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An Analysis Of Secondary School Teacher's Job Performance Across Selected Demographic Variables

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Abstract
This study investigates the job performance of secondary school teachers in relation to certain demographic variables in Ananthapuram district, Andhra Pradesh. A sample of 355 secondary school teachers from 53 schools was selected using the descriptive survey method. The Teachers' Job Performance Scale (TJPS), developed and standardized by Amin et al. (2013), was utilized. Descriptive analysis was conducted to determine the Mean, Standard Deviation, and Percentage, and CR was used to assess differences based on locality, academic qualifications, and professional qualifications in various job performance skills. The findings revealed that locality significantly influences job performance in teaching, interpersonal relations, and overall performance, but not in management or discipline and regularity. Academic qualifications significantly impact teaching, management, interpersonal relations, and overall performance, with no effect on discipline and regularity. Professional qualifications affect job performance in teaching, discipline, regularity, and overall performance, but not in management or interpersonal relations. The study concludes that demographic variables such as locality, academic qualifications, and professional qualifications have a significant impact on various aspects of job performance among secondary school teachers. Locality influences teaching, interpersonal skills, and overall performance, while academic qualifications affect teaching, management, and interpersonal relations. Professional qualifications significantly enhance teaching, discipline, regularity, and overall performance. However, none of these variables significantly impact job performance skills in management or interpersonal relations consistently across all groups. These findings emphasize the need for targeted interventions to improve teacher performance in specific areas.

Key Words: Performance, Job Performance and Secondary School Teachers, management.

Introduction:

Teaching is considered a noble profession, with teachers playing a crucial role in societal advancement. They not only provide academic knowledge but also focus on developing students into moral, ethical, and responsible individuals. In secondary schools, teachers are expected to instill both academic concepts and values, shaping students into conscientious members of their families and communities.

Several factors influence teachers' performance and job satisfaction in secondary schools in India. These factors can either motivate teachers to excel in their duties or lead them to resign, having both positive and negative effects on their performance.

Teachers' effectiveness is largely determined by their dedication, knowledge, and skills. Job satisfaction is influenced by various elements, including working conditions, relationships with employers, colleagues, and students, as well as salary and instructional strategies. When hiring teachers, institutions must consider qualifications, experience, personality traits, and job performance (Chamundeswari, 2013). Various strategies and methods have been implemented to evaluate teachers' performance.

Job Performance:
"Job performance refers to the overall value an individual contributes to an organization through specific behaviors over a set period. It encompasses both the quality and quantity of output expected from employees, often influenced by their motivation, willingness, and ability to perform their tasks" (Motowildo, 2003).

In simpler terms, job performance describes the entire engagement of employees in their work (Jex, 2002). Scullen et al. (2000) emphasize that job performance is a critical concept in organizational settings, playing a vital role in personnel decisions such as promotions, incentives, and merit-based pay, which in turn foster a positive work environment and strengthen team relationships.

Factors Influencing the Performance of Teachers: Factors affecting teacher performance include the following:

1. **Competency**: It is crucial for teachers to demonstrate competency and proficiency in their roles. Their ability to effectively fulfill job duties benefits not only themselves but also their students, school administrators, and colleagues, helping to achieve desired educational outcomes (Adeyemi, 2010).
2. **Use of Teaching Materials**: Effective use of teaching materials, such as textbooks, charts, and technology, is essential for enhancing learning. Teachers should be trained to utilize these resources effectively to enrich their teaching methods (Adeyemi, 2010).
3. **Teaching Methods**: The choice of teaching methods significantly impacts teacher performance. Approaches that include clear verbal explanations and engaging instructional strategies are vital for student understanding. Teachers must have a strong grasp of their subject matter and be able to answer student inquiries clearly (Adeyemi, 2010).
4. **Classroom Management**: Effective classroom management involves maintaining discipline and authority. Teachers must instill a sense of responsibility in students, encouraging them to remain focused on their work even in the absence of the teacher (Adeyemi, 2010).
5. **Loyalty and Integrity**: Honesty and reliability are essential traits for teachers. They must be truthful with students and colleagues, especially when providing academic guidance or evaluating student performance (Adeyemi, 2010).
6. **Conflict Resolution**: Teachers should be skilled in resolving conflicts that may arise between students or staff. Maintaining a calm demeanor and fostering a friendly environment are key to effectively managing disputes (Adeyemi, 2010).
7. **Confidence**: Teachers need to exhibit confidence when executing their responsibilities. This includes having a thorough understanding of lesson plans and teaching strategies, as students tend to respond positively to confident educators (Adeyemi, 2010).

