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Mentoring Service and In-service Training Predictors of Quality Job Performance in Public Secondary Schools in Rivers State

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ABSTRACT
The study investigated mentoring service and in-service training predictors of quality job performance in public secondary schools in Rivers State. Two research questions and two corresponding null hypotheses were postulated in the study. Design engaged for the study was correlation survey design and population of the study was 7,142 teachers out of which 393 teachers were sampled for the study using stratified and simple random sampling technique. Instruments used for collection of data was a self designed questionnaire tagged "Mentoring and In-service Training Scale (MITS) and Teachers' Job Performance Scale (TJPS)". The instruments were face and content validated by two experts in Measurement and Evaluation, University of Port Harcourt. Reliability of the instrument was estimated using Cronbach alpha and the coefficients for Mentoring Service and In-service Training were 0.88 and 0.81 respectively while TJPS was 0.87. Averagely, the reliability of MITS was 0.85 while TJPS was 0.87 and this implied that the instruments were reliable. Out of the 393 copies of the instruments administered, 391 copies were retrieved implying a 99% retrieval rate which was adequate for the study. The research questions raised were answered using simple regression while the hypotheses were tested with t-test associated with simple regression at 0.05 level of significance. The result of the study showed that mentoring had a low, positive and significant relationship with teacher quality job performance while in-service training had high, positive and significant relationship with teacher quality job performance in secondary schools in Rivers State. It was recommended that regular interactive session should be organized between old and beginning teachers to improve on their job strategies and performance.
Keywords: Mentoring, In-service training, job performance, secondary schools, Rivers State

INTRODUCTION

In conceptualizing job performance, Fapohunwa (2014) sees job performance as the achievement of targets of the task assigned to employees (teachers) within a particular period of times. He asserts further that job performance is related to what the individual that hired does in fulfilling his/her duties and activities that can be examined measurable. To Peretomode in Amin (2013), job performance is a systematized process of employee involvement in day to day management of the school system in order to achieve a desired result. However, Quarterly (2002) stressed that the more employees receive training, and are satisfy with the nature of their job, the more they increase their performance in the organizations.

Practically, in the school setting, the desire for a functional education depends on the performance of teachers. Therefore, the performance of teachers is crucial for improvement of education. The premise of every school system is to enable the learners excel through competence of the teachers for the attainment of educational goals. This task cannot be achieved without teachers updating their knowledge and teaching skills. No successful organization will like to retain an employee who is outdated in knowledge. There is need therefore, for teacher continuous technological and pedagogical advancement. Furthermore, Amaelo (2010) stressed that teachers are the prominent actors that play

significant role in transmitting the right knowledge and skills to the learners. He further asserts that the capacity of their knowledge to a large extent affect job performance. This proposition enjoys scholarly support of Ukaigwe and Onuwmere (2018) who maintained that teacher involvement in capacity building programme will help to increase their knowledge level and subsequently aid maximum productivity and enhances teachers and student academic performance. Indeed, there is a global shift in knowledge today the desire of every successful organization is to see its workforce (teachers) perform creditably. Qualified teachers with experience and good pedigree are key to efficient school job performance.

Conceptualizing professional development, Afe (1995) asserted that professional development is that element of educational system that deals with training of teachers to develop the necessary capability for improvement of teaching and learning in the school system. The premise of every school system is to enable student to excel. However, the school cannot achieve this target without adequate trained teachers. To Quint (2011), professional development is a formal in-service training to improve the content knowledge and pedagogical skills of teachers, that is widely viewed as important means of improving teaching and learning. Stressing on this, Hooker (2009) asserts that teachers professional development is a systematized, initial and continuous, coherent and modular process of professional development of educators in a conformity with professional competency steward and frameworks.

Apparently, training and development are value driven, and have become an essential factors, because they increase, organizational efficiency and effectiveness. Training and development improve quality and enhance productivity. Staff training and development are considered very critical and cardinal for the success of educational system. They are organized activities which focus on increasing capabilities, improving the technical skills of employee, so that they can possess the necessary abilities to handle complex situation and perform their job creditably.

Mentoring Service as a Predictor of Quality Job Performance

In a contemporary school system, experience has been assumed to have greater effect on job performance. This is based on the popular belief that "only the experience professional can positively influence the less experience, via pedagogical content knowledge". This implies that experience plays a frame role in enhancing one's job performance. Professionals possess good quality such as knowledge, skills, and attitude, that are not provide in schools, but care acquired as he grow in the practice of the profession. This indicates the fact that the old professional need to induct the new ones into the professional knowledge, skills, and attitudes by way of mentoring and guidance. This is very important in the school system as an institution of learning, where the beginner teachers requires mentoring services from veteran teachers in order to do their job very well for a competitive advantage.

