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TEACHERS ALTRUISM AND SPORTSMANSHIP AS CORRELATE OF TEACHERS JOB PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The study investigated teachers' altruism and sportsmanship as correlate of teachers' job performance in secondary schools in Anambra State. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The correlational research design was adopted for the study. The population of the study comprised of all the 6396 public secondary school teachers in the 261 public secondary schools in Anambra State. Through multi-stage sampling techniques 600 teachers in public secondary school in Anambra State were sampled. Two instruments were used for this study. The first instrument is titled "Questionnaire on Teachers' Altruism and Sportsmanship" (QTAS). The second instrument is titled "Questionnaire on Teachers' Job Performance" (QTJP). The instrument was validated by three experts in the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was ascertained through a pilot test. Cronbach Alpha was used to check the internal consistency of the instrument and a reliability value of 0.86 and 0.83 were obtained for each of the two instruments respectively. The overall reliability index for the whole cluster was 0.84. Data was analyzed with Pearson Product Moment Correlation. Findings on the study revealed that positive correlation exist between teachers' altruism, sportsmanship and teachers' job performance. Based on these findings, the researchers recommended among others that the Post Primary school Service Commission in conjunction with Secondary school principals should constantly organize meetings with teachers where they would emphasize the need for teachers to inculcate altruistic behaviour in their relationship with colleagues and students.

Keywords: Teachers, Altruism, Sportsmanship, Job Performance

Introduction

Education is the process which a society consciously transmits its knowledge, skills and values from one generation to another. The school as one of the agents of socialization was established to mould, build and shape the youths to become useful to themselves and the society. Such conscious and intentional efforts usually focus in part on character development, behavior modification and values, orientation, especially among youths of the nation. Secondary school which is very important aspect of formal education in Nigeria is primarily aimed at preparing students for useful living in the society and for higher education as enunciated by the Federal Government of Nigeria (2013). In realizing the goal of secondary education in Nigeria, it is important to understand that the teacher is a key element. This view is enunciated by Uchendu, Anijaobi-Idem and Nkama (2013) who averred that the attainment of the teaching-learning goals is majorly in the hands of teachers who are required to utilize their skills in preparing and planning their lesson, managing their class, assessing their students and even sometimes address some attendant disciplinary issues among students. Ukpong and Uchendu (2012) opined that a teacher is someone that translates educational objectives specified in the National Policy on Education, into knowledge

and skill and transfer them to students in the classroom.

In light of the above, Belogolovsky and Somech (2010) encapsulated that success of schools basically depends on teachers who are committed to school goals and values, and more willing to go above and beyond the prescribed duty to contribute to successful change.Popescu and Deaconu (2013) reported that there is a relationship between teachers altruism, sportsmanship and teachers job performance.

Altruism is defined as the desire to help or otherwise assist another individual, without expecting a reward in compensation for that assistance. According to Polat (2009), altruism is interpreted to reflect the willingness of an employee to help a co-staff and the selflessness of teachers towards school. Examples of altruism include helping new teachers in getting used to work, sharing the work burden of fellow teachers, helping others in solving problems, training fellow teachers on utilization of new equipment especially science subjects (Podsakoff, Whiting, Padsokoff & Blume, 2009). The willingness among school staff will enable them to exert sense of humility and perseverance when performing their duties. Thus, forming another dimension of OCB called sportsmanship.

Sportsmanship is a willingness to tolerate the inevitable inconveniences and impositions of work without complaining. Podsakoff et al. (2009) however reiterated that a good sportsman not only does not complain when inconvenienced by others, but equally maintains a positive attitude even when things do not go as planned for them. Podsakoff et al. equally explained that staff are willing to subordinate their personal interests for the greater good of the team or success of the organization and do not take personally the rejection of their ideas. The authors noted that teachers performance improves as staff members display acts of sportsmanship. Job performance is aggregated value to an organization of the set of behaviors that an employee contributes both directly and indirectly to organization goals (Darsana, 2013). As explained in study of Nyarieko, Namusonge and Iravo (2017), job performance is basically the results gained in completion of work by employees which keep up organizational plans though aiming for the expected outcomes. In broad sense, job performance is viewed as valued outputs of a production system in the form of goods or services. In the case of schools, achieving improved teachers job performance seems to strongly depend on teachers' altruism and sportsmanship. However, these views seem not to have been empirically proven to be the case among teachers in secondary schools in Anambra State. Thus, the study empirically ascertained if teachers altruism and sportsmanship correlates with teachers job performance in secondary schools in Anambra State.