8. **Communication Skills**: Effective communication is crucial for successful teaching and maintaining relationships within the school environment. Teachers must be fluent and clear in their explanations and responsive to student concerns (Adeyemi, 2010).
9. **Time Management**: Given the multiple responsibilities teachers face, effective time management is vital. This skill allows them to balance their teaching duties with personal obligations and additional commitments, such as tutoring or community service (Adeyemi, 2010).

Job Performance of Teachers:

The performance of teachers is influenced by various factors, including their characteristics—such as knowledge, responsibility, and curiosity—as well as student attributes like opportunities for learning and academic engagement. Teaching factors, including lesson structure and communication, along with classroom dynamics, such as the environment and management practices, also play crucial roles. By addressing these elements, teachers can optimize their performance (Rao and Kumar, 2004).

However, current measures used by states and districts to assess teacher quality are often insufficient. Factors like entrance and exit examination scores, years of experience, advanced degrees, and teaching credentials do not consistently correlate with student achievement or teacher effectiveness. Leigh and Mead (2005) highlight a gradual decline in teaching quality globally, attributing this to outdated teacher preparation and stagnant compensation structures. This situation has led to limited growth opportunities and inadequate pay for teachers, particularly affecting those who work with disadvantaged students who need high-quality educators the most. To improve teacher performance, Leigh and Mead suggest implementing regular performance evaluations similar to those in corporate settings. Evaluations should inform compensation structures, ensuring they are performance-based. Additionally, developing stringent policies for hiring, evaluating, and compensating teachers is essential for enhancing teacher quality. Merit-based rewards have been shown to yield better performance, emphasizing the significance of teacher effectiveness by comparing student outcomes from average versus excellent teachers.

Need and Importance of the Study:

The performance of secondary school teachers plays a critical role in shaping the educational experiences and outcomes of students. In the context of an evolving educational landscape, understanding the factors that influence teacher performance is essential for improving teaching quality. Among these factors, demographic variables such as age, gender, teaching experience, and educational qualifications are believed to significantly impact job performance. The study of how these demographic characteristics influence teachers' effectiveness in their roles is of paramount importance in developing strategies to enhance teacher performance, especially in secondary education, where academic outcomes are closely tied to future success.

This study is needed to address the gaps in existing research by focusing on the relationship between demographic variables and job performance. It will provide valuable insights into how teacher characteristics shape instructional methods, classroom management, and student engagement. By examining these aspects, educational institutions can identify areas where professional development, resource allocation, and support systems can be tailored to optimize teacher performance. The

findings will also help policymakers design better frameworks for teacher recruitment, training, and evaluation, thereby promoting a more efficient and motivated teaching workforce. Ultimately, improving the job performance of secondary school teachers will directly benefit students' learning outcomes and contribute to the overall quality of education in the country.

Review of the Related Literature:

Chin et al. (2017) examined the impact of in-service training, job promotion, work environment, and passion on job performance among 342 primary school English teachers in Malaysia, using cluster random sampling. The study found significant correlations between all variables and job performance, with the work environment being the strongest predictor. **Sathish Kumar & Rajeswari (2017)** explored stress and job performance among 94 school teachers in Karimnagar City. They found that teachers who understood how their work aligned with institutional objectives had significantly different levels of stress, job performance, and engagement compared to those who did not. Designation and experience also influenced job performance and engagement. **Wankhede (2018)** studied self-efficacy, job performance, and job satisfaction among 400 secondary school teachers in English and Marathi medium schools. The findings showed no significant differences in job performance based on gender, educational qualification, teaching experience, or school type (aided vs. unaided). **Asiyanbi & Kazeem (2019)** investigated the effect of work-life balance on job performance among 300 secondary school teachers in Ibadan, Oyo State. They found significant relationships between work-life balance, gender, education level, and job performance. Female teachers and those with higher education levels, such as master's degrees, reported better job performance.

