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Teaching Staff Management and Job Performance in Public Senior Secondary Schools in Rivers State

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ABSTRACT
This study investigated teaching staff management and job performance in public senior secondary schools in Rivers State. Two research questions and two corresponding hypotheses guided the study. The study adopted correlational research design. The population of the study consists of 7179 comprising 6,893 teachers and 286 principals in all the public senior secondary schools in Rivers State. Multistage sampling technique was used to draw the sample size of 526 teachers and principals from three senatorial districts in Rivers State. A self-designed questionnaire titled Teaching Staff Management and Job Performance questionnaire was used for the study. The validated instrument yielded reliability indices of 0.74, 0.74 and 0.72 respectively using Cronbach Alpha method. Pearson Product Moment Correlation (PPMC) coefficient was used to answer the research questions and to test for the hypotheses at 0.05 level of significance. The findings revealed that there is a relationship between motivation, supervision and job performance of teachers. Based on the findings of the study, it was recommended that Rivers State government should improve on the salaries of teachers and working conditions, principals should ensure that teachers adhere to general provision and standards as stated in the educational policy.
Keywords: Supervision. Motivation, Teaching staff, Teachers performance.

INTRODUCTION

Secondary education is the consumer of the products from basic education and the producer of the products for higher level education in Nigeria. It has both academic and non-academic staff as their employees. The non-academic staff are responsible for administrative duties while the academic staff are saddle with teaching and other related activities. Teaching is an ancient practice that is as old as man. Teaching can be carried out either by the parents at home which is informal or formally in an institution of learning known as primary, secondary or tertiary institutions. Each of these educational institutions or schools has specific goals to be accomplished within a specific period of time. These specific goals can only be achieved through teaching and learning.

A teacher is a person who has satisfied an institution of education both in character and in learning to be awarded a degree or certificate in education and is employed as a teacher in a formal institution of learning. Any teacher that is employed to teach in any institution of learning is a teaching staff or an

academic staff of that institution. Following the important role played by the teachers, quality management scheme is necessary. Obakpolo and Osakwe (2015), opined that goals of education can only be achieved with well-organized school system that would ensure for adequate teacher management.

Management of teaching staff of secondary schools entails managing their qualifications, improving teacher's moral, development of scholarly work and involvements in continuing professional development programmes (Oluwuo, Obaro & Nwabueze, 2013). Proper management of teaching staff promotes teaching, research, development and community services as well as adequate preparation of learners for their career growth. It equips the reader with new knowledge capabilities, skills and attitudes to inculcate the right values into the learners apart from preparing them for quality service delivery. (Koko & Nabie, 2019)

In a school setting, the principals and heads of schools are the managers of educational resources. The Principal has the formal authority to assign duties to both teaching and non-teaching staff, and they will comply. Omoniyi (2014), posited that the principal responsibility in the management of educational resources entails bringing together individuals as a group that will control, articulate and coordinate activates to achieve tangible and holistic learning for over- all benefit of the society. Principal performs a key task in coordinating, motivating, and supervising teachers to manage and utilize educational resources in order to realize these aim and objectives.

The relationship between Principal-teacher is conditioned by rules and regulations of the school system either made for it or by it, for internal regulation of its affairs. The Principal administers/enforce rules and regulations while teachers conform to the rules (Kalagbor, Adeleye & Koko, 2017). The Principal is a standard setter, one who leads in the development, aspiration and expectation on the part of both pupils and teacher's job performance. The Principal is to provide effective leadership by creating a comfortable teaching and learning atmosphere in the school that will enhance job performance among the teachers (Asiabaka, 2011).

The term job performance is used to describe tasks done by workers in their various organizations. Motiwidlo, Borman and Schmidt in Bullock (2013), defined job performance as the overall expected value from employees behaviours carried out over the course of a set period of time. They saw job performance as the entire worth of an employee's conduct which he perform over a certain period of time.an employee is expected to perform some duties in his workplace, in which over a particular period may be assessed if he is really doing will or not. Job performance is usually associated with behavior and outcomes. In a nut shell, job performance is a process of achieving a set of objectives and goals of an organization by employee.

