

Performance Appraisal Strategies and Job Productivity of Business Studies Teachers in Public Secondary Schools in Akwa Ibom South Senatorial District



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ABSTRACT: This study sought to determine the relationship between performance appraisal strategies and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District. Three specific objectives, three research questions and three null hypotheses were formulated for the study. The correlational research design was used in this study. The population of the study comprised 63 principals and 177 Business Studies teachers; totaling 240 respondents which were drawn from 63 public secondary schools in Akwa Ibom South Senatorial District. The sample consists of 54 principals and 123 Business Studies teachers which gave a total sample size of 177 respondents and were obtained statistically using Taro Yamane formula. Simple random sampling technique was used for the study. Two research instruments captioned: “Performance Appraisal Strategies Questionnaire (PASQ)” for Business Studies teachers and “Job Productivity of Business Studies Teachers Questionnaire (JPBSTQ)” for principals were used for data collection. The instruments were face validated by three experts in the Department of Business Education, University of Uyo. Cronbach’s Alpha technique was used in determining the reliability coefficient of the instruments (PASQ) and (JPBSTQ) where coefficient indices of .74 and .95 were obtained respectively. Simple Linear Regression analysis was used in answering the research questions as well as testing the null hypotheses at 0.05 level of significance. The findings of the study revealed that there is a strong and significant relationship between the application of management by objectives, 360 degree feedback, and assessment centre appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District. From the findings, it was concluded that if performance appraisal strategies are properly applied by principals and board, it would go a long way to enhancing job productivity of Business Studies teachers in Public Secondary Schools as well as promoting the students’ academic achievement. Therefore, it is recommended among others that Government through State Secondary Education Board should regularly organize seminars, workshops and conferences for principals and teachers particularly on the rudiments of performance appraisal strategies so that the application of these strategies would be handled at ease.

KEYWORDS: Performance Appraisal Strategies, Management by Objectives, 360 Degree Feedback, Assessment Centre, Job Productivity, Business Studies Teachers.

INTRODUCTION

It is true that education serve as an instrument for societal and human development. Education in Nigerian context is obtained at different levels, one of which is secondary education level. Secondary Education is the education individuals receive after primary school and before the tertiary level. In Nigeria, secondary education is divided into two sections namely: Junior Secondary and Senior Secondary School which aim at preparing the individual for useful living within the society and higher education. Based on the context of this study, junior secondary school cannot be overemphasized and it is one of the main features in Nigerian educational system. According to Awofala and Sopekan (2013), junior secondary school is named as Upper Basic Education (JSS 1 – 3) in the contemporary 9-year Basic Education Curriculum. The curriculum of junior secondary school which span through junior secondary one to three is embedded with worthwhile school subjects such as Business Studies.

Business Studies is one of the core pre-vocational subjects offered in junior secondary schools in Nigeria. Asuquo (2016) defined Business Studies as an integrated subject which exposes students to pre-vocational ideas in business. It covers Commerce, Book-keeping, Office practice, Typewriting and Shorthand. According to Asuquo, Business Studies is meant to educate students in a cluster of occupational skills for specific jobs and equip them with competences for starting a trade of their own. Business Studies is considered as a foundational subject or prerequisite for effective learning and understanding of some senior secondary school subjects like financial accounting, commerce, marketing, office technology etcetera as well as key programmes in tertiary institutions such as Business Education and Business Administration. Ezomonu (2015) maintained that Business Studies curriculum

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is aimed at giving students knowledge and skills that would enable them to adapt to changes in office technology and develop a broad understanding of business activities, structures and functions of institutions. To achieve this goal, teaching of Business Studies becomes paramount in the public secondary schools. It is consequent upon this that teachers' job in the public secondary schools has become critical issue worthy of consideration (Maclean, 2018).

Teachers constitute an important factor in the implementation of the Business Studies curriculum. The quality of teachers is known to be a key predictor of students' performance. Ayodele and Adegbile (2013) indicated that the development of students through quality education is dependent on the quality of knowledge that the teachers have. A Business Studies teacher is someone, who has been trained professionally in College of Education or Faculty of Education in the University or similar institutions that are engaged in Business Teacher Education programme. Besides, such a person must be certified to teach and should actually be involved in teaching. To be a qualified Business Studies teacher, such an individual must be a registered member of various professional bodies such as Teachers Registration Council of Nigeria (TRCN), Association of Business Educators of Nigeria (ABEN), among others. Ayodele and Adegbile (2013) referred to a Business Studies teacher as one whose teaching role extends beyond the development of cognitive skills to the development of practical skills and morals. The extent to which this can be done depends on the job productivity of Business Studies teachers.

