

Job Characteristics as Correlate of Teachers' Job Performance in Secondary Schools in Edo Central Senatorial District, Edo State, Nigeria

¹*Juliana Oyida Aigboje, ²Josephine Abhulimen & ¹Prof. P. O. Uhunmuavbi

¹Department of Curriculum and Instruction, Faculty of Education
Ambrose Alli University, Ekpoma, Edo State.

²Department of Vocational and Technical Education
Faculty of Education, Ambrose Alli University, Ekpoma, Edo State.

* Corresponding Author: Aigboje, J. O.

Email: julianaaigboje@gmail.com

ABSTRACT

This paper examined the relationship between job characteristics and job performance of teachers in secondary schools in Edo State, Nigeria. Five hypotheses were raised and tested in the study. The correlation design was adopted for the study. The population covered all the 794 teachers and 138 principals in all the public Senior and Junior Secondary Schools in the state. The systematic random sampling technique was used to draw a sample of 397 teachers and 69 principals representing 50 percent of the population. Two instruments – “Job Characteristics for teachers Questionnaire and Teachers Job Performance Questionnaire were used to collect data. The Cronbach Alpha reliability coefficients of the instruments yielded r-values of 0.78 and 0.73 respectively. The Pearson Product Moment Correlation was used to test the hypothesis at 0.05 alpha level. The results showed that all the job characteristics - skill variety, task identity, task significance, job autonomy and job feedback, had moderate, positive and significant relationship with the teachers' job performance. It was recommended that the Edo State government should introduce a job redesign through its Edo Best Programme, to encourage teachers to utilize a variety of skills, discourage monotony of task and promote feedback for teachers both individually and collectively.

Keywords: Skill Variety, Task Identity, Autonomy, Task Significance, Feedback

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INTRODUCTION

Secondary education is the education received after primary education. The Federal Republic of Nigeria (2004) stated in the National Policy of Education that secondary education shall help to prepare citizens for: useful living in the society and higher education. This implies that secondary education is an aspect of education that is designed to inculcate the right values, norms, cultures and skills needed to equip learners for useful living within the society and prepare every Nigerian child for self-reliant, and higher education. The attainment of these objectives could be said to rest on the shoulders of teachers who have significant roles to play in implementing the curriculum at the classroom level. Invariably, one can say that the attainment of the aforementioned objectives all depend on the job performance of teachers.

Job performance refers to an act of accomplishing or executing a given task. It refers to how the various duties associated with an employees' job description is accomplished or carried out at a given time. It is the level of a teachers' accomplishment that is measured through a rating of teacher's activities in terms of performance in

teaching, lesson preparation, lesson presentation, actual teaching and teacher commitment to job, extra-curricular activities, supervision, effective leadership, motivation and morale among others. Within the school context, Kant (2014) noted that job performance of a teacher covers: effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability. He noted that teachers' job performance could be measured through the annual performance/evaluation report of teachers. The report measures teachers' activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities. Kant (2014) further classified the duties of a teacher into two (2) major sub-groups namely - instructional and administrative duties. The instructional and administrative duties are the tasks a teacher is expected to perform in class or in school, on behalf of the school authority respectively. The former (instructional duties) include: class teaching, lesson note preparation, students' note supervision, syllabus interpretation and class management among others while the latter dimension (administrative duties) include: conducting students on the assembly ground, managing the school laboratory and workshop, planning the program me for the year; financial management; project development; organization of school co-curricular activities, taking staff meeting agenda and so on. Performance of the aforementioned duties among teachers could be influenced by various attributes that characterize a teacher's job; distinguishing it from that of their counterpart in another school. This attributes are generally known as job characteristics.