Teacher's job performance can be defined as the skill, knowledge and competence with which a person executes the duties and responsibilities associated with job description (Dike & Eric, 2019). It is fulfilling of an obligation, carrying out one's duties and accomplishment of set goals and objectives. This involves teachers' role in the dissemination of knowledge, providing guidance and counseling service for both on and off school activities.

Dike and Eric explain that, teacher's performance can be determine or measured using several yardsticks such as their effectiveness in delivery of lessons, writing of lesson notes, selection and usage of instructional materials, completing numbers of periods per week, as well as involvement and commitment to other duties that will lead to the realization of school goal. Given the fact that teachers are humans who have personal needs, intelligence, emotions and uniqueness which makes it possible for them to be either motivated or demoralized and that feeling can affect their performance. Teachers performance is demonstrably the most immediate and significant outcome of efficient management of teaching staff. The efficiency of the school depends largely on the teacher's performance. This is because no curriculum can be effectively implemented without adequate management and the support of highly motivated teachers.

Motivation is a major management strategy for effective job performance; Motivation enhances teaching staff for effective curriculum delivery in secondary school. According to Asodike (2017) motivation is seen as a form of encouragement provided for teachers to enable them act in a specific direction. It is a psychological construct that refers to the desireand the incentive that an individual has to engage in a

specific activity, The motivation package can be in form of promotion when due, leave of opportunities when needed, compensation, staff transfer, housing loan and subsidy, retirement packages, allowances, and developmental programs. Motivation affects teacher's behavior and values. Motivating teachers with behavioral issues can be difficult but should not stop a teacher from transforming the learner's negative behavior and attitude into positive ones. The teacher is advised to align the motivation in a way that the learners can understand the benefits of the task and its advantages. Proper discipline should be taught and implemented so that the students will know their limitations. Motivation affects determination, effort and energy. Motivation uplifts teachers enthusiasm about the activities presented to them. Once teachers get motivated to achieve something by doing the tasks, they will eventually exert their full effort, time and energy thus becoming determined and persistent in accomplishing things even if they are not of their interest. ,

Supervision focuses on the achievement of appropriate instructional expectations through positive and democratic actions, ensuring that teachers adhere to general curriculum provision and standards as stated in the educational policy. Supervision is a process of overseeing, monitoring, guiding, checking, directing, and evaluating one or more aspect of a school in order to improve the activities of the school personal towards accomplishment of educational goals by principals or school heads. Obakpolo and Osakwe (2015) opined that goals of education can only be achieved with a well-organized school system that would ensure that all aspects of school life are well articulated and effectively coordinated for the education industry to carry out its function for developing quality human capital. There is need for check and balances by regular and effective supervision of teacher".

Statement of the Problem

The personal experience of the researcher showed that the major challenges faced by educational planners, administrators, parents and government is how to manage teaching staff that would help them empower students through the acquisition of knowledge and skills to enable them participate fully and actively in the nation. Koko (2019) stated that in education students and teachers are more delicate part of the management function.

Teachers are the most resourceful personnel used in promoting effective teaching and learning which lead to quality education. Stakeholders have continued to express concern over the activities of teachers. However, it appears that managers of secondary education are not measuring up to their responsibilities given the manifesting signs of ineffectiveness of teachers in the schools. Ajoku (2014), opined that the driving force that compel teachers to perform their duties are neglected, teachers engage in other activities such as petty trading in search of money to solve their financial problem.

Since students' performance is a reflection of teachers' performance, stakeholders and parents have blamed the government and the principals for the poor management of teaching staff. It is against this backdrop that the study investigated the relationship between teaching staff management and job performance, in public senior secondary schools in Rivers State.

Purpose of the Study

The aim of this study is to investigate teaching staff management and job performance in public senior secondary schools in Rivers State, Specifically the study sought to find out the extent to which:

1. Motivation as an aspect of teaching staff management relates to job performance of teachers in public senior secondary schools in Rivers State.
2. Supervision as an aspect of teaching staff management relates to job performance of teachers in public senior secondary schools in Rivers State.