Statement of the Problem:
Title of the Investigation is "**A Study on Job Performance of Secondary School Teachers in Context of Certain Demographic Variables**".

Operational Definitions:

A. **Performance:** Performance refers to the execution or accomplishment of tasks, duties, or responsibilities assigned to an individual, often measured by the quality, efficiency, and effectiveness with which these tasks are completed. In the context of work or organizations, performance is the degree to which an individual or a group meets or exceeds the expectations set for them, reflecting their productivity, behavior, and output. It encompasses not just the outcomes but also the processes and behaviors employed to achieve the desired goals. Performance can be influenced by various factors such as motivation, skill level, work environment, and organizational support.
B. **Job Performance:** Davar (1969) explained job performance as the result of an individual's ability, knowledge, and motivation. Bharadwaj et al. (1989) described it as the extent to which job expectations are met according to the job chart. Davis and John (1981) defined job performance as the actual performance of an individual in a role, distinct from the expected performance (as cited in Panda, 2022).
C. **Secondary School Teachers:** Secondary school teachers are defined as educators who are qualified to teach students in classes 6 to 10, typically aged between 11 to 15

years. These teachers are responsible for delivering instruction in specific subject areas as per the curriculum established by educational boards, such as the State Board of Secondary Education (SBSE), and other recognized educational institutions.

Scope and Limitations of the Study: The scope of this research includes the following aspects:

1. Content Scope: The study focuses on assessing the job performance of secondary school teachers in relation to specific demographic variables.
2. Geographical Scope: The research is restricted to the Ananthapuram educational division.
3. Institutional Scope: It covers secondary schools under government, local bodies, and private funding in Ananthapuram educational division.
4. Gender Scope: The study includes both male and female teachers from government, local body, and private secondary schools within the division.
5. Sample Scope: Data were collected from 355 respondents, comprising male and female teachers from various secondary schools.
6. Area Coverage: The study is confined to 53 secondary schools across three mandalas in Ananthapuram educational division.

Objectives of the Investigation:

1. To examine the level of job performance among secondary school teachers.
2. To examine the differences in job performance and its skills among secondary school teachers with regard to the following variables.

a) Locality
b) Academic qualifications
c) Professional qualifications

Hypotheses of the Investigation:

1. Secondary school teachers do not differ in their levels of job performance.
2. The following variables make no significant difference in job performance and its skills among secondary school teachers.

a) Locality
b) Academic qualifications
c) Professional qualifications

Methodology of the Investigation:

A. **Population**: The study population includes secondary school teachers handling classes 6 to 10 from government, local body, and private schools in Ananthapuram district, affiliated with the Andhra Pradesh Board of Secondary Education (APBSE).
B. **Sample**: A sample of 355 secondary school teachers from 53 government, local body, and private schools in the Ananthapuram educational division was selected through simple random sampling.
C. **Tool Used:** The Teachers' Job Performance Scale (TJPS), developed and standardized by Amin et al. (2013), was employed for this study. It comprises 25 positively worded items measuring four skills: teaching, management, discipline and regularity, and interpersonal relations. **Scoring Procedure**: The TJPS uses a 5-point Likert scale with options: 'Never,' 'Seldom,' 'Sometimes,' 'Usually,' and 'Always.' Respondents choose the appropriate response, and scores are weighted as 1, 2, 3, 4, and 5, respectively.

Total scores range from 25 to 125. The questionnaire was validated, with a reliability coefficient (alpha) of 0.81.

D. **Statistical Techniques Used**:The statistical techniques employed include Mean, Standard Deviation, Percentage, and Critical Ratio (CR), as required for the study.

Analysis of Data and Interpretation of Results

H_1: Secondary school teachers do not differ in their levels of job performance.

To verify this hypothesis, the following process was employed: The mean and standard deviation of the teachers' job performance scale for the entire sample were calculated, yielding values of 103 and 14, respectively. The sample was then divided into three performance levels: "high" (above M + 1SD), "moderate" (between M - 1SD &M + 1SD), and "low" (below M - 1SD). Table 1 provides the details for these categories along with a description of each.

