



Performance Appraisal, Compensation Practice And Teachers' Job Performance In Public Secondary Schools In Delta State Nigeria

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ABSTRACT

The attainment of quality education system depends largely on human resources who implement education programmes. This means that lack or inadequate provision for human resources management for secondary school teachers Delta state could make teachers to be less committed to their work and less performance. This study examined human resource practices and teacher job performance in public secondary schools in Delta State. seven research questions and seven hypotheses guided the study. The study adopted *ex-post -facto research design* using correlation. The population of the study comprised all public secondary school principals and teachers in Delta State. A sample of 541 which consist of 274 principals and 267 teachers in Delta State public secondary schools was selected. The sample size was drawn from the 25 local government of Delta State which represent 60%. was selected using a stratified random sampling technique to ensure proportional representation across the schools. Two instruments were used for data collection: Performance appraiser questionnaire (PAQ) and Compensation system Questionnaire (CSQ). The instruments were validated through face and content validity, the initial draft was presented to the supervisor and two experts with expertise in educational administration within the Department of Educational Management and Foundations at Delta State University, Abraka. In order to answer the research questions, descriptive statistics like mean and standard deviation and coefficient of determination as well as inferential statistics such as Pearson Product Moment Correlation was used to test hypotheses at 0.05 significance level. The Pearson Product Moment Correlation coefficient (r) and coefficient of determination (r^2) values was used to test the hypothesis All hypotheses were tested at the 0.05 level of significance Findings of the study revealed that (i) There is a significant relationship between performance appraiser system and teachers' job performance in public secondary schools in Delta State. (ii) There is a significant relationship between compensation practice system and teachers' job performance in public secondary schools in Delta State. Based on these findings, it was recommended, among others that the (i) The performance appraisal system should be transparent, objective, timely, and developmental rather than punitive. (ii) The state government should periodically review and enhance the compensation package (salaries, allowances, and non-monetary benefits) for teachers to make it competitive and commensurate with their qualifications and job demands, as compensation significantly relates to motivation and performance.

Keywords: Performance Appraisal, Compensation Practice, Job Performance, Secondary Schools

Introduction

Education is well-known for its role as a light and beacon of hope which illuminates one's path and provides individuals with the ability to navigate the complexities of life and contribute positively to society. Among the three levels of education in Nigeria, secondary education served as the foundation of advanced knowledge in tertiary education. Secondary schools in Nigeria provide children with a second phase of formal, compulsory education after six years in primary school. Secondary school education is critical for Nigeria's further education, as evidenced by the formation of secondary education in the country and the switch from the 6-5-4 system to the 6-3-3-4 system of education.

The attainment of quality education system depends largely on teachers who implement education programmes. Hence teachers being regularly present in school and classroom, their active participation in educational activities, their commitment and dedication to school goals would enhance the quality of education students receive. Teacher's regular presence at school and active participation in academic activities could help to enhance the academic bond between students and teachers. Academic connectedness between students and teachers is a powerful tool that could boost students' emotions about schooling and thus trigger off improved academic performance. Students' emotional feeling about school can be improved by the teacher's regular presence in school and this could give emotional order and social adjustment to students in their learning. Teachers of good quality who are highly dedicated to their duties could help to attain excellent school system. (Asiyai, 2017)

The primary objective of secondary education in Nigeria is to promote intellectual development. This involves providing students with a broad and balanced curriculum that covers various subjects such as Mathematics, English Language, Sciences, Social Sciences, and Arts. The curriculum is designed to stimulate critical thinking, problem-solving skills, and creativity among students. Another important objective of secondary education in Nigeria is to develop vocational and technical skills. This is to ensure that students are equipped with practical skills that are relevant to the needs of the society and the economy. The curriculum includes vocational subjects such as Home Economics, Agricultural Science, Technical Drawing, and Computer Science, among others. Secondary education in Nigeria also aims to promote moral and ethical development among students. The curriculum includes subjects such as Civic Education, Religious Studies, and Social Studies, which help students develop a sense of responsibility, respect for others, and ethical values (Nzewi, 2019).