Research Questions

The following are research questions guiding this study.

1. What is the relationship between motivation as an aspect of teaching staff management and job performance in public senior secondary schools in Rivers State?
2. What is the relationship between supervision as an aspect of teaching staff management and job performance of teachers in public senior secondary school in Rivers State?

Hypotheses

The following null hypotheses were formulated to guide this study to be tested at 0.5 level of significance.

1. There is no significant relationship between motivation and job performance of teachers in public senior secondary schools in Rivers State.
2. There is no significant relationship between supervision and job performance of teachers in public senior secondary schools Rivers State.

METHOLOGY

The study adopted correlational research design. Correlational research is suitable because it sought to show the relationship between teaching staff management in public senior secondary school and job performance in Rivers-State.

The population consists of 7179, comprising 6,893 teachers and 286 principals in all the public senior secondary school in Rivers State (Planning, Research and Statistics Division of the Ministry of Education, Port Harcourt, 2021). The sample size of the study is five hundred and twenty-six (526) comprising of one hundred and sixty-two (162) principals and three hundred and sixty-four (364) teachers in public senior secondary schools in Rivers State.

A multistage sampling procedure was adopted in the study. The schools were clustered into three sanatoria districts namely Rivers East, Rivers West, and Rivers South East using clustering sampling technique. 54 schools were selected from three Local government areas (LGA) in each of the senatorial district. Disproportionate stratified random sampling technique was used to assign weight to each of the three selected LGA, having 54 schools, 121 teachers and 54 principals from each of the three LGAs. Simple random sampling technique was used through balloting to select the schools sampled in each LGA in order to avoid bias, 6 teachers and 1 principal were selected randomly from each of the sampled schools.

The instrument for the study was a self-designed questionnaire titled Teaching Staff Management and Job Performance questionnaire (TSMJPQ). The questionnaire comprised three sections namely; "A", "B" and "C". Section A was used to gather demographic data of respondents and schools while section B and C was used to elicit responses from the respondents on research questions and to test the hypotheses. It was patterned after 4 point rating scale (Very high extent, High extent, Very low extent, and Low extent).The questionnaire contained 68 items distributed according to the six research questions. It seeks information on teaching staff management and job performance in public senior secondary schools in Rivers State.

To ensure that the instrument was valid, the instrument was given to three experts in Educational management, Measurement and Evaluation. The comments and observations of the supervisor and other experts were used to improve the quality of the instrument to make it valid. Face and content validity were carried out on the instrument by cross matching the items in the questionnaire with the research questions. This helped to ensure that adequate information is generated to answer all the research questions using the instrument.

The reliability of the instrument was established using Cronbach Alpha method to determine the consistency of the instrument. Twenty teachers and ten principals in public senior secondary schools in Rivers State outside the study area responded to the questionnaire. Correlation coefficient of the scores were calculated using Cronbach Alpha reliability coefficient. Teaching staff management questionnaire and job performance of teachers were 0.74, 0.74 and 0.72respectively. The result established the consistency of the instrument is high enough and guaranteed the use of the instrument for the study.

The data collected for the study were analyzed using Pearson Product Moment Correlation (PPMC) coefficient formula. Research questions were answered based on the value and direction of the correlation coefficient (Very High, High, Low and Very Low relationship). Hypotheses were tested for significance of relationship at 0.05 level of significance with 493 degrees of freedom. This was further tested by transforming the coefficient of correlation (r) to t in order to establish the significance or otherwise of the r-value.

RESULTS

Research Question 1

What is the relationship between motivation as an aspect of teaching staff management and job performance of teachers in public secondary schools in Rivers State?

Table 1: Relationship between Motivation and Teachers' Job Performance

Variable	N	$\sum X \sum Y$	$\sum X^2 \sum Y^2$	$\sum X \sum Y$	r_{cal}	Remarks
Motivation (X)	495	805.31	1647.06			
				2041.20	0.80	Very High
Teachers' Job Performance (Y)	495	1322.80	2343.06			

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

The analyses from Table 1 reveals a correlation value of r = 0.80. This value is very high, thus indicating that there is very high relationship between motivation of teachers and job performance. The relationship here being very high indicates a proportional increase of both motivation of teachers in public secondary schools and job performance in Rivers State.