Mentoring is a mechanism used in promoting performance in the school, via professional one to new and less experience ones. Uche (2008) asserted that a mentor is a role model, career coach, counselor, who offers a professional guidance, assistance, encouragement and develop the self-confidence of less experience teacher in order to their enhance performances. Teacher mentoring is creating a good atmospheric relationship between teachers with different level of professional skill and experience for the purpose of professional instruction and guidance of the less experience teachers. In education a mentor has been observed as a tool that can help the new teacher discharge his duty diligently, without been intimidated.

Consequently, Aubrecht (2010) noted that the new teacher find themselves adrift in a new environment. Hence, to retain the potentially hardworking and creative teacher, mentoring service are paramount to ensure that the desired outcome are eventually produced. This will enhance their performance as a career teacher with required professional pedagogical teaching practices for a competitive advantage.

Conceptualizing mentoring, Uche (2008, p. 102) opined that "mentoring is a new motivational and supervisory devise used by organizations to induce high productivity in their staff, especially the new and less experience ones". To Bam (2012, p. 78), mentoring brings about enlightenment. Onchwari (2008, p. 79) saw mentoring as a learning opportunity in which experience mentor socializes the learner to the larger context of the profession. In the opinion of Ingram (2009), mentoring, occurs when an experienced employee (teacher/spend time working with a newer teacher on one-on-one basis, teaching the latter advanced concept and skills. Experience however is acquired overtime by practically being in the classroom and teaching, not nominal years as a teacher.

Mentoring is seen as the process of forming and maintaining an intensive and lasting developmental relationship between a senior person (the mentor) and the junior person that is mentee". Through coaching, advisory, guiding, and communicating are the way that help a teacher to succeed. Mentoring service is needed in school system to equip beginning teacher to be competent for the task ahead of them. This may be clarified for the fact that a functional mentoring programme can help in guiding teachers in sketching up self-development programme, provide measures on how acquire necessary skills to do his work better.

More so, Uche (2008), mentioned the benefit of mentoring include, educating beginning teacher expand their techniques, enhance their teaching skills, learning classroom management and provide the opportunity for the mentor to pass their expertise on to new teacher mentoring. However, Bryington (2008) as cited in Ohia (2013: p. 81) suggested a guide to establishing a successful mentor-mentee relationships as follows:

- Developing an environment of mutual trust between the experienced teacher (mentor) and the inexperienced teacher (mentee) who must acquainted with each other in order to achieve successes.
- Clearly defining the roles and responsibilities of both mentor and mentee. Whether in formal or informal mentoring relationship, it is expedient that all involve understand what is expected of each person.
- Establishing short and long-term goals to act as basis for mentoring activities. An example could be mutual agreement between the mentor and mentee to improve the students' teaching skills in chemistry. A short-term goal could draw in the by the mentor to mentor his/her progress with the teacher (mentee).
- Collaborating and brainstorming to solve problems and also starting a get-to-know- you session.

In a mentoring relationship, a mentor can help the mentee(s) to develop a traditional mentoring relationship; that is, the mentor meets regularly with the mentee so that the career of later is developed.

In the same vein, Ohia (2013, p. 84) outlined the qualities of an effective mentor (experience of teacher). According to her, an experienced teacher who wants to mentor a beginning teacher is expected to exhibit the following characteristics:

- Willingness and natural interest to help others develop and succeed.
- Ability to clearly pass on expertise encouragingly without always criticizing negatively and seeing the mentee as a non performer.
- Openness to answer questions from and proffer solutions to mentee.
- Have a high level of patience to listen to the mentee(s).
- The zeal to enter the classroom to teach with mentee observing; and make out time to periodically watch the mentee teach.
- Consistency in meeting with mentee at agreed times and venues.
- Have up-to-date pedagogical knowledge and skills.

However, the scholar further asserts that a beginning teacher who is willing to be mentored is expected to posses and exhibits certain qualities. Some of the qualities include:

- Absolute humility which is evident in show of willingness to listen and learn.
- Unafraid to ask questions
- Hardworking, resourceful and adaptable
- Willingness to accept corrections
- Readily accepts suggestion and change
- Exercise his/her initiative when faced with certain challenges (p. 85).

Based on the aforementioned expositions, mentor is imperative because it expands and sharpens mental capability of the beginning teachers and also enhances teachers' instructional strategies and increases their potential in teaching and learning processes.

In-Service Training as a Predictor of Quality Job Performance

The school were primarily established to educate it's citizenry via, a competent teachers. To accomplish these laudable objectives, organization needs well trained and devoted teachers to implement the curriculum, in line with global best practices. It is pertinent to note that developing teachers' conceptual skills, attitudes, knowledge will enhance their performance. Teachers are the

most indispensable component of any education system, because they transform the behaviour, attitude and thinking of the learners in real teaching/learning classroom operation. This proposition is buttressed by Abraham (2003) who sees the school as a means of transmitting the acceptable values and norms of society to pupils and students. It therefore, has the responsibility of ensuring that it's product are found worthy both in character and in learning; that can compete favourably with peers anywhere in the world.

The effectiveness of any education is determine mainly by the caliber of teachers, thus, training and continuous development of teachers is a necessity for a