Job characteristics are the various attributes that describe the nature or design of a job. Job characteristics is the job design that purports three psychological states of a job incumbent, namely meaningfulness of the work performed, responsibility for the work outcomes, and knowledge of the results of the work performed, which will yield positive outcomes. Basically, five (5) notable job traits namely: skill variety, task identity, task significance, job autonomy and job feedback describe these psychological states (Johari, Mit & Yahya, 2009). Skill variety is described as the degree to which a job requires a variety of different activities in carrying out the work, which involve the use of a number of different skills and talents of the employees. Task identity connotes the degree to which the job requires completion of a whole and identifiable piece of work, i.e. doing a job from start to finish with a visible outcome. Task significance describes the degree to which the job has a substantial impact on the lives or work of other people whether the immediate organization or in the external environment. Autonomy is the degree to which the job provides substantial freedom, independence, and judgment to the individual in scheduling the work and in determining the procedures to be used in carrying it out while feedback indicates the degree to which the employee receives clear information about his or her performance. Simply put, Johari, Mit and Yahya (2009) averred that skill variety assesses whether or not a job entails various activities, which requires the incumbent to demonstrate a number of different skills (e.g. "This job requires me to do many different things at work using a variety of skills and talents"). The second - task identity measures whether or not a job demands completion of a whole and identifiable piece of work, which is performing a certain job from the beginning to an end with a visible outcome (e.g. "The

job involves doing a whole and identifiable piece of work with an obvious beginning and end”). Task significance assesses the level in which a job has a significant effect on the lives or work of others, be it in the immediate organization or in the external environment (e.g. “The job is one where a lot of other people can be affected by how well the work is done.”). Job autonomy examines whether or not a job gives substantial freedom, independence, and discretion to the individual in planning the work and in determining the procedures to be used in performing it (e.g. “This job gives me the chance to use my personal initiative and judgment in carrying out the work”) while job feedback measures the extent to which the performing work activities required by the job results in the individual being given direct and clear information about the effectiveness of the job holder’s performance. (e.g. “After I finish a job, I know whether or not I have performed well”).

While an employee’s duty is quite monotonous (with no room for skill variety) and lacks clear identity of his/her duties, he/she is likely to perform poorly at work. This also can be said of a teacher who is hardly able to recognize the significance of performing a task or assignment prescribed by the school’s work culture on a regularly or periodic bases. Thus, such teachers are not likely to put in their best in giving full sense of dedication to the performance of their duties at school. As a result of previous work experience, locus of control, self-efficacy, self-confidence, self-worth and other personality traits, some teachers (just like any other employee) do not like to work under strict supervision and controls but prefer to be autonomous so as to give room to expand their knowledge frontiers, experiment new things and exercise their confidence on new ways of achieving certain tasks. Regrettably, such teachers might hardly be able to work in a school where the job duties are so monotonous and conditioned to follow strict predetermined patterns. Consequently, self-efficacious teacher who find themselves entangled in such “strict job-web” are likely to be uncommitted, oppose existing predetermined job routines, do their job haphazardly and poorly carry out their duties at school.

Level of job performance among teachers has attracted attention among scholars in recent times. Akinlosotu (2013) examined the causality relationship between organizational politics and teachers’ job performance in secondary schools in Ile-Oluji, Okeigbo Local Government Area of Ondo State. Results among other findings showed that the job performance of teachers was below average in secondary schools in the local government area. In another study, Nelson (2009) in a study on effect of teachers’ preparedness on secondary school students’ achievement sampled 250 secondary school teachers from a population of 1250 teachers from a local council in Malaysia. The result revealed that teachers’ effectiveness and job performance level was average in secondary schools. Lindsay (2007) investigated the effect of teachers’ effectiveness and job performance on students’ academic progress in California. The result showed that teachers’ effectiveness and job performance in schools was raked average compared to their counterparts in other parts of the world rated moderate and low. Abay (2020) investigated teachers’ job performance and effectiveness in secondary schools in Edo State. The study was a descriptive research design. A sampled of 230 secondary school

teachers from a population of 2300 secondary school teachers from Edo North Senatorial District was drawn using simple random sampling by balloting. The result revealed that the level of teachers' job performance and effectiveness in Edo State was very low compared to their counterparts in other states of the nation. Zafar-Uz-Zaman (2014) investigated a complete relationship between job characteristics as antecedent of job performance in banking sector employers in China. Linear regression analyses revealed that task identity is the most significant and positive predictor of job satisfaction and performance. Hadi and Adnan (2010) investigated job characteristics as predictors of work motivation and job satisfaction in bank managers in Pakistan. From the analysis, task identity turned out to be the most important positive predictor of job satisfaction and performance of managers. Gu-Ne and Young-Min (2016) examined the relationship between job characteristics and job crafting with respect to a sales organization in Korea. The study adopted was descriptive-cross sectional design. Total number of participants was 406 employees. The findings showed that task identity significantly predicted job crafting and performance of workers. Hernaus and Mikulić (2013) examined the nature of relationships between work characteristics and work performance of knowledge workers in Croatia. Results showed that task significance had significant effects on task and contextual performance of knowledge workers. Seyyed, Doostar and Saber (2013) studied the relationship between job characteristics and human resources productivity at Guilan Tejarat Bank, Iran. Results showed that there was a significant relationship between all aspects of job characteristics and human resource productivity. However, result further showed that task significance and workers' job performance or productivity was strongly correlated. Salau, Adeniji and Oyewunmi (2014) investigated the relationship between the elements of job enrichment and organization performance among the non-teaching staff in Nigerian public universities. The result of the findings revealed that there are positive correlation between job depth, on the job training and core job dimension elements of the job enrichment and workers/organizational performance while there was no correlation between motivators' elements and performance. Hence, increased recognition of task significance will stimulate the employees to further raise their commitment towards the attainment and realization of the goal and objectives of the institutions/organizations.