Table 1: Classification of The Total Sample on JP

Scores	N	%	Classification
89 & below	050	14	Low
B/w 90& 116	285	80	Moderate
117&above	020	06	High
Total	355	100	

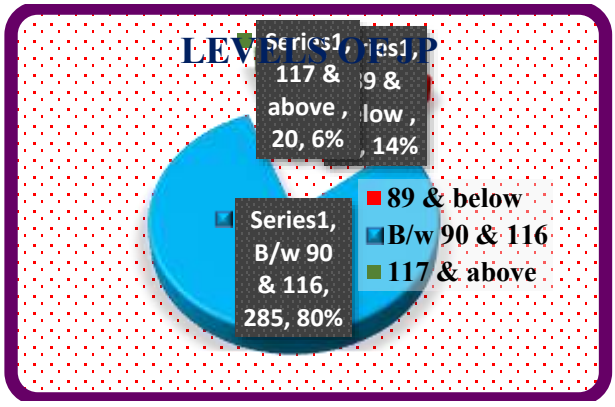

Fig. 1: **The given Pie Diagram shows The Levels of JP among SSTs**

Fig. 1shows that approximately 14% of the sample secondary school teachers exhibit low levels of job

performance. Eighty percent of the sample demonstrate moderate JP, while the remaining 6% display high levels of JP. This distribution suggests that there is significant variability in job performance levels among secondary school teachers.

H_2: Locality doesn't make a significant difference in job performance and its skills among secondary school teachers.

Table 2: Comparison of Mean Scores in JP&Its Skills Between Rural&Urban Secondary SSTs – CR Values

Skills of JP	Rural N = 166		Urban N = 189		D	SED	CR
	M	SD	M	SD			
Teaching	28.20	4.82	29.51	3.80	1.31	0.47	2.79***
Management	18.78	3.85	19.18	3.59	0.40	0.40	1.00*
Discipline & Regularity	26.33	4.39	27.01	3.31	0.68	0.42	1.62*
Interpersonal relations	29.37	5.32	31.14	4.60	1.77	0.53	3.34***
Overall JP	102.68	15.49	106.80	11.80	4.12	1.48	2.78***

***NS** at 0.05 level ****S** at 0.01 level

Table 2 shows that the obtained CR values (2.79, 3.34, and 2.78) exceed the CV of 2.58, indicating significance at the 0.01 level. As a result, the null hypotheses are rejected, showing significant locality differences in teaching and interpersonal job performance skills, as well as overall job performance among secondary school teachers. The mean differences (1.31, 1.77, and 4.12) favor urban teachers, indicating they perform better in these areas and overall compared to rural teachers. In contrast, the remaining CR values (1.00 and 1.62) fall below the CV of 1.96, meaning they are not significant at the 0.05 level. Thus, the null hypotheses are retained, indicating no significant locality differences in job performance skills related to management, discipline, and regularity.

H_3: Academic qualifications don't make a significant difference in job performance and its skills among secondary school teachers.

Table 3: Comparison of Mean Scores in JP& Its Skills between Graduate & PGTeachers – CRs

Skills of JP	Graduate N = 211		PG N = 144		D	SED	CR
	M	SD	M	SD			
Teaching	28.00	4.60	30.22	4.04	2.22	0.46	4.82***
Management	18. 01	4.34	18. 87	3.66	0.86	0.43	2.00**
Discipline & Regularity	26.06	4.68	26.47	4.46	0.41	0.49	0.84*
Interpersonal relations	27.55	4.42	30.90	4.72	3.35	0.50	6.70***
Overall JP	100.50	17.53	105.60	16.67	5.10	1.84	2.77***

***NS** at 0.05 level ****S** at 0.05 level *****S** at 0.01 level

Table 3 shows that the obtained CR values (4.82, 2.00, 6.70, and 2.77) exceed the CVs of 1.96 and 2.58, indicating significance at the 0.05 and 0.01 levels. As a result, the null hypotheses are rejected, suggesting significant differences in job performance skills related to teaching, management, interpersonal relations, and overall job performance

based on academic qualifications among secondary school teachers. The mean differences (2.22, 0.86, 3.35, and 5.10) favor PG-qualified teachers, indicating they outperform their Graduate counterparts in these areas and overall. In contrast, the remaining CR value (0.84) is below the CV of 1.96, meaning it is not significant at the 0.05 level. Therefore, the null hypothesis is retained, indicating no significant differences in job performance skills related to discipline and regularity based on academic qualifications.

