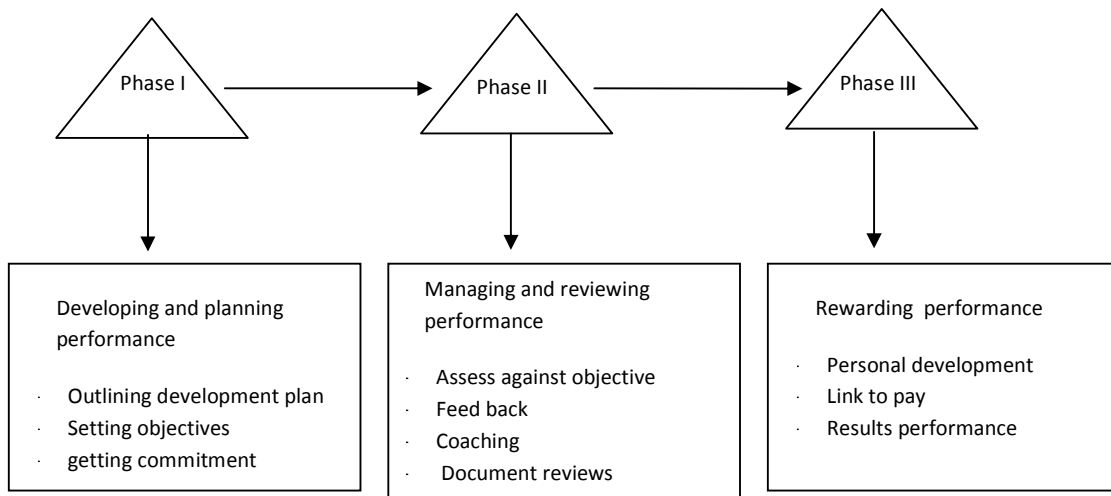


Fig. 1. Phases of performance management system as drawn by Zhang [15]

above phases, in order to ensure the efficiency and effectiveness of their teachers. Which is believed will lead to proper training of the Students by these efficient teachers and a high academic achievement of the school.

### 1.1 Statement of the Problem

Performance management system is important for an organization, as it helps organizations to ensure that employees are working hard to contribute towards achieving the organization's mission and objectives. However, a fall has been noticed in the academic performance of students in Secondary Schools in Enugu State especially in their performance at National Examinations, which may be ascribed to the poor teaching skills of teachers in these schools [5, 14]. Also, Nwobodo [10] attributed the rise in the indiscipline of students in Nigerian secondary schools including Enugu State, to the poor attitude of teachers and poor management. Therefore it is Important that teachers' performance is improved as a way to achieve academic success of students and this can be done using performance management system [8]. The question now is, are principals applying performance management system in the course of their management of the school towards the efficiency of teachers' performance? In the light of this the researcher attempts to assess the influence of performance management system on teachers' efficiency in secondary schools in Enugu State and its overall effect on academic achievement of the students.

### 1.2 Purpose of the Study

The main purpose of this study is the assessment of the influence of performance management system on the teachers' efficiency in secondary schools in Enugu State.

Specifically this study was to;

1. Assess the influence of performance management system on teachers' efficiency on the job
2. Assess the influence of performance management system on students' achievement.

### 1.3 Research Questions

The following research questions were formulated to guide the study;

1. To what extent does the performance management system influence the efficiency of the teachers?

2. To what extent does the performance management system influence the academic achievement of the secondary school student?

## 1.4 Research Hypotheses

1. There is no significant difference between the mean scores of male and female teachers on how they agree that performance management system influence the academic achievement of the secondary school students in examinations.
2. There is no significant difference between the mean scores of experienced and inexperienced teachers on how they agree that the performance management system influence the academic achievement of the students in examinations.

## 2. METHODS

This study employed a descriptive survey research design. This is because opinions of the respondents were sought. The study was conducted in Enugu State; which is made up of six education zones namely Enugu, Agbani, Udi, Awgu, Nsukka and Obollo-afor. Enugu State is one of the 36 states that make up the Federal Republic of Nigeria. The population of the study consisted of entire teachers of the secondary schools in Enugu State. A sample of 500 teachers were randomly drawn and used for the study. The sample was drawn through multi-stage random sampling technique. The first stage involved randomly selecting two education zones (Enugu and Obollo-afor) out of the six Educational zones in Enugu State. This was followed by selecting 50 schools (30 from Enugu and 20 from Obollo-afor education zones) through proportionate stratified random sampling technique. The technique yielded the 500 teachers that were used for the study.