Kahya (2007) examined effects of job characteristics (physical efforts and job grade), and working conditions (environmental conditions and hazards) in addition to experience and educational qualification level on task performance and contextual performance of worker in Turkey. The results showed that there were substantial relationships between employees' performances and autonomy.

According to Iffat, Maurice1 and Haneefuddin(2015) examined impact of job characteristics on organizational success and its members' work attitudes and behaviors is not new in the field of organizational behavior. The results showed no emotional experiences due to job characteristics showed no influence on employee's commitment towards the organization as well their citizenship and counterproductive work behavior. Lars, Steijn, Nevicka and Heerema (2016) examined the experience of having energy available to one's self. Vital employees are full of positive energy when they work, and

feel mentally and physically strong. The result showed that organizations can potentially increase employee vitality (a) by increased task communication from leaders and (b) by providing employees with greater job autonomy. Yean, Yahya and Adnan (2015) examined the predicting role of job characteristics on job performance in Malaysia. Findings revealed that feedback significantly and indirectly influences job performance and the relationships were mediated by work involvement. Ramazani, Hedaiaati, Elhamirad, and Valiee, (2015) determined the relationship between job characteristics and organizational commitment among the employees of hospitals in Iran. Descriptive and correlation design was used in the study. Results showed that there was significant statistical correlation between job feedback, job performance and organizational commitment ($p < 0.05$). Al-Tit and Suifan (2015) examined the influence of organizational commitment on job characteristics and job satisfaction. The results showed that there is a significant and positive influence of organizational commitment on job characteristics and job satisfaction. Additionally, significant and positive relationship between job feedback and job performance was found. Kunaviktikul and Thungjaroenkul (2011) examined the relationship between job characteristics and job performance among professional nurses in two randomly- selected university hospitals in China. The result showed that a significant relationship was found between job characteristics and job performance that was at a moderate level ($r=.36, p< .01$). Lankarani, Abedi and Sarikhani (2015) investigated the relationship between job characteristics and work-family conflict among married women employed in clinical wards of Shiraz University-affiliated hospitals. Findings showed there is a significant negative relationship between job characteristics (skill variety, task autonomy, task significance, job security, social support of colleagues and supervisors) and job performance of workers in the hospital. Matić and Pavlović (2016) examined the influence of demographics, job characteristics and characteristics of organizations on employee commitment. Result showed that job characteristics have strong impact on organizational commitment and job performance in Central European Organizations.

Several researches have been undertaken on challenges influencing teacher's job performance in Nigeria among them are Obineli (2013), Obi-Nwosu, Joe-Akunne and Oguegbe (2013) among significant others. Most of these studies were conducted beyond Edo State region and besides covered only one, two or three job characteristics from selected schools in one local government as against a district that this study will cover. Hence, a knowledge gap exists on job characteristics influencing teachers' job performance in central senatorial district of Edo State. This study attempts to fill this existing gap by investigating job characteristics as correlate of teachers' job performance in public secondary schools in Edo central senatorial district.

Hypotheses

The following null hypotheses were tested in the study at 0.05 level of significance:

1. There is no significant relationship between skill variety and job performance of teachers in secondary schools in Edo Central Senatorial District.