Job productivity of teachers is the ratio of the contribution made by teacher to general development in relation to the cost of education. Job productivity may be evaluated in terms of what the teacher controls and actually do in class room such as teaching, classroom management, mastery of the subject matter, dedication to duty, regularity in school, evaluation, reporting of students' progress and achieving the stated objectives. Getange (2016) explained that job productivity of Business Studies teachers is determined by their level of participation in the day-to-day running of the school, regularity in school, class attendance, and students' level of discipline and proper use of instructional materials to facilitate learning process. Of course, Principals cannot be left out in determining the job productivity of teachers.

School principals are the key players in the coordination of school activities. According to Solomon (2018), it is the duty of the school principal to coordinate all the activities of the school, without which ideal job productivity of Business Studies teachers may not be accomplished. In this regard, the job productivity could be measured through periodic evaluation of the teachers' activities in terms of performance in lesson preparation and presentation, teaching, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities. If the teachers take care of these factors, their job productivity can be enhanced to an optimum level (Rao and Kumar, 2014). Yet, strategies in the school system to determine job productivity of teachers are sometimes inadequate. No wonder Leigh and Mead (2015) revealed that the quality of teaching has gone down gradually the world over; the skills of teachers have depleted due to poor preparation on the part of teacher and lack of appraisal schemes by the management of educational institutions. Moreover, Leigh and Mead in their suggestion for lifting productivity of teachers have emphasized the need for periodic performance appraisal just as it is in the corporate world.

Performance appraisal is a management tool helpful in motivating and effectively utilizing human resources. Manish and Rajneesh (2014) 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, educational system.

Secondary schools system in Nigeria and in particular Akwa Ibom State according to Oleforo, Ikpe and Bassey (2015) are grappling with a lot of challenges in the area of performance appraisal of teachers to have sound knowledge of subject matter, delivery of lessons, evaluation and monitoring of students' performance in subject areas. Statistics according to Chief Examiner's Report in Akwa Ibom State Ministry of Education of JSSCE 2010 – 2018 sessions showed that the performance of students who sat for Business Studies in Akwa Ibom South Senatorial District was generally poor (Akwa, 2018). Massive failure of students in Business Studies at this stage of secondary education in Akwa Ibom South Senatorial District is worrisome and it cannot remain unabated. This issue of poor achievement of students seems to arise as a result of poor job productivity of teachers. However, observations by the researchers revealed that laxity on the productivity of Business Studies teachers leads to lapses in attendance to classes, poor lesson preparation, ineffective class control, teaching of obsolete topics, with obsolete techniques, poor mastery of the subject, poor students' evaluation method and so on.

It can be observed that the poor job productivity of Business Studies teachers in Akwa Ibom South senatorial district seems to emanate from inadequate performance appraisal strategies adopted by the Education boards. In this regard, Asuku and Abraham (2019) suggested that performance appraisal strategies suitable for job productivity of Business Studies teachers in secondary schools include management by objectives, 360 degree feedback, and assessment centre.

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Management by Objectives (MBO) is the appraisal strategy which managers and employees together identify, plan, organize, and communicate goals. After setting clear goals, managers and subordinates periodically discuss the progress made to control and debate on the feasibility. According to Darehzereshki (2013), management by objectives (MBO) appraisal strategy is a process in which principals and teachers jointly set objectives, periodically evaluate performance, and reward according to the results. This strategy emphasized that appraiser and the appraisee lay down standards or target to be achieved. Therefore, appraisee actual performance is measured against the standards or target set at the end of a specific period (Senyah, Coffie and Adu-Pakoh, 2016). Hollmann (2013) pointed out that management by objectives facilitates effective communication between principal and teachers in order to achieve the objectives and targets that have been set.

In the 360-degree appraisal strategy, information is obtained through several sources; it includes the boss, top management, assistants, co-workers, customers, dealers, advisors, and community officials. According to Mukhopadhyay (2016), 360 degree feedback appraisal strategy allows information to be obtained from anyone who interacts with the employee and can provide detailed information about such employee's behaviour. As noted by Muhia (2015), 360 degree feedback gives the most accurate, best possible analysis of teachers and their productivity within the school. Therefore, McNergney, Imig and Pearlman (2020) revealed that the intent of this 360 degree feedback in the school system is to gather information from everyone with knowledge of a teacher's performance to create a complete representation of a teacher's practice and to identify areas for improvement.