Statement of Problem

It is clear that the aim of teacher education is to produce highly motivated classroom teachers and enhance their commitment to the teaching profession. Teachers are neither properly paid nor are they committed to teaching profession. Therefore, organizational citizenship behaviour of teachers will remain illusive and unattainable as long as teachers are poorly motivated in terms of payment of their salaries, allowances, gratuities, pension and other emoluments. Teachers in public secondary schools in Anambra state are not conscientious or show good attitude in their job performance. It is observed that some of them are not regular to school, they engage in other business ventures in order to sustain their families. This attitude of some teachers in public secondary schools in Anambra state encourages examination malpractices. In most cases, teachers aid and abet examination malpractices which make students earn grades which they did not merit. The researcher is worried that if these ugly situations continue to persist that the quality of secondary education in Anambra Stat will be defeated. The researchers then wondered if teachers being more altruistic

and sportsmanly will improve teachers' job performance in secondary schools in Anambra State?

Research Questions

The following research questions guided the study:

1. What is the nature of correlation between teachers' altruism and their job performance in secondary schools in Anambra State?
2. What is the nature of correlation between teachers' sportsmanship and their job performance in secondary schools in Anambra State?

Hypotheses

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

1. There is no significant correlation between teachers' altruism and their job performance in secondary schools in Anambra State.
2. There is no significant correlation between teachers' sportsmanship and their job performance in secondary schools in Anambra State.

Research Method

The study adopted the correlational research design. The study was carried out in Anambra State. The population of this study comprised of 6396 public secondary school teachers in the 261 public secondary schools in Anambra State. The sample size of this study comprised of 600 teachers in public secondary school in Anambra State. The multi-stage sampling technique was adopted in this study. In stage one, simple random sampling technique was adopted to draw 2 education zones from the 6 education zones in Anambra State (Awka and Nnewi Education Zones). In stage two, simple random sampling technique was used to draw 3 Local Government Areas from each of the sampled zones, making a total of 6 LGAs. In stage three, 10 schools were randomly drawn from selected LGAs, making a total of 60 schools. In stage four, simple random sampling technique was used to draw 10 teachers each from the 60 schools, making a total of 600 teachers' that participated in the study. Data for this study was collected by means of structured questionnaires developed by the researcher. Two instruments were used for this study. The first instrument is titled "Questionnaire on Teachers' Altruism and Sportsmanship" (QTAS). It contains 14 itemson altruism and sportsmanship. The second instrument is titled "Questionnaire on Teachers' Job Performance" (QTJP). It was developed to measure teachers' job performance. This questionnaire comprised of 19 items. The instrument employed a 4-point rating scale of Strongly Agreed (SA); Agreed (A); Disagreed (D) and Strongly Disagreed (SD) with values of 4, 3, 2 and 1 respectively.The instruments were validated by three experts in the Faculty of Education, Nnamdi Azikiwe University, Awka.The reliability of the instrument was ascertained by administering the instrument to 20 public secondary school teachers in 5 selected public secondary schools in Enugu State which was not part of the study but shares similar characteristics with Anambra State. Cronbach Alpha was used to check the internal consistency of the instrument and a reliability value of 0.86 and 0.83 were obtained for each of the two instruments respectively. The overall reliability index for the whole cluster was 0.84. The instruments were administered on the respondents in their schools by the researchers with the help five research assistants who were briefed and guided on the modalities for the administration and collection of the questionnaires. A period of two weeks was used for the distribution and collection of the instruments. On-the-spot approach method was used in data collection. Follow-up visits were made where the respondents could not attend to the instruments on the spot.Out of the 600 copies of questionnaires distributed, 525 were returned in good condition. The copies of questionnaire successfully retrieved were used for data analysis. The Pearson Product Moment Correlation was used to answer research questions 1 and 2. The co-efficient "r" obtained