For the purpose of this study Teachers Performance Management System Instrument (TPMSI) was adopted from the research of Shahid, et al. [13] TPMSI was developed with two parts. An introductory part which called for the respondent's personal data, such as his/her sex, location of school, experience in years, name of school and nature of school (boarding and non-boarding). The performance management system skills for teachers' efficiency and students' achievements formed sections A and B.

Section A with eleven items was on assessment of influence of performance management system on teachers' efficiency and section B with nine items is on assessment of the influence of performance management system on students achievement.

The questionnaire constructed is modified four point likert scale with the following responses Very Great Extent (VGE), Great Extent (GE), Low Extent (LE) and Very Low Extent (VLE) and with nominal values of 4,3,2 and 1 respectively. Validation of the instrument was done by experts in the Faculty of Education Godfrey Okoye University, Enugu.

Cronbach Alpha was used to determine the reliability of the items. This involved the conduct of pilot study with a sample of 50 teachers randomly selected from secondary schools in Abakaliki zone of Ebonyi State. It yielded an alpha reliability of 0.83. This was considered as high enough for the study. The TPMSI was administered to the 500 teachers randomly sampled. Six research assistants trained by the researcher helped to administer and retrieve the questionnaires thereby giving a return rate of 100%.

After collating the data mean (x) scores and standard deviation (SD) were used in answering the research questions and t-test statistic was used to test the two hypotheses. For decision-rule 2.50 was used as a bench mark, any item with a mean score of 2.50 and above was regarded as positive whereas those with a score of less than 2.50 was said to be negative.

To further analyze the hypotheses using t-test statistics, where calculated value of t is less than the critical value of t, the null hypothesis was accepted otherwise the hypothesis was rejected at alpha = 0.05. For the purposes of the analysis, teachers who have served for five years and above were regarded as experienced and under five years as inexperienced.

### 3. RESULTS

The results of the study were presented in line with the research questions and hypotheses.

#### 3.1 Research Question I

To what extent does the performance management system influence the efficiency of the teachers?

Table 1 indicates that the teachers agree that items 1 to 11 are positive actions of principals that can improve their efficiency on the job. A high mean of 3.75 on item 1 shows that teachers agreed that principals pay attention more on their punctuality to school. This of course will ensure that both teachers and students will be alert to their duties. The grand mean of 2.97 and standard deviation of 0.90 confirm that performance management system has a positive influence on the teachers.

#### 3.2 Research Question Two

To what extent does the performance management system influence the academic achievement of the secondary school students?

Table 2 indicates that the teachers agree that items 12-17 are positive attitudes of students who are effectively taught and directed by efficient teachers. This shows that teachers who are managed with performance management system produce well adjusted students. Item 16 on students' performance in external examination, this has a high mean of 3.25 which confirms that the performance management system leads to high academic achievement.

Teachers agreed that with their enhanced efficiency, lateness to school, truancy and parents' interference in school were greatly reduced. Items 18-20 with mean scores of 2.08 – 2.35 confirmed this.

**Table 1. Shows the mean scores and standard deviation (SD) of the assessment of the influence of performance management system on the efficiency of the teachers**

S/N	Items	X	SD	DEC
1.	Principal pays attention on staff punctuality to work	3.75	1.11	A
2.	Principal focuses on the assurance of quality performance	3.33	0.98	A
3.	Principal encourages training and development opportunities	2.82	1.08	A
4.	Principal clearly defines tasks and communicates same to teachers	3.02	0.96	A
5.	Principal gives feed back to the teachers on their performance	2.75	0.56	A
6.	Teachers are highly motivated to participate in decision making process	2.85	1.10	A
7.	Principal gives personal support to teachers	2.70	0.59	A
8.	Principal recognizes and rewards excellent performance	2.67	0.88	A
9.	Principal encourages high staff commitment and morale	3.15	1.21	A
10.	Principal carries out performance evaluation of teachers in time	2.95	0.81	A
11.	Teachers are encouraged to appraise themselves regularly	2.70	0.56	A
	Grand mean	2.97	0.90	

### 3.3 Research Hypotheses

1. There is no significant difference between the mean scores of male and female teachers on how they agree that performance management system influence the overall achievement of the students.

Decision: since the calculated t-value is less than the table value of t the null hypothesis was accepted.

Therefore, there is no statistical significant difference between the mean score responses of both male and female teachers on how they agree that the performance management system influence the overall achievement of the students.