Teacher job performance profoundly impacts students' success, satisfaction, and atmosphere within the classroom. Research emphasizes teachers' role as models and influencers on students' behavior. The World Bank's 2018 Operations Evaluation Department paper highlights teachers' significance as a crucial element in effective schools, alongside other material and management inputs. The degree of teachers' effectiveness in the classroom can be influenced by human resource management practices. Tickle, Chang, and Kim (2019) affirmed that teacher effectiveness can be evaluated by looking at how well students perform academically, how well teachers manage classroom activities, how well they are prepared to teach, how punctual they are in general, and how well they participate in extracurricular activities.

Statement of the problem

In public secondary schools the quality of education is often compromised due to suboptimal teacher performance. This issue can be attributed to various factors, including inadequate human resource practices that fail to support and develop educators effectively. Despite the recognized importance of teachers in the educational system, there is limited empirical research examining how specific human resource practices such as recruitment, training, performance appraisal, and employee support affect teachers' job performance in this context.

Research Questions

1. What is the relationship between performance appraiser and teacher job's performance in public secondary schools in Delta State
2. What is the relationship between compensation practice system and teacher job's performance in public secondary schools in Delta State

Research Hypothesis

1. There is no significant relationship between performance appraiser and teacher job's performance in public secondary schools in Delta State
2. There is no significant relationship between compensation practice system and teacher job's performance in public secondary schools in Delta State

Literature Review

Performance appraisal is a process designed to evaluate, manage and ultimately improve a teacher's performance. It should allow the employer and teacher to openly discuss the institution's expectations and the teacher's achievements. Performance appraisal is defined as the assessment of the job performance levels of the employees. Improving employees' job performance may provide a competitive advantage in two ways—by directing employees' behavior toward organizational goals and by monitoring that behavior to ensure that goals are met (Balatbat, 2017).

In a well-designed appraisal system, the instruments and procedures can constitute valuable professional development for teachers and enable the school management to assess teachers' performance. Manish and Rajneesh (2022) defined performance appraisal as the human resource management activity used to determine the extent to which the employees are performing the job. Performance appraisal can be either informal, when supervisors think about how well the employees are doing, or formal, when there is a system set up by the organization to regularly and systematically evaluate employees' performance. Performance appraisal therefore is a systematic process of planning work and setting expectations, continually monitoring performance, periodically rating performance in a summary fashion and rewarding good performance while poor performance is remedied. According to Kanisa and Makokha (2017), performance appraisal is accorded a lesser role in most organizations especially, the educational system.

The conduct of assessment or evaluation of teachers is deemed important because it enables teachers to become more conscious of the demand of the teaching job and it also provides feedback about their performance. According to Sapra (2022), unless individuals are provided feedback on the effects of their activities, they will not learn anything. Taking remedial action requires receiving frequent feedback that documents both successes and failures. Moreover, performance appraisal provides help to the employee focus their minds on fulfilling the organization's demands to achieve its targets and objectives (Cintrón & Flaniken, 2021). Kariethi (2018) states that the outcome performance could be the indices for taking decisions on compensation, promotion, demotion, and retention. According to Joshi (2013) performance appraisal assists in decision-making and merit rating for the promotion based on employee's performance.

An effective performance appraisal system should identify an individual's current level of performance, enhance employees' performance, provide the basis for rewarding employees in relation to their contribution to organizational goals, motivate employees, identify training and development needs, identify potential performance and provide information for career progression (Dessler 2017). However, research by Hay Group (2022) indicates a focus on career development to be the most effective in improving classroom-teaching quality. Performance systems weigh heavily toward accountability rather than toward the growth and development of teachers and their teaching practices. Elliott (2015) argues that such performance appraisal systems have often failed to inform teachers about what needs to be improved or supported their development.

Performance appraisals help supervisors to frame training policies and future programmes at their organizations. Through performance appraisal, supervisors are able to analyze strengths and weaknesses of employees, so that new jobs and compensation packages are on their merit. Such packages include recommendation for bonus and promotion and those who need assistance to improve would have training programmes organized for them. Through performance appraisal, supervisors understand the validity and

importance of their selection procedures and the strengths and weaknesses of their procedures and make changes in selection methods.

The Performance Appraisal Process Performance appraisal is not something that most employees are always ready to accept and do well. Many employees have often displayed negative attitude towards implementation of performance appraisals for various reasons. The training of appraisers on appraisal methodology and skills of the appraisal interviewing is of paramount importance for effective appraisal. The process involves setting work standards, assessing employees' actual performance relative to those standards and providing feedback to the employees with the aim of helping them to eliminate performance deficiencies or to continue to perform above par (Dessler 2017).

