

TEACHERS' JOB PERFORMANCE AT SECONDARY LEVEL IN KHYBER PAKHYUNKHWA, PAKISTAN

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ABSTRACT

This study centered on the investigation of teachers' job performance at secondary school level in Southern Districts of Khyber Pakhtunkhwa. The survey research design was used. The study determines the expressed teachers' job performance. The objectives of the study was to find out the expressed job performance of secondary schools teachers. The study was guided by the research question. i.e. What is the expressed job performance level of teachers at secondary school level? The study was delimited to Southern Districts of Khyber Pakhtunkhwa and to the government boys' Secondary Schools. The population of this study was comprised all teachers of government boys' Secondary Schools of Southern Districts of Khyber Pakhtunkhwa. From the population four districts i.e. Kohat, Karak, Bannu and Lakki Marwat were selected randomly. From each district ten schools and from each school ten teachers were selected randomly and thus the sample was stood 400 teachers of 40 Secondary Schools. The data was collected through a questionnaire developed by the researcher. The collected data was analyzed using Mean, Standard Deviation to provide answers to the research questions. The expressed teachers' job performance was above average and was good. It was recommended that findings of this study should be used in the appointment and training of secondary school teachers, and to enhance teachers' performance in-service training programmes should be offer for present school teachers.

KEY WORDS: Teachers' job performance, expressed job performance, Khyber Pakhtunkhwa, Pakistan.

INTRODUCTION

Teachers are the backbone of an educational activity. The success and failure of educational activities highly depends on their performance. Their performance is directly linked to process and product of education. Therefore, the performance of teachers is emphatic for the improvement of education. According to Okunola (1990) 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 (Olaniyan, 1999).

Obilade (1999) states that teachers job performance can be described as "the duties performed by a teacher at a particular period in the school system in

achieving organizational goals. Okeniyi (1995) says that it could be described as "the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes". Peretemode (1996) adds that job performance is determined by the worker's level of participation in the day to day running of organization. There are some factors which contribute to teacher's performance. Some of such factors are as under;

- (i) Satisfying the learners through his teaching style and quality,
- (ii) Apart from teaching, performance of other assignments as assigned by the Principal and the department,
- (iii) Management of class discipline, students' motivation and improvement of their achievement,

- (iv) Performance of his duties in a regular way, and
- (v) Interaction with students, parents, colleagues and high officials.

From educational point of view, assessment is a process that characterizes a school system. Naugle (2000) puts forward that the goal of such assessment is the determination of the presence and extent of learning among students, for which teachers are held responsible. Shymansky (1978) holds that the assessment of teachers' performance is as important as the assessment of students. Describing the need and use of assessment of teachers' job performance, Murphy and Williams quotes from Arvey(1998) that performance emulation is subtle subject. It is mostly use to;

- (i) Meet the basic needs of any organization,
- (ii) Improve the work force and provide certain administrative functions,
- (iii) Identify the strength and weaknesses of individual employees, and
- (iv) Develop and evaluate human resources system, and
- (v) Harder (1989) adds that performance evaluation is also used to reward past performance and justify increments.

According to Nhundu (1999), teachers performance is assesses for monitoring and evaluation purposes. However, in education sector there is great apprehension for the matters like who should be evaluated. Discussing the purpose of assessing teachers' performance, Tan (1998) identifies the following purposes;

- (i) Teachers performance is conducted for making decisions for permanency or promotion of teachers,

- (ii) Collection of information about the strengths and weaknesses of teachers, so that to improve their capacity and the conditions of school.
- (iii) Through collection of data, one can find out a clear picture of the condition of education, and
- (iv) Finally, it determines the standards of an institution to meet future challenges.

RESEARCH OBJECTIVE

To explore the expressed job performance of Secondary School teachers working in Southern Districts of Khyber Pakhtunkhwa, Pakistan.

RESEARCH QUESTION

What is the expressed job performance level of teachers at secondary school level?

SIGNIFICANCE OF THE STUDY

This study will give a comprehensive data on teachers' job performance and thus it will prove an incentive for teachers to improve their job performance.

RESEARCH METHODOLOGY

In order to investigate the teachers' job performance, a survey research design was developed to gather the necessary data and to answer the research question.

Due to cultural norms female population was inaccessible; therefore, the study was delimited to the views of the teachers of government boys' secondary schools of southern districts of Khyber Pakhtunkhwa, Pakistan. The population of this study comprised all teachers of Government Boys' Secondary Schools of Southern Districts of Khyber PakhtunKhwa, Pakistan. Using multistage random sampling method, from all the seven

Southern Districts of Khyber Pakhtunkhwa four districts were selected randomly. These randomly selected districts were Kohat, Karak, Bannu and LakiMarwat. From each selected District 10 Secondary Schools were selected randomly and from each sampled school 10 teachers were selected randomly and thus the sample was stood 400 teachers of 40 secondary schools. However, from each selected district, list of all the schools and teachers working in these schools were obtained from the relevant Executive District Offices (Education) and those teachers were selected who have at least one year work experience. The researchers developed an instrument for the purpose. The questionnaire Teachers' job performance self-rating questionnaire (TJPSQ) was developed to measure teachers' job performance. This questionnaire was comprised of 25 items. Four facets of teachers' performance; i.e. teaching skills, management skills,

discipline and regularity, and interpersonal relations were included in the questionnaire. The response scale was a 5-point Likert scale of never, seldom, sometime, usually, and always. The questionnaire was validated and the reliability coefficient alpha value 0.81 was obtained for TJPSQ using SPSS 17 version. The researcher personally collected the data from the sampled teachers.