2. There is no significant relationship between task identity and job performance of teachers in secondary schools in Edo Central Senatorial District.
3. There is no significant relationship between task significance and job performance of teachers in secondary schools in Edo Central Senatorial District.
4. There is no significant relationship between autonomy and job performance of teachers in secondary schools in Edo Central Senatorial District.
5. There is no significant relationship between feedback and job performance of teachers in secondary schools in Edo Central Senatorial District.

METHODOLOGY

The researchers adopted the correlational design for the study. The population of the study was made up of all the principals and teachers in public Senior and junior Secondary Schools in Edo Central Senatorial District, Edo State. As sample, 397 teachers and 69 principals of the entire population was used in the study. Two questionnaires was used in this study. The first questionnaire was titled “Job Characteristics for Teachers Questionnaire (JOCTEQ)” designed for teachers while the second instrument were adapted from Annual Performance Evaluation Report (APER) for teachers’ job performance titled “Teachers’ Job Performance Questionnaire (TEJOPEQ)” designed for principals. The first instrument (JOCTEQ) will be divided into Section A and B. Section ‘A’ dealt with the demographics of teachers such as their sex and educational qualification while the Section B were subdivided into Part 1 and 2.

Part 1 of Section B contains six (6) item statements on job characteristics. These item statements were used to answer research question 2. Part 2 of Section B contains 11-item statements adapted from the revised Job Characteristic Scale (JCS) constructed by Johari, Mit and Yahya (2009). The scale contained five sub-scales representing five job characteristics: with item 1 and 2 bordering on Skill Variety (SV), item 3 and 4 bordering on Task Identity (TI), item 5 and 6 bordering on Task Significance (TS), item 7 and 8 bordering on Autonomy (AU), and item 9 and 11 bordering on Feedback (FB). In the course of adaptation, the response scales were changed to a four point Likert like scale type of Strongly Agree(SA) - 4, Agree(A) - 3, Disagree –(D) 2 and Strongly Disagree(SD) - 1. Hence, this gives an average likert mean score of 2.50 per item as against 4.00 mean score of the seven point response rating in the original version. Also, selected items were slightly modified to reflect work related behavior of teachers within the school context. For instance; item one on skill variety (SV) reads “*This job requires me to do many things at work using a variety of skills and talents*”. This was slightly modified to “*My job as a teacher requires me to do many things at work using a variety of skills and talents*”. Following the modifications above, the scale was retitled: “Job Characteristics for Teachers’ Questionnaire (JOCTEQ).”

The second instrument titled “Teachers’ Job Performance Questionnaire - TEJOPEQ” was used to collect information on teachers’ job performance in secondary schools. The questionnaire (TEJOPEQ) was used to collect data from principals to rate their teachers’ performance on various activities on their job description at school. These activities were collected from the Annual Performance Evaluation Report (APER Form) for teachers. The instrument (TEJOPEQ) basically comprised of Sections ‘A’ and ‘B’. Section ‘A’ was

used to collect data on demographic variables of respondents, such as schools and local government, while Section B focused on the ten (10) basic job functions of every teacher as contained in the Annual Performance Evaluation Report (APER). From these ten job functions comprised of 1) planning lessons, 2) teaching lessons, 3) evaluation of lessons, 4) classroom management, 5) handling of students discipline and attendant problems, 6) interest in teaching pupils, 7) knowledge of subject matter, 8) professional preparation and scholarship, 9) professional characteristics and 10) effort toward improvement when needed. All the aforementioned job functions in the original APER were rated: Satisfactory - (S), Requires Improvement – (R), Unsatisfactory, Specific comments and documentation – (U) and Not Observed or Not Applicable – (N). However, only the first five (5) aspects (planning lessons, teaching lessons, evaluation of lessons, classroom management and handling of student discipline and attendant problems) were covered to measure teachers' job performance. Three (3) items each were raised under the five items to make a total of fifteen (15) items covered. The fifteen (15) items were raised under each of the aforementioned teacher's job functions and rated on a four point scale of: Strongly Agree - 4, Agree - 3, Disagree - 2 and Strongly Disagree - 1. The content validity of the instruments was ensured by the supervisor and two other senior lecturers in the Department of Educational Foundations and Management in Ambrose Alli University, Ekpoma. The test-retest reliability procedures will be adopted in determining the reliability of the instrument. The Pearson Product Moment correlation coefficient statistics was used to correlate the result of the two tests in other to determine the reliability coefficient. The researchers administered the instruments to teachers and principals. Method of data analysis is as follows: Hypotheses 1 to 5 were tested with Pearson Product Moment Correlation Coefficient Statistics. The entire hypotheses were tested at 0.05 level of significance.