H_4: Professional qualifications don't make a significant difference in job performance and its skills among secondary school teachers.

Table 4: Comparison of Mean Scores in JP& Its Skills Between B.Ed. & M.Ed.Teachers – CRs

Skills of JP	B.Ed. N = 327		M.Ed. N = 028		D	SED	CR
	M	SD	M	SD			
Teaching	28.70	3.98	31.32	3.21	2.62	0.42	6.24***
Management	17.50	3.79	18.32	3.66	0.82	0.72	1.14*
Discipline & Regularity	26.10	4.02	27.60	3.45	1.50	0.69	2.17**
Interpersonal relations	28.60	5.51	30.14	4.09	1.54	0.83	1.86*
Overall JP	100.90	14.58	107.39	13.50	6.49	2.68	2.42**

NS** at 0.05 level ****S** at 0.05 levelS** at 0.01 level

Table 4 shows that the obtained CR values (6.24, 2.17, and 2.42) exceed the CVs of 1.96 and 2.58, indicating significance at the 0.05 and 0.01 levels. Therefore, the null hypotheses are rejected, suggesting significant differences in job performance skills related to teaching, discipline, regularity, and overall job performance based on professional qualifications among secondary school teachers. The mean differences (2.62, 1.50, and 6.49) favor M.Ed.-qualified teachers, showing they perform better in these areas and overall compared to their B.Ed. counterparts. In contrast, the remaining CR values (1.14 and 1.86) are below the CV of 1.96, meaning they are not significant at the 0.05 level. Thus, the null hypotheses are retained, indicating no significant differences in job performance skills related to management and interpersonal relations based on professional qualifications.

Findings:

1. Locality significantly affects job performance skills in teaching, interpersonal relations, and overall performance among secondary school teachers, but not in management or discipline and regularity.
2. Academic qualifications significantly influence job performance skills in teaching, management, interpersonal relations, and overall performance, but not in discipline and regularity.
3. Professional qualifications significantly impact job performance skills in teaching, discipline, regularity, and overall performance, but not in management or interpersonal relations.

Recommendations:

1. Since job performance skills in teaching, interpersonal relations, and overall performance vary significantly by locality, school administrations should provide targeted support to rural teachers to help bridge the gap. This may include specialized training programs, peer collaboration opportunities with urban counterparts, and improved resources to enhance teaching and interpersonal skills in rural areas.
2. Given the significant impact of academic qualifications on job performance, especially in teaching, management, and interpersonal relations, schools should incentivize teachers to pursue postgraduate education. Support through professional development, financial aid, or career advancement opportunities could help teachers enhance their qualifications and, in turn, their job performance.
3. Since professional qualifications influence job performance in teaching, discipline, and regularity, school leaders should encourage teachers to obtain advanced professional qualifications like M.Ed. Furthermore, training programs should be designed to improve management and interpersonal skills across all qualification levels, as these areas do not differ significantly based on qualifications.

Conclusion:

The findings of this study reveal significant differences in job performance skills among secondary school teachers based on locality, academic qualifications, and professional qualifications. Teachers from different localities show notable variation in their teaching and interpersonal skills, with urban teachers generally performing better in these areas. However, no significant differences were found in management and discipline-related skills based on locality.Similarly, academic qualifications play a crucial role in influencing job performance, particularly in teaching, management, interpersonal relations, and overall job performance. Teachers with higher academic qualifications, such as postgraduate degrees, demonstrate superior performance in these areas. However, no significant differences were observed in skills related to discipline and regularity across academic qualification levels.Professional qualifications also significantly impact job performance, especially in teaching, discipline, and regularity. Teachers with advanced professional qualifications, such as an M.Ed., outperform their B.Ed. counterparts in these areas. Nonetheless, management and interpersonal skills do not significantly vary based on professional qualifications.These conclusions highlight the importance of academic and professional development in enhancing teachers' job performance and suggest the need for targeted interventions to address locality-based disparities in specific job performance areas.

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