ANALYSIS AND INTERPRETATION OF DATA

The researcher concentrated on the expressed teachers' job performance. The expressions of the teachers with respect to various dimensions were captured through the questionnaire. Based on the responses an action plan is recommended.

Categorization of Mean is as following.

1. 0.00-----2.49 =Below Average
2. 2.50-----3.49 = Average
3. 3.50-----5.00 = Above average

Analysis of Teachers' Job Performance (TJP) Questionnaire as Expressed by Themselves (N= 400)

S.No.	STATEMENTS	Mean	Std. Dev.
1)	TEACHING SKILLS		
I.	I use different methods of teaching.	4.14	0.88
II.	Most of students of my class get good marks.	4.11	0.91
III.	I teach every student according to his abilities.	3.92	1.00
IV.	I come well prepared for teaching in class.	4.06	0.88
V.	I can also teach difficult lessons easily.	3.96	0.90
VI.	If any student ask question I try to satisfy him at every level.	3.95	0.89
VII.	I make no injustice in marking the papers.	4.01	0.83
	AS A WHOLE TEACHING SKILLS	28.14	3.74
2)	MANAGEMENT SKILLS		
VIII.	Apart from teaching I fulfill other responsibilities very nicely.	3.88	0.84
IX.	I don't let co- curricular activities to affect my class teaching.	3.97	0.96
X.	I don't let my domestic affairs to interfere in my duty.	3.77	0.93
XI.	If someone changes my responsibilities then I adjust myself.	3.79	1.04
XII.	I try my level best to improve my performance.	3.91	0.97
	AS A WHOLE MANAGEMENT SKILLS	19.32	3.14

3)	DISCIPLINE AND REGULARITY		
XIII.	I come to school regularly.	3.94	0.97
XIV.	When present at school I attain my class on time.	4.07	0.87
XV.	I don't do irrelevant activity in my period.	3.92	0.92
XVI.	I fulfill my assigned activities on time.	3.88	0.92
XVII.	I complete my syllabus on time.	3.95	0.93
XVIII.	I maintain discipline in my class.	4.02	0.94
	AS A WHOLE DISCIPLINE AND REGULARITY	23.78	3.81
4)	INTERPERSONAL RELATIONS		
XIX.	Apart from teaching I try to solve any problem of the student.	3.87	0.82
XX.	I enjoy good relations with my colleagues.	4.03	0.90
XXI.	I co-operate with my colleagues in any work.	3.89	0.91
XXII.	I consult my colleagues in solving of my class problems.	3.92	0.94
XXIII.	I motivate my students to take part in co-curricular activities.	3.80	0.98
XIV.	For the betterment of my students I contact their parents.	3.78	0.92
XV.	I help the head in solving the problems of the school.	3.89	0.97
	AS A WHOLE INTERPERSONAL RELATIONS	27.19	3.89

This Table depicts that the means of different parameters and items of teachers' job performance questionnaire was in the category of above average. Thus as a whole job performance level of teachers was above average and is good according to the scale mention above.

CONCLUSIONS

The teachers' job performance as expressed by themselves was good and its level is high. The teachers have good teaching skills as they use different methods of teaching in the class, they teach according to the students' abilities, do preparation before class and make justice in students' evaluation. The management skills of teachers were well developed and they perform duties apart from their teaching like managing co-curricular activities and non interference of domestic affairs on job. The teachers' regularity and discipline was good i.e. they come to school regularly, attend classes in time, complete syllabus in time and maintained discipline in the class. The teachers' interpersonal relations were well with teachers, students and principal as

well. They show interest in solving students, teachers and principal's problems also.

RECOMMENDATIONS

Findings of this study highlight the teachers' job performance, resultantly, in uplifting and developing a good and healthy society through a quality education so the following recommendations can be made based on the findings of this study; Findings of this study may be made available to authorities responsible for making educational policies and designing staff training and development programmes. As the study clearly indicates that the expressed job performance level of teachers was above average and to enhance teachers' performance in-service training programmes should be offer for present school teachers. Educational policy makers may also offer pre-service and in-service training programmes for the prospective and present school teachers at secondary level. Such programmes would ensure that they are based on adult learning assumptions. More research

studies may be conducted in the area with different contexts and backgrounds to see whether there actually the good job performance exist in Pakistani schools.

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