Research Question 2

What is the relationship between supervision as an aspect of teaching staff management and job performance of teachers in public secondary schools in Rivers State?

Table 2: Relationship between Supervision and Teachers' Job Performance

Variable	N	$\sum X \sum Y$	$\sum X^2 \sum Y^2$	$\sum X \sum Y$	r_{cal}	Remarks
Supervision (X)	495	773.80	1707.88			
				1951.28	0.83	Very High
Teachers' Job Performance (Y)	495	1322.80	2343.06			

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

The analyses from Table 2 reveals a correlation value of r = 0.83. This value is very high, thus indicating that there is very high relationship between supervision of teachers and job performance. The relationship here being very high indicates a proportional increase of both supervision of teachers in public secondary schools and job performance in Rivers State.

Statistical Test of Hypotheses

The following null hypotheses were formulated to guide this study to be tested at 0.5 level of significance.

Hypothesis 1

There is no significant relationship between motivation as an aspect of teaching staff management and job performance of teachers in public secondary schools in Rivers State.

Table 3: Pearson Correlation Summary Analysis between Motivation and Job Performance among Teachers of Secondary School

Variable	N	$\sum X$ $\sum Y$	$\sum X^2 \sum Y^2$	$\sum X \sum Y$	df	α	r_{cal}	r_{crit}	t_{cal}	t_{crit}	Remarks
Motivation of Teachers (X)	495	805.31	1647.06								
				2041.20	493	0.05	0.80	0.195	26.07	1.96	Sig. Reject H_0
Teachers' Job Performance (Y)	495	1322.80	2343.06								

Source: *Researcher's Field Result, 2021*

Table 3 shows Pearson Correlation Summary between motivation of teachers and job performance in secondary schools in Rivers State. Result from Table 3 revealed that the sum and sum of squares for motivation are 805.31 and 1647.06 while that of teachers' job performance are 1322.80 and 2343.06 respectively. The sum of product of scores on the two variables (Teachers' Motivation and Teachers' Job Performance) is 2041.20. The correlation coefficient is 0.80 which is greater than the critical value of r (0.195) at 493 degrees of freedom under 0.05 level of significance. Therefore, the null hypothesis of no significant relationship between motivation as an aspect of teaching staff management and job performance of teachers in public secondary schools in Rivers State is rejected. This implies that there is a positive relationship between teachers' motivation as an aspect of teaching staff management and job performance of teachers in public secondary schools in Rivers State.

Hypothesis 2

There is no significant relationship between supervision and job performance of teachers in public secondary schools in Rivers State.

Table 4: Pearson Correlation Summary Analysis between Supervision and Job Performance among Teachers of Secondary School

Variable	N	$\sum X$ $\sum Y$	$\sum X^2 \sum Y^2$	$\sum X \sum Y$	df	α	r_{cal}	r_{crit}	t_{cal}	t_{crit}	Remarks
Supervision (X)	495	773.80	1707.88								
				1951.28	493	0.05	0.83	0.195	27.05	1.96	Sig. Reject H_0
Teachers' Job Performance (Y)	495	1322.80	2343.06								

Source: *Researcher's Field Result, 2021*

Table 4 shows Pearson Correlation Summary between supervision and job performance of teachers in secondary schools in Rivers State. Result from Table 4 revealed that the sum and sum of squares for mentoring are 773.80 and 1707.88 while that of teachers' job performance are 1322.80 and 2343.06 respectively. The sum of product of scores on the two variables (Supervision and Teachers' Job Performance) is 1951.28. The correlation coefficient is 0.83 which is greater than the critical value of r (0.195) at 493 degrees of freedom under 0.05 level of significance. Therefore, the null hypothesis of no significant relationship between supervision as an aspect of teaching staff management and job performance of teachers in public secondary schools in Rivers State is rejected. This implies that there is a positive relationship between teachers' supervision as an aspect of teaching staff management and job performance of teachers in public secondary schools in Rivers State.