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was used to ascertain how each of the independent variables correlate the dependent variable. The research questions were interpreted using the real limit of numbers of;

0.01 - 0.39
Weak correlation
0.40 - 0.59
Moderate correlation
0.60 - 0.99
Positive correlation

In testing the null hypotheses, t-test for correlation analysis was employed to determine the significant correlation between the variable of interest. In interpreting the values of the null hypotheses, when p-value is less than or equal to 0.05 ($p \leq 0.05$), the null hypothesis was rejected. On the other hand, when the p-value is greater than 0.05 ($p > 0.05$), the null hypothesis was not rejected.

Presentation of Results

Research Question 1

What is the nature of correlation between teachers' altruism and their job performance in secondary schools in Anambra State?

Table 1:Pearson'sCorrelationbetweenTeachers Altruism andTeachers Job Performance

Variables	N	Teachers Altruism	Job Performance	Decision
Teachers Altruism	525	1	.602**	Positive
Job Performance	525	.602**	1	

Data in Table 1 revealed that the Pearson's Correlation Coefficient is r=0.60.Thisshowsthata substantial positive correlation existed between teachers' altruism and teachers' job performance. This implies that teachers' engaging in altruism would improve their job performance. Thus, there is a positive correlation between teachers' altruism and teachers' job performance in secondary schools in Anambra State.

Research Question 2

What is the nature of correlation between teachers' sportsmanship and their job performance in secondary schools in Anambra State?

Table 2:Pearson'sCorrelationbetweenTeachers Sportsmanship andTeachers Job Performance

Variables	N	Teachers Sportsmanship	Job Performance	Decision
Teachers Sportsmanship	525	1	.685**	Positive
Job Performance	525	.685**	1	

Data in Table 2 revealed that the Pearson's Correlation Coefficient is r=0.68.Thisshowedthata substantial positive correlation existed between teachers' sportsmanship and teachers' job performance. This implied that teachers' sportsmanship improves their job performance. Thus, there is a positive correlation between teachers' sportsmanship and teachers' job performance in secondary schools in Anambra State.

Hypothesis 1

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There is no significant correlation between teachers' altruism and their job performance in secondary schools in Anambra State.

Table 3:t-test Analysis of no Significant Correlation between Teachers' Altruism and Teachers Job Performance in Secondary Schools in Anambra State

Variables	N	Teachers Altruism	Job Performance	t-cal.	t-crit.	P-value	Decision
Teachers Altruism	525	1	.602**	4.12	1.96	0.010	Significant
Job Performance	525	.602**	1				

Data presented on Table 3 showed that the calculated t-value is 4.12 is greater than the critical t value of 1.96. Furthermore, the P-value of 0.010 is less than 0.05 level of significance. This means that there is a significant correlation between teachers' altruism and their job performance in secondary schools in Anambra State. Thus, the null hypothesis was rejected.

Hypothesis 2

There is no significant correlation between teachers' sportsmanship and their job performance in secondary schools in Anambra State.

Table 4:t-test Analysis of no Significant Correlation between Teachers' sportsmanship and Teachers Job Performance in Secondary Schools in Anambra State

Variables	N	Teachers Sportsmanship	Job Performance	t-cal.	t-crit.	P-value	Decision
Teachers Sportsmanship	525	1	.685**	5.10	1.96	0.008	Significant
Job Performance	525	.685**	1				

Data presented on Table 4 showed that the calculated t-value is 5.10 is greater than the critical t value of 1.96. Furthermore, the P-value of 0.008 is less than 0.05 level of significance. This means that there is a significant correlation between teachers' sportsmanship and their job performance in secondary schools in Anambra State. Thus, the null hypothesis was rejected.