RESULTS

Hypothesis 1

There is no significant relationship between skill variety and job performance of teachers in secondary schools in Edo Central Senatorial District

Table 1

Relationship between Skill Variety and Job Performance of Teachers in Secondary Schools in Edo Central Senatorial District

Variables	N	(\bar{X})	SD	R	p	Remarks
Skill Variety	464	2.54	0.947	0.553	*0.000	Rejected
Job performance of teachers		2.38	0.558			

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

Data in Table 1 showed that the mean (\bar{X}) and Standard Deviation (SD) of the respondents (N=464) were 2.54 and 0.947 for Skill variety and 2.38 and 0.558 for job performance of teachers respectively while the Pearson correlation coefficient of 0.553 was statistically significant ($p < 0.05$). Therefore, the null hypothesis was rejected while the alternate hypothesis was accepted. This indicates there is was a significant relationship between skill variety and job performance of teachers in secondary schools

in Edo Central Senatorial District. This invariably implied that skill variety influenced the teachers' job performance secondary schools in Edo Central Senatorial District.

Hypothesis 2

There is no significant relationship between task identity and job performance of teachers in secondary schools in Edo Central Senatorial District.

Table 2

Relationship between Task Identity and Job Performance of Teachers in Secondary Schools in Edo Central Senatorial District

Variables	N	(\bar{X})	SD	r	P	Remarks
Task Identity	464	2.53	0.894	0.442	*0.000	Rejected
Job performance of teachers		2.38	0.558			

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

Data in Table 2 showed that the mean (\bar{X}) and Standard Deviation (SD) of the respondents (N=464) were 2.53 and 0.894 for task identity and 2.38 and 0.558 for job performance of teachers respectively while the Pearson correlation coefficient of 0.442 was statistically significant ($p < 0.05$). Therefore, the null hypothesis was rejected while the alternate hypothesis was accepted. This indicated there is a significant relationship between task identity and job performance of teachers in secondary schools in Edo Central Senatorial District. This invariably implied that task identity influenced the job performance of teachers in secondary schools in Edo Central Senatorial District.

Hypothesis 3

There is no significant relationship between task significance and job performance of teachers in secondary schools in Edo Central Senatorial District.

Table 3

Relationship between Task Significance and Job Performance of Teachers in Secondary Schools in Edo Central Senatorial District

Variables	N	(\bar{X})	SD	r	p	Remarks
Task Significance	464	2.75	0.906	0.330	*0.000	Rejected
Job performance of teachers		2.97	1.028			

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

Data in Table 3 showed that the mean (\bar{X}) and Standard Deviation (SD) of the respondents (N=464) were 2.75 and 0.904 for task significance and 2.97 and 1.028 for job performance of teachers respectively while the Pearson correlation coefficient of 0.330 was statistically significant ($p < 0.05$). Therefore, the null hypothesis was rejected while the alternate hypothesis was accepted. This indicated there is a significant relationship between task significance and job performance of teachers in secondary schools in Edo Central Senatorial District. This invariably implied that task significance influenced the job performance of teachers in secondary schools in Edo Central Senatorial District.

Hypothesis 4

There is no significant relationship between autonomy and job performance of teachers in secondary schools in Edo Central Senatorial District.

Table 4

Relationship between Autonomy and Job Performance of Teachers in Secondary Schools in Edo Central Senatorial District

Variables	N	(\bar{X})	SD	r	p	Remarks
Autonomy	464	2.54	0.940	0.610	*0.000	Rejected
Job performance of teachers		2.31	0.537			

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

Data in Table 4 showed that the mean (\bar{X}) and Standard Deviation (SD) of the respondents (N=464) were 2.54 and .940 for autonomy and 2.31 and .537 for job performance of teachers respectively while the Pearson correlation coefficient of 0.610 was statistically significant ($p < 0.05$). Therefore, the null hypothesis was rejected while the alternate hypothesis was accepted. This indicated there is a significant relationship between autonomy and job performance of teachers in secondary schools in Edo Central Senatorial District. This invariably implied that autonomy influenced the job performance of teachers in secondary schools in Edo Central Senatorial District

Hypothesis 5

There is no significant relationship between feedback and job performance of teachers in secondary schools in Edo Central Senatorial District.