DISCUSSION OF FINDINGS

The discussion of findings is in line with the objectives of the study as follows:

Motivation and Job Performance of Teachers in Public Secondary Schools in Rivers State

Result from Table 1 revealed that motivation as an aspect of teaching staff management relates to job performance of teachers in public secondary schools in Rivers State. Hence, there is a significant relationship between motivation as an aspect of teaching staff management and job performance of teachers in public secondary schools in Rivers State. The study also found that there is a significant positive relationship between motivation as an aspect of teaching staff management and job performance of teachers in public secondary schools in Rivers State.

The study also revealed that motivated teachers who are highly paid perform better in schools by showing high level of interest in teaching, teachers who are not well paid do not perform well in schools and are always absent from school, teachers whose remuneration are regular teach well in school and aids them to always accept responsibility, appropriate teacher welfare enhances teachers' performance and appropriate teacher welfare enhances teachers' performance. The finding of this study corroborates with Abraham (2013) as stated that for a teacher to achieve effective performance in the teaching and learning process, the teacher as well as the students must be motivated. Also, the finding of the study is in line with Leslie (2014) who contributed that competent teacher's motivation and salary is seen as a hypothesized caused of teacher productivity, push for teachers' commitment and efficiency, and the determinant of teachers' behaviours, arousal, vigor, direction and persistence. Also, lack of motivation and irregular payment of salary to teachers may be responsible for the apathy and low morale in the teaching job; thus, this could ultimately result to poor work role and negative work disposition (Ehindor & Omoruyi, 2013). The finding of this study was further upheld by that Chiang and Birtych (2010) that salary and fringe benefits are important elements of interest to teachers. They dictate the tempo of the teaching job; increased teachers' commitment to the job of teaching; leads students to likely record better grade; increase teachers job disposition when their physiological needs such as food, clothing's and shelter are met. When a teacher is sure of being paid his or her salary, he or she is active in executing the job for which she was employed which is teaching.

Supervision and Job Performance of Teachers in Public Secondary Schools in Rivers State

Result from Table 2 revealed that supervision as an aspect of teaching staff management relates to job performance of teachers in public secondary schools in Rivers State. Hence, there is a significant relationship between supervision as an aspect of teaching staff management and job performance of teachers in public secondary schools in Rivers State. The study also found that there is a significant positive relationship between supervision as an aspect of teaching staff management and job performance of teachers in public secondary schools in Rivers State.

The study also revealed that supervision; provides knowledge about the performance of a teacher in teaching, encourages teachers to create a democratic climate while teaching and enhance students' participation, supervisors take active part in seeking solution to instructional problems and enhance effective instructional delivery and that supervision examines continuously instructional goals for the assessment of teacher's performance in meeting such goals among others. The findings of these study agree with Ekpoh and Eze (2015) who found that supervisors' supervision help teachers improve on the job and also to facilitate effective instruction it schools some of the strategies include sell-appraisal method micro-teaching, classroom visitation, clinical supervision, workshop, demonstration method among others and that these methods provide feedback to the teacher on the various learning outcomes of the educational system, and also help to realize the goals of teaching and learning. The result of the study is in confirmation with Edward, Mark and Lois (2010) who submitted that supervision assists the teacher in adhering to school objectives and goals and sharpens his skills and abilities for effective job performance. The teacher needs proactive rather than damage control supervision. Since he holds the key to educational development without which intentions to achieve school objectives and goals, and indeed determination of school health, would be mirage.

CONCLUSION

Based on the findings of this study, it can be concluded that teaching staff management has a very high relationship to job performance which can be achieved through motivation of teachers and supervision. Other approaches include; improving salaries, incentives, living and working conditions of teachers including making adequate arrangements for maternity and paternity leave; investing in the capacity building of teacher training institutions as well as providing a more sufficient and appropriate management of workforce skills.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. Rivers State government should provide a driving force for teachers in public senior secondary schools; by improve the salaries of teachers and working conditions to boost the teachers' morale.
2. Management of public senior secondary schools in Rivers State should ensure that teachers adhere to general provision and standards as stated in the educational policy, in order to get the best from them for the school.

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