The term compensation as retention feature is the number of money organizations can offer employees in return for the efforts and services they render. This is vital to success in organizational success as it tends to increase performance. Compensation is one of the feature of retention which affects employee performance (Eskew and Heneman, 2020) compensation has the tendency to make a big influence on employee work performance and turnover. Mondello and Maxcy (2016) noted that in private school, compensation policy covers disciplined employees' performance, the competitive labour market conditions, and also employee salaries. Similarly, it focuses on motivating employees to perform better (Gurbuz, 2016). Gurbuz further posits that when employees are satisfied with their compensation, they tend to work hard to achieve high levels of performance. Compensation of employees in a school promotes the successes of that school because employees are constantly looking for improved practices to do work. Therefore, it is essential for organisations to compensate their employees (Nawab, Bhatti, & Shafi, 2019). Getting employees to do their best work even in strenuous circumstances is one of the employees most stable and greasy challenges and this can be made possible through compensating them (Obasan, 2022).

Sharp, (2019) pointed out that compensation determines the quality and performance of employees and that when employees are stressed due to financial concerns, it could lead to low performance. Hence, effective compensation policy becomes a relevant tool in the hands of management that contributes to employee retention and effectiveness of an organization, impacting positively on employees' behavior and performance. Hameed, Ramzan, Zubair, Ali and Arslan, (2019) stated that compensation is planned to keep an effective workforce.

Clark, Kristensen, and Westergard (2016) enunciated that compensation is capable of motivating talented and effective employees to remain in an organization for longer periods. Most managers pay attention to only cash rewards whereas employees expect such packages to be all-encompassing taking care of their security, safety and survival needs. Tetteh-Annor (2019) corroborated that compensation package that is capable of boosting employees' morale, motivating them and enhancing their performance is one that can take care of their needs for status, security and survival. According to Kayuni and Tambulasi (2017) lack of proper compensation packages for the teacher can have a negative impact on the teachers' effectiveness and at length put student's learning process at stake. Teacher's contribution in the human capital development and technological advancement greatly depends on their compensation packages, which in turn is meant to affect their level of motivation and willingness for taking initiatives.

Adeyemi and Adu (2020), teachers in public secondary schools who perceive their pay as equitable and fair tend to exhibit higher levels of job satisfaction and performance. Teachers who are well compensated are more likely to engage in innovative teaching practices, invest time in student development, and improve their lesson delivery. Ogunode (2021) found that inadequate compensation often leads to negative behaviors such as absenteeism, low morale, and reduced commitment to teaching tasks, all of which contribute to poor student outcomes. The study further indicated that in many developing countries, teachers in public secondary schools are underpaid compared to their counterparts in other sectors, which leads to dissatisfaction and a decline in performance. Similar findings by Dube and Ngulube (2019) highlight that insufficient financial rewards can lead to a lack of motivation, pushing teachers to seek alternative sources of income through private tutoring or other side jobs, which negatively affects their focus and dedication to their teaching responsibilities.

Methodology

In this study *ex-post facto research design* using correlation was employed. This research design involved the systematic collection of data from a target population using a structured research instrument such as questionnaire. The design enabled the researcher to determine the relationship between the independent variables and the dependent variable.

The population for this study comprised of 479 principals and 14,877 teachers in the twenty-five (25) Local Government Areas of Delta State. The sample that was used for this study comprised 541 which consist of 274 principals and 267 teachers in Delta State public secondary schools selected from 25 Local Government Areas. The multi-stage sampling technique was adopted in selecting the sample for this study.

Two research instruments were used in the study the first instrument tagged Performance Appraisal questionnaire (PAQ) to be responded to by principal and teachers it contained 9 items, while the second instrument was tagged compensation system questionnaire (CSQ) it contained 6 items. The items was structured on a four point Likert scale with close-ended items as Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1) points the face and content validity of the instrument, the instrument was validated by experts within the Department of Educational Administration, Delta State University, Abraka.

To test for the reliability of the instrument 50 copies of the questionnaire were produced and administered on two separate occasions to 10 principals 40 teachers randomly selected from public secondary schools in Delta state. Data collected were analyzed using descriptive statistics like mean and standard deviation and coefficient of determination were used to answered research questions

The Pearson Product Moment Correlation coefficient (r) and coefficient of determination (r^2) values was used to test the hypothesis at 0.05 level of significance

RESULTS: The results obtained from the analysis in answer to the research questions and testing the hypotheses are presented in tables.

