

Vol 3 Issue 8 Sept 2013

ISSN No : 2230-7850

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Monthly Multidisciplinary  
Research Journal

# *Indian Streams Research Journal*

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**RNI MAHMUL/2011/38595**

**ISSN No.2230-7850**

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## INFLUENCE OF GENDER AND TYPE OF SCHOOL ON JOB PERFORMANCE AMONG SCHOOL TEACHERS



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**Abstract:** This article examines the influence of gender and type of school on job performance among school teachers. The first aim of this study was to examine the differences between men and women teachers with respect to their job performance, and the second aim was to examine the influence of gender and type of school on job performance of teachers in primary schools. A total of 437 primary school teachers were selected from primary schools in Mysore city, India. The instrument used to measure the Job Performance was Job Performance Questionnaire adapted and translated by researcher (originally constructed by Shokrkon and Arshadi in 1990 in Persian). Data analysis was done using descriptive statistics, independent t-test and two-way ANOVA. The results revealed that male teachers significantly scored high on job performance than female teachers. Further, it was found that school type had significant influence over job performance, where teachers working private schools had higher scores compared to teachers working in government schools.

**Keywords:** Gender, Type of School, Job Performance, teachers.

### INTRODUCTION:

Performance is about creating a culture of professional improvement, feedback and growth within a school, with the ultimate aim of improving student outcomes. It can only operate effectively in a climate where there is a clear, shared and sustained focus on student learning, and on quality teaching as the means to achieve this, and where teachers are provided with the support they need to grow as professionals. Job performance is expected when individuals experience three psychological states:

Experienced meaningfulness - a job perceived as being important, valuable, and worthwhile;

Experienced responsibility – a job perceived as providing autonomy; and

**Knowledge of results** – a job perceived as providing feedback about how effectively the work is being performed (Robbins, 2001). Since job performance is contextual in nature, it is expected that performance is dependent on the climate of the organization. Given this awareness, when work depends upon other people and requires certain social skills, performance results can be more unexpected as they depend upon communication and coordination with other individuals.

On a very general level job performance can be defined as all the behaviors employees engage in while at work (Jex, 2002). However, this is a rather vague description. A fair amount of the employees behavior displayed at work is not necessarily related to job-specific aspects. More

commonly, job performance refers to how well someone performs at his or her work. Definitions range from general to specific aspects and from quantitative to qualitative dimensions. Initially, researchers were optimistic about the possibility to define and measure job performance. However, soon enough they started to realize that determining the dimensions of a job and its performance requirements was not a straightforward process. Nowadays it is generally agreed that job performance consists of complicated series of interacting variables pertaining to aspects of the job, the employee and the environment (Milkovich et al., 1991).

Historically, there have been three approaches to define the dimensions of job performance (Milkovich et al., 1991):

- as a function of outcomes;
- as a function of behavior;
- as a function of personal traits.

From an employee's point of view job performance is essentially the result of a series of behaviors. The various tasks performed on a daily basis contribute to job performance in general (Cardy, 2004). In this line of thought Campbell (1993) developed an influential model containing eight dimensions to measure job performance (Jex, 2002):

1. Job-specific task proficiency: behavior related to core tasks of the job;
2. Non-job-specific task proficiency: general work behavior;

3. Written and oral communication task proficiency;
4. Demonstrating effort: level of commitment to core tasks;
5. Maintaining personal discipline;
6. Facilitating peer and team performance;
7. Supervision/Leadership;
8. Management/Administration.

From a supervisor's perspective, on the other hand, outcomes are the key elements for job performance appraisal. After all, at the end of the day results are more important to an employer than the activities leading to those results (Cardy, 2004). So which approach is more important? There is not really a superior approach in all cases: both approaches have advantages and disadvantages (Cardy, 2004).

## **2. LITERATURE REVIEW**

Teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Ozuruokey, 2011). It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes (Akinyemi, 1993; Okeniyi, 1995). However, Peretemode (1996) argued that job performance is determined by the worker's level of participation in the day to day running of the organization. It is noted that employees behave differently under different situations (Ozuruokey, Ordu & Abdulkarim, 2011).

On the influence of gender, Dee (2007) found that gender interactions between teachers and students have significant effects on students' achievement. However, the studies of Holmlund and Sund (2008) and Tymms (2005) found that teachers' gender has no effect on students' outcome. Consequently, there is no consensus in the literature on the influence of gender on teachers' productivity.

Inayatullah and Jehangir (2013) examined the effect of motivation on job performance in public and private schools of Peshawar city in the Province of Khyber Pakhtunkhwa. The findings of this study revealed that there is a positive relationship between teacher's motivation and job performance. On the bases of gender, the motivation in female teachers was high as compared to male teachers in schools and similarly the performance of female teachers was better than male teachers. It was also found that there were significant differences in motivation and performance among public and private schools. Private school teachers are highly motivated than public school teachers. It is also concluded that the performance of private school teachers are better than public school teachers.