### 3.4 Research Hypothesis II

There is no significant difference between the mean scores of experienced and inexperienced teachers on

how they agree that the performance management system influence the academic achievements of the students.

In Table 4 the value of calculated t is less than the value of table t this shows that there is no significant difference between the experienced and inexperienced teachers on how they agree that the performance management system influences the overall achievement of the students.

## 4. DISCUSSION

The results obtained in this study have shown that performance management system is a very useful tool which principals can effectively use to improve the efficiency of the teachers. The sole aim of any educational system is to ensure that all the staff are working optimally to ensure that the students' achievement in examinations is high. In this regard if teachers are involved in the setting of goals, planning,

**Table 2. Mean scores and standard deviation (SD) of the assessment of the influence of performance management system on the academic achievement of the secondary school students**

S/N	Items	X	SD	DEC
12.	Students are punctual in school	2.75	0.49	A
13.	Students play active role in class discussions	3.01	0.82	A
14.	Students communicate well in school	2.6	0.93	A
15.	Students are hardworking	2.7	0.58	A
16.	Students perform very highly in external examination	3.25	0.68	A
17.	Students gain admission into tertiary institutions	2.81	0.88	A
18.	Students drop out of school	2.35	0.56	D
19.	Students cut classes	2.10	1.09	D
20.	Parents interfere with school programme	2.08	1.15	D
	Grand mean	2.62	0.79	

**Table 3. Mean scores, standard deviation and t-test analysis of male and female teachers on how they agree that performance management system influences the overall achievement of the students.**

Section	Male N = 40		Female N = 35		DF	T-cal	T-crit	Decision
	Mean	SD	Mean	SD				
A	3.71	1.04	3.63	0.77	73	0.35	1.90	Not significant
B	3.25	1.11	3.17	1.0	73	1.67	1.90	Not significant
Overall mean	3.48	1.08	3.4	0.89				

*Abbreviations and meaning*

- N = total number of respondents
- X = mean
- SD = standard deviation
- DF = degree of freedom
- T-cal = calculated t
- T-crit = table value of t
- A = Agree
- D = Disagree
- DEC = Decision

**Table 4. Mean scores, standard deviation and t-test analysis of experienced and inexperienced teachers on how they agree that performance management system influence the overall achievement of the students**

Section	Experienced teachers N=29		Inexperienced teachers N=26		DF	T-cal	T-crit	Decision
	X	SD	X	SD				
A	3.39	0.74	3.15	0.65	53	1.28	2.00	Not significant
B	3.63	1.14	3.21	0.99	53	1.46	2.00	Not significant
Overall mean	3.51	0.94	3.18	0.82				

communicating, and appraisal of the objectives they will develop and efficiently carry out their duties in the school, [1]. In line with this finding Armstrong [2] noted that performance management is a means of getting better results from the whole organization by understanding and managing within an agreed frame work, performance of planned goals, standards and competences required. Zhang [15] noted that all human beings teachers inclusive posses potentials within themselves in a few or more functional areas. However, utilization and conversion of this potential into deliverable performance is often sub optimal due to a variety of reasons. Performance management acts as an agent in converting the potential into efficiency by removing the intermediate barriers as well as motivating the teachers [6].

The principal in any secondary school must focus on assisting the teachers to function efficiently in the school by involving them positively in the school administration bearing in mind the goals for which the school was established also its mission and vision. If the performance management system is properly and effectively used in our school system the students will greatly improve academically, parents interference in schools, loitering and rate of drop out from schools will significantly reduce. Also, Sex and experience of teachers are not factors in this study since both male, female, experience and inexperienced teachers agree that the items can affect their efficiency positively. It is therefore the researchers’ belief that Post Primary School Board will effectively apply this system in secondary schools in Enugu State.

**5. CONCLUSION**

In conclusion it is important for principals to manage punctuality of teachers, provide training, and development opportunities for the teachers, encourage self-appraisal by the teachers, personal motivation for the teachers and reward for efficiency must be given. In so doing schools’ performance will improve.

**6. RECOMMENDATIONS**

Based on the above finding, the following recommendations were made;

1. Performance management system should be considered as a potential factor that can contribute positively towards teachers’ efficiency by Post Primary School Board in Enugu State.
2. Duties must be clearly stated by the principals and effectively communicated to the teachers.
3. Principals must ensure that teachers are punctual to school since their efficiency determines the effectiveness of students.
4. It is very important that the Post Primary School Board sets up a mechanism to identify and reward excellent performance of teachers.

**COMPETING INTERESTS**

Authors have declared that no competing interests exist.

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