Research Question 1: What is the relationship between performance appraisal systems and teachers' job performance in public secondary schools in Delta State Nigeria?

Table 1: Coefficient Relationship between Performance appraisal systems and teachers' job performance

Variables	Mean	SD	r	r ²	r ² %	Remark
Performance appraisal	2.92	.84	.623	.388	38.8	Positive relationship
Teachers job performance	2.89	.98				

Result in Table 1 shows relationship between performance appraisal and teachers' job performance. The result revealed performance appraisal with a mean rating of 2.92, SD=.84 and teachers job performance with a mean rating of 2.89, SD=.98. The relationship between the two variables was $r = .623$ which shows a positive relationship. r^2 of .388 shows that performance appraisal is related to teachers' job performance by 38.8%. Thus, there is a positive relationship between performance appraisal and teachers' job performance in public secondary schools in Delta State.

Research Question 2: What is the relationship between compensation practice and teachers' job performance in public secondary schools in Delta State Nigeria

Table 2: Coefficient Relationship between compensation practice and teachers' job performance

Variables	Mean	SD	r	r ²	r ² %	Remark
Compensation practice	2.94	.85	.736	.542	54.2	Positive relationship
Teachers job performance	2.89	.98				

Result in Table 2 shows relationship between compensation practice and teachers' job performance. The result revealed compensation practice with a mean rating of 2.94, SD=.85 and teachers job performance with a mean rating of 2.89, SD=.98. The relationship between the two variables was $r = .736$ which shows a positive

relationship. r^2 of .542 shows that compensation practice is related to teachers' job performance by 54.2%. Thus, there is a positive relationship between compensation practice and teachers' job performance in public secondary schools in Delta State.

Hypotheses Testing

Hypothesis 1: There is no significant relationship between performance appraisal systems and teachers' job performance in public secondary schools in Delta State Nigeria.

Table 3: Pearson r between the performance appraisal system and teachers' job performance

	Performance Appraisal Systems	Teachers' Job Performance
Performance Appraisal Systems	Pearson Correlation	1
	Sig. (2-tailed)	.623**
	N	253
Teachers' Job Performance	Pearson Correlation	.623**
	Sig. (2-tailed)	1
	N	253

**Correlation is significant at the 0.05 level (2-tailed).

Data in Table 3. shows the relationship between performance appraisal system and teachers' job performance in public secondary schools in Delta State. The result on the table shows that there is a positive relationship with r-value of .623 and significance $p=.000$. Therefore, the null hypothesis which states that there is no significant relationship between performance appraisal system and teachers' job performance in public secondary schools in Delta State was rejected. Thus, there is a significant relationship between performance appraisal system and teachers' job performance in public secondary schools in Delta State.

Hypothesis 2: There is no significant relationship between compensation practice and teachers' job performance in public secondary schools in Delta State Nigeria.

Table 4: Pearson r between compensation and teachers' job performance

	Compensation Practice	Teachers' Job Performance
Compensation Practice	Pearson Correlation	1
	Sig. (2-tailed)	.736**
	N	253
Teachers' Job Performance	Pearson Correlation	.736**
	Sig. (2-tailed)	1
	N	253

**Correlation is significant at the 0.05 level (2-tailed).

Data in Table 4. shows the relationship between compensation practice and teachers' job performance in public secondary schools in Delta State. The result on the table shows that there is a positive relationship with r-value of .736 and significance $p=.000$. Therefore, the null hypothesis which states that there is no significant relationship between compensation practice and teachers' job performance in public secondary schools in Delta State was rejected. Thus, there is a significant relationship between compensation practice and teachers' job performance in public secondary schools in Delta State.

Discussions and Recommendations

Based on the findings of this study it is therefore concluded that performance appraisal systems, and compensation practices are vital factors that significantly influence and contribute to the high level of job performance among public secondary school teachers in the Delta State.

Therefore the following recommendations were made:

1. The performance appraisal system should be transparent, objective, timely, and developmental rather than punitive. It should provide constructive feedback and be linked to opportunities for professional growth and rewards.
2. The state government should periodically review and enhance the compensation package (salaries, allowances, and non-monetary benefits) for teachers to make it competitive and commensurate with their qualifications and job demands, as compensation significantly relates to motivation and performance.

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