Discussion

Findings revealed that there is a positive correlation between teachers' altruism and teachers job performance in secondary schools in Anambra State. This finding may have resulted because teachers lending a helping hand to their peers helps to increase collegiality among teacher and thus improves their job performance. The finding of the study is in agreement with Efanga and Akpan (2015) found a significant positive correlation between teachers' altruism and teachers' job

performance. Efang and Akpan stated that teachers' altruism promotes friendly relationships among teachers and creates opportunities for teachers to learn from one another in a friendly working organization. This according to Effang and Akpan increases teacher's pedagogical and professional competences as well as personal development. Similarly, Khazaei, Khalkhali and Eslami (2011) found that that there is a significant relationship between organizational citizenship behavior, its components and high school teachers' performance. Khazaei, Khalkhali and Eslami further noted that teachers altruism have the ability of predicting teachers' performance. In this regard, altruism is a major factor for stimulating teachers improved job performance. This implies that a teacher who conducts extra labor willingly and without remuneration will help to improve job performance.A more altruistic attitude favorably influences learning in an organization by demonstrating selfless care or concern for others (Efang & Akpan, 2015).Indeed, researchers like Abiante (2018) discovered that organizational citizen behavior (OCB), which includes altruism as a key factor, is positively associated to teachers' performance.This is a discretionary activity that is not part of the teacher's formal position responsibilities, such as assisting others or going above and beyond standard work expectations.

Furthermore, findings revealed a significant correlation between teachers' altruism and teachers' job performance in secondary schools in Anambra State. This finding is in agreement with Abiante (2018) who also found a significant relationship between teachers' altruism and teachers' performance. This indicates that altruism is a major predictor of teachers' performance.

Findings showed that there is a positive correlation between teachers' sportsmanship and teachers' job performance in secondary schools in Anambra State. This finding may have resulted because teachers who are sportsmanly and amiable in their disposition with their colleague would always win the support and cooperation of colleagues in the discharge of school roles and responsibilities. This finding is in agreement with Itiola, Odebiyi and Alabi (2014) who found that sportsmanship of OCB respectively have high beta score than other factors with job satisfaction. Itiola, Odebiyi and Alabi were concluded that sportsmanship is a predictor teachers' job performance.

The correlation analysis of Efanga and Akpan (2015) reveals a positive significant association between sportsmanship and the performance of teachers, indicating a positive relationship between sportsmanship and the performance of teachers.This implies that when a teacher is willing to refrain from complaining about minor issues and instead set an example for others, this is known as sportsmanship.Furthermore, some studies claim that sportsmanship represents a commitment to stay with an organization despite adversity or tough circumstances (Banahene, Ahudey & Asamoah, 2017). Similarly, Nauman, Mahr and Saeed (2016) found positive correlations between the sportsmanship and job satisfaction

Furthermore, findings revealed a significant correlation between teachers sportsmanship and teachers job performance in secondary schools in Anambra State. This finding is in agreement with Itiola, Odebiyi and Alabi (2014) who also found a significant relationship between teachers' sportsmanship and teachers' performance. This indicates that sportsmanship is a major predictor of teachers' performance.

Conclusion

Based on the findings of the study, the researcher concludes that teacher altruism and sportsmanship positively correlates with teachers' job performance in secondary schools in Anambra State. This emphasizes the need for schools administrators and teachers take give adequate attentions towards determining ways of improving teachers' altruism and sportsmanship among secondary school teachers as this will improve the capacity of teachers towards the

realization of the goals of secondary schools in Nigeria.

Recommendations

Based on the findings of this study, the researchers proffer the following recommendations:

1. The Post Primary School Service Commission in conjunction with Secondary school principals should constantly organize meetings with teachers where they would emphasize the need for teachers to inculcate altruistic behaviour in their relationship with colleagues and students.
2. Principals of secondary schools should improve the level of sportsmanship among teachers by assigning teachers tasks in teams and involving teachers in the decision making processes of the school.

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