There are very rare studies related to the effect of type of school and gender on job performance of teachers. In this regard, researcher was interested to investigate this effect among primary school teachers in private and government school in India.

## **3. RESEARCH METHODOLOGY**

### **3.1 Hypotheses of the study**

1. There is no significant difference between male and female school teachers with reference to their job performance.

2. There is no significant influence school type on job performance among school teachers.

### **3.2 Sample**

The study was conducted in both government and private schools of Mysore city, India. 40 schools were selected using stratified sampling method from all schools in Mysore city, and in these schools, 800 questionnaires were randomly distributed, 437 questionnaires completed and returned..

### **3.3 Instrument:**

The Job Performance Questionnaire was constructed by Shokrkon and Arshadi in 1990 in Persian to evaluate the employee's performance in their job. The JPQ is composed of 15 Likert type items. The statements in the scale are rated on a four-point scale, the alternatives of which are: Rarely Occurs (R O), Sometimes Occurs (S O), Often Occurs (O O) and Very Often Occurs (V F O).

Reliability of the test was established by both split-half and Cronbach's Alpha. The reliability coefficient through using Cronbach's Alpha was .86 and through using split-half was .78 in Persian version. This questionnaire was translated and adapted to English by researcher. The Cronbach's Alpha was .93 in this version.

### **3.4 Data collection**

The questionnaires were administered individually. The data required for the present study were collected from the private and government schools in Mysore. In the questionnaires stipulated, the responders were explained, each individually about the researcher's aim and were requested to read each question carefully and then encircle the choice which best described their opinion regarding each item. The researcher distributed 800 questionnaires among the teachers. Each participant received questionnaire related to job performance. Finally, the investigator collected 437 questionnaires from participants.

## **4. RESULTS:**

In examining these hypotheses, data on the job performance of teachers working in private and government schools in Mysore, Karnataka State, India were collected from teachers' responses to the job performance questionnaire. The data collected were analyzed using two ways ANOVA. The findings are presented in Tables below.

Table 1 Mean and Standard Deviations of JP among male and female teachers with reference to the type of school.

Gender	Type of School	Mean	S. D	N
Male	Government	39.64	2.88	124
	Private	40.66	2.85	95
	Total	40.08	2.90	219
Female	Government	37.09	7.98	124
	Private	39.97	5.92	94
	Total	38.33	7.29	218
Total	Government	38.36	6.12	248
	Private	40.32	4.64	189
	Total	39.21	5.61	437

Table 3 Results of 2-way ANOVA for Mean and Standard Deviations of JP among male and female teachers with reference to the type of school.

Source	Sum of Squares	df	Mean Square	F	Sig.
Gender	282.086	1	282.086	9.49	.002*
School	408.982	1	408.982	13.76	.001**
Gender * School	92.101	1	92.101	3.10	.08NS
Error	12872.819	433	29.729		

\*P<0.01; \*\*P<0.001; Ns: No significant

A significant difference was observed between male and female teachers in their mean job performance scores (F=9.49; p=.002). From the mean values it is clear that male teachers had significantly higher job performance scores (mean 40.08) than female teachers (mean 38.33). School type comparison indicated that teachers working in private schools (mean 40.32) possessed higher job performance than teachers working in government schools (mean 38.36). F value of 13.76 was found to be significant at .001 level. Lastly, the interaction between gender and school type was found to be non-significant (F=3.10; P=.08), where the pattern of job performance was found to be same for male and female teachers, irrespective of the type of school they work for.

5. DISCUSSION

Main findings of the study are

Male teachers significantly scored high on job performance than female teachers.

School type had significant influence over job performance, where teachers working private schools had higher scores compared to teachers working in government schools.

The purpose of this investigation was to examine how gender and types of school affect job Performance of primary schools teachers in Mysore city. Both the hypotheses formulated for the present study have been rejected.

Results from this study showed that there was significant difference between primary school male and female teachers in JP. Inayatullah and Jehangir (2013) found significant effect of gender and types of schools on teacher's job performance. And also, Dee (2005) found significant influence of gender on teacher's performance and students achievements. The reason for this result may be the women multi role activities as mother, wife, teacher and et.al. Results

of this study showed that there was significant influence of type of school on job performance among primary school teachers, where teachers working private schools had higher scores compared to teachers working in government schools. The reason can be that the rules and structures are very strict and the performance appraisal is very important. Teachers job security is related to their performance in the schools. But in government schools everything is different. Teachers from first day of employment have job security and the performance has no effect on their job. They will have all the benefit even after retirement. There are very rare studied related to the effect of type of school on job performance of teachers. In this regard, researcher was interested to investigate this effect among primary school teachers in private and government schools in India. There are some studies that indicate that there is no difference between gender and job performance (Holmlund & Sund (2005); Tymms, 2005).

6. CONCLUSION

The objective of this paper is to study differences between primary school male and female teachers in JP. This paper has also attempted to examine how gender and types of school affect job Performance of primary schools teachers in Mysore city. From the above results it can be concluded that male teachers were better in job performance and teachers from private schools do better in their jobs than teachers working in government schools.

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