Table 5

Relationship between Feedback and Job Performance of Teachers in Secondary Schools in Edo Central Senatorial District

Variables	N	(\bar{X})	SD	r	p	Remarks
Feedback	464	2.50	0.881	0.546	*0.000	Rejected
Job performance of teachers		2.31	0.537			

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

Data in Table 5 showed that the mean (\bar{X}) and Standard Deviation (SD) of the respondents (N=464) were 2.53 and 0.894 for task identity and 2.38 and 0.558 for job performance of teachers respectively while the Pearson correlation coefficient of 0.442 was statistically significant ($p < 0.05$). Therefore, the null hypothesis was rejected while the alternate hypothesis was accepted. This indicated there is a significant relationship between feedback and job performance of teachers in secondary schools in Edo Central Senatorial District. This invariably implied that feedback influenced the job performance of teachers in secondary schools in Edo Central Senatorial District

DISCUSSING OF RESULTS

The result from hypothesis one showed that there was a significant relationship between skill variety and job performance of teachers in secondary schools in Edo Central Senatorial District. The result is in line with that of Akinlosotu (2013) who found that skill variety significantly influence job performance of teachers in schools. The result is

in line with that of Gu-Ne and Young-Min (2016) who found that skill variety significantly predicted job crafting and performance of workers.

The result from hypothesis two shows that there was a significant relationship between task identity and job performance of teachers in secondary schools in Edo Central Senatorial District. The result corroborates with that of Zafar-Uz-Zaman (2014) who found that task identity is the most significant and positive predictor of job satisfaction and performance. The result also agreed with that of Hadi and Adnan (2010) who found that task identity turned out to be the most important positive predictor of job satisfaction and performance of managers.

The result from hypothesis three showed that there was a significant relationship between task significance and job performance of teachers in secondary schools in Edo Central Senatorial District. The result is in line with that of Hernaus and Mikulić (2013) who found that task significance had significant effects on task and contextual performance of knowledge workers. The result corroborates that of Seyyed, Doostar and Saber (2013) who found that there is a significant relationship between all aspects of job characteristics and human resource productivity.

The result from hypothesis four showed that there was a significant relationship between autonomy and job performance of teachers in secondary schools in Edo Central Senatorial District. The result is in line with that of Iffat, Maurice and Haneefuddin (2015) who found that emotional experiences due to job characteristics showed no influence on employee's commitment towards the organization as well their citizenship and counterproductive work behavior. The result supported that of Lars, Steijn, Nevicka and Heerema (2016) who found that organizations can potentially increase employee vitality (a) by increased task communication from leaders and (b) by providing employees with greater job autonomy.

The result from hypothesis five shows that there was a significant relationship between feedback and job performance of teachers in secondary schools in Edo Central Senatorial District. The result supported that of Kahya (2007) who found that there were substantial relationships between employees' performances and autonomy. The result agreed with that of Yean, Yahya and Adnan (2015) who found that feedback significantly and indirectly influences job performance and the relationships were mediated by work involvement.

Generally, the results from all job characteristics combined significantly predict teacher's job performance in secondary schools in Edo Central Senatorial District. The result supported that of Ramazani, Hedaiati, Elhamirad, and Valiee, (2015) who found that there was significant statistical correlation between job feedback, job performance and organizational commitment ($p < 0.05$). The result also supported that of Lankarani, Abedi and Sarikhani (2015) who found that autonomy, task significance, job security, social support of colleagues and supervisors) and job performance of workers in the hospital.

CONCLUSION

The need for improved teachers' job performance cannot be over emphasized. Among several possible factors that could affect teachers' job performance, job

characteristics which describes the intrinsic qualities of a teachers' job stands out. Based on the findings, it was concluded that skill variety, task identity, significance, autonomy and feedback are all correlates of teacher's job performance in secondary schools in Edo Central Senatorial District. This implies that perceived increase in any of the job characteristics would promote job performance among teachers.

RECOMMENDATIONS

The following recommendations are made on the study.

1. Through the Edo Best Programme, the state government should encourage the use of a variety of Pedagogy skills which is expected to improve teachers' instructional delivery and promote their job performance
2. Principals should team up with Human resource managers to develop a talent management programme that would help in the provision of feedback and appraisal of teachers' job performance from term to term.

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