An assessment center appraisal strategy is a process where candidates are examined to determine their suitability for specific types of employment. The candidates' personality and aptitudes are determined by techniques including interviews, group exercises, presentations, examinations and psychometric testing. Rajashekar (2018) asserted that assessment centre helps to analyze if the person is a good fit for a role and whether he can handle the responsibilities. The ultimate reason for having an assessment centre in any organization is to gather all relevant information under a standardized condition about an individual's capabilities to perform a given task. According to Hardison and Sackett (2014), the characteristics assessed in assessment center (AC) are assertiveness, persuasive ability, communicating ability, planning and organizational ability, self-confidence, resistance to stress, energy level, decision making, and sensitivity to feelings, administrative ability, creativity and mental alertness among others.

Despite the immense benefits of the above performance appraisal strategies on the job productivity of Business Studies teachers, it seems that government through State Secondary Education Board in Akwa Ibom State still has a lot to do in the application of these strategies such as management by objectives, 360 degree feedback, and assessment centre. Could it be that the appraisers are ignorant of these strategies? It is against this background that this study sought the relationship between performance appraisal strategies and job productivity of Business Studies teachers in public secondary schools in Akwa Ibom South Senatorial District.

STATEMENT OF THE PROBLEM

It has been observed that due to non application of effective performance appraisal strategies such as management by objectives, 360 degree feedback, and assessment centre on Business Studies teachers, there is attendant lapses on the part of the teachers. The consequence of these lapses is evident in the consistent decline in Business Studies students' academic performance commonly observed in Junior Secondary Certificate Examination.

Although, government through State Secondary Education Board is not reluctant in teachers' appraisal in terms of using it for tracking teachers' productivity in service delivery, the indices usually adopted in the appraisal form which include compliance to lesson note, attendance in school, performance of students in their subject areas as well as organizational behaviours may be inadequate. It can be observed that performance appraisal strategies such as management by objectives, 360 degree feedback, and assessment centre strategies may have not been properly applied or could it be that the appraisers are ignorant of these strategies. It is against this background that this study was conducted to determine the relationship between performance appraisal strategies and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District.

PURPOSE OF THE STUDY

The main purpose of the study was to determine the relationship between performance appraisal strategies and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District. Specifically, the study determined the relationship between the application of:

1. Management by Objectives appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District.
2. The 360 degree feedback appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District.
3. Assessment centre appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District.

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RESEARCH QUESTIONS

The following research questions guided the study:

1. What is the relationship between the application of Management by Objectives appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District?
2. What is the relationship between the application of 360 degree feedback appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District?
3. What is the relationship between the application of assessment centre appraisal strategy and job productivity of teachers in Public Secondary Schools in Akwa Ibom South Senatorial District?

RESEARCH HYPOTHESES

The following null hypotheses were formulated and tested at 0.05 level of significance:

- H₀₁:** There is no significant relationship between the application of management by objectives appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District.
- H₀₂:** There is no significant relationship between the application of 360 degree feedback appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District.
- H₀₃:** There is no significant relationship between the application of assessment centre appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District.

METHODOLOGY

This study adopted correlational research design and was conducted in Akwa Ibom South Senatorial District. The population of this study comprised 63 principals and 177 Business Studies teachers; totaling 240 respondents which were drawn from 63 public secondary schools in Akwa Ibom South Senatorial District (Source: State Secondary Education Board, 2019). The rationale for choosing school principals and Business Studies teachers is that; school principals are administrators or managers of the schools who ought to have hand in the application of performance appraisal strategies while Business Studies teachers are emphatically identified in the dependent variable of this study. The rationale for choosing school principals and Business Studies teachers is that; school principals are administrators or managers of the schools who ought to have hand in the application of performance appraisal strategies while Business Studies teachers are emphatically identified in the dependent variable of this study. Simple random sampling technique was adopted for this study.

This study was carried out with the use of two research instruments captioned: "Performance Appraisal Strategies Questionnaire (PASQ)" for Business Studies teachers and "Job Productivity of Business Studies Teachers Questionnaire (JPBSTQ)" for principals. A 4-point rating scale was used to score the items on both instruments as follows: Very Strong Relationship (VSR), Strong Relationship (SR), Weak Relationship (WR), and Very Weak Relationship (VWR). The instruments were face validated by three experts from the Department of Business Education, University of Uyo, Uyo. The internal consistency of the instruments was determined using Cronbach's Alpha reliability technique and a coefficients index of .74 and .95 were obtained for "Performance Appraisal Strategies Questionnaire (PASQ)" and "Job Productivity of Business Studies Teachers Questionnaire (JPBSTQ)" respectively. Simple linear regression was used in answering the research questions as well as testing the null hypotheses at .05 level of significance. The decision rule for the research questions were determined from the coefficient of r which ranges from + .00 to + 1.00.

Coefficient	+ .91	to	+ 1.00	Very Strong Relationship
	+ .61	to	+ .90	Strong Relationship
	+ .31	to	+ .60	Weak Relationship
	+ .00	to	+ .30	Very Weak Relationship

In testing the null hypotheses, calculated F-value was compared with Table value at .05 level of significance. If the calculated F-value is greater or equal to the Table value at .05 level of significance, the null hypotheses (H₀) is rejected in favour of the alternative hypotheses. But if the calculated F-value is less than the Table value at .05 level of significance, the null hypotheses is upheld.

RESULTS

Research Question 1

What is the relationship between the application of Management by Objectives appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District?

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Table 1: Regression analysis showing the relationship between the application of Management by Objectives appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District n = 172

Model	R	R-Square	Adjusted R-Square	Std Error of the estimate	Decision
1	.910	.829	.828	4.966	Very Strong Relationship

Source: Field survey, 2021

Table 1 with R value of 0.910 indicates that the relationship between the application of Management by Objectives appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District is very strong. Additionally, the positive value of the adjusted R square indicates positive relationship. The R square of 0.829 converted to 82.9% implies that there is a very great extent of relationship between application of Management by Objectives appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District.

Research Question 2

What is the relationship between the application of 360 degree feedback appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District?

Table 2: Regression analysis showing the relationship between the application of 360 degree feedback appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District n = 172

Model	R	R-Square	Adjusted R-Square	Std Error of the estimate	Decision
1	.750	.563	.560	7.935	Strong Relationship

Source: Field survey, 2021

Table 2 with R value of 0.750 shows that the relationship between the application of 360 degree feedback appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District is strong. Again, the positive value of the adjusted R square indicates positive relationship. The R square of 0.563 converted to 56.3% implies that there is a great extent of relationship between application of 360 degree feedback appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District.

Research Question 3

What is the relationship between the application of assessment centre appraisal strategy and job productivity of teachers in Public Secondary Schools in Akwa Ibom South Senatorial District?

Table 3: Regression analysis on the relationship between the application of assessment centre appraisal strategy and job productivity of teachers in Public Secondary Schools in Akwa Ibom South Senatorial District n = 172

Model	R	R-Square	Adjusted R-Square	Std Error of the estimate	Decision
1	.830	.688	.686	6.700	Strong Relationship

Source: Field survey, 2021

Table 3 with R value of 0.830 indicate that the relationship between the application of assessment centre appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District is strong. Moreover, the positive value of the adjusted R square indicates positive relationship. The R square of 0.688 converted to 68.8% implies that there is a great extent of relationship between application of assessment centre appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District.

Null Hypothesis 1

There is no significant relationship between the application of management by objectives appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District.

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Table 4: Regression analysis on the application of management by objectives appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District n = 172

Model	Sum of Squares	df	Mean Square	F cal	Decision
1 Regression	20283.969	1	20283.969	822.603	Reject H ₀
Residual	4191.909	170	24.658		
Total	24475.878	171			

Source: Field survey, 2021

Table 4 reveal that the calculated F-value of 822.603 is greater than the Table value of 3.84 at 0.05 level of significance. The relationship is significant. Therefore, the null hypothesis which stated that there is no significant relationship between the application of management by objectives appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District is rejected. This shows that there is significant relationship between the application of management by objectives appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District.

Null Hypothesis 2

There is no significant relationship between the application of 360 degree feedback appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District.

Table 5: Regression analysis on the application of 360 degree feedback appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District n = 172

Model	Sum of Squares	df	Mean Square	F cal	Decision
1 Regression	13770.947	1	13770.947	218.690	Reject H ₀
Residual	10704.931	170	62.970		
Total	24475.878	171			

Source: Field survey, 2021

Table 5 reveal that the calculated F-value of 218.690 is greater than the Table value of 3.84 at 0.05 level of significance. The relationship is significant. Therefore, the null hypothesis which stated that there is no significant relationship between the application of 360 degree feedback appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District is rejected. This reveals that there is significant relationship between the application of 360 degree feedback appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District.

Null Hypothesis 3

There is no significant relationship between the application of assessment centre appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District.

Table 6: Regression analysis on the application of assessment centre appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District n = 172

Model	Sum of Squares	df	Mean Square	F cal	Decision
1 Regression	16844.817	1	16844.817	375.258	Reject H ₀
Residual	7631.060	170	44.889		
Total	24475.878	171			

Source: Field survey, 2021

Table 6 reveal that the calculated F-value of 375.258 is greater than the Table value of 3.84 at 0.05 level of significance. The relationship is significant. Therefore, the null hypothesis which stated that there is no significant relationship between the application of assessment centre appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District is rejected. This reveals that there is significant relationship between the application of assessment centre appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District.

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DISCUSSION OF FINDINGS

The finding regarding research question 1 and null hypothesis 1 indicated that there is very strong and significant relationship between the application of management by objectives appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District. This explains that application of management by objectives appraisal strategy is a veritable tool for job productivity of Business Studies teachers. This finding is in line with the findings of Darehzereshki (2013) who maintained that management by objectives (MBO) appraisal strategy is a process in which principals and teachers jointly set objectives, periodically evaluate performance, and reward according to the results. Again, the finding of Hollmann (2013) revealed that management by objectives facilitates effective communication between principal and teachers in order to achieve the objectives and targets that have been set.

The findings on research question 2 and null hypothesis 2 indicated that there is strong and significant relationship between the application of 360 degree feedback appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District. This shows that application of 360 degree feedback appraisal strategy is relevant for job productivity of Business Studies teachers. This finding is in agreement with the finding of Muhia (2015) who posited that the 360 degree feedback give the most accurate, best possible analysis of teachers and their productivity within the school. Similarly, the finding of McNergney, Imig and Pearlman (2020) supported that the intent of this 360 degree feedback in the school system is to gather information from everyone with knowledge of a teacher's performance to create a complete representation of a teacher's practice and to identify areas for improvement.

The findings on research question 3 and null hypothesis 3 indicated that there is strong and significant relationship between the application of assessment centre appraisal strategy and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District. This shows that application of assessment centre appraisal strategy is relevant for job productivity of Business Studies teachers. This finding is supported by the finding of Rajashekar (2018) who maintained that assessment centre helps to analyze if the person is a good fit for a role and whether he can handle the responsibilities. This finding is also in accordance with the finding of Hardison and Sackett (2014) who revealed that the characteristics assessed in assessment center (AC) are assertiveness, persuasive ability, communicating ability, planning and organizational ability, self-confidence, resistance to stress, energy level, decision making, and sensitivity to feelings, administrative ability, creativity and mental alertness among others.

CONCLUSION

This study showed the relationship between performance appraisal strategies and job productivity of Business Studies teachers in Public Secondary Schools in Akwa Ibom South Senatorial District. It revealed that management by objectives, 360 degree feedback, and assessment centre strategies if properly applied by principals and board could go a long way to enhancing job productivity of Business Studies teachers in Public Secondary Schools as well as promoting the students' academic achievement.

RECOMMENDATIONS

Based on the findings of this study, this recommendation was made:

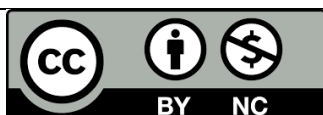
1. Government in conjunction with State Secondary Education Board should provide opportunities for in-service programmes for teachers and principals to update their knowledge and enhance their job productivity.
2. Government through State Secondary Education Board should regularly organize seminars, workshops and conferences for principals and teachers particularly on the rudiments of performance appraisal strategies so that the application of these strategies would be handled at ease.
3. The school principals should ensure that the management by objectives appraisal strategy is applied at regular interval in schools to promote the job productivity of staff. This would guarantee the collective efforts in the setting of relevant objectives for the school activities.
4. The State Secondary Education Board should ensure that the 360 degree feedback appraisal strategy is becoming an integral part of the school administration to boost morale of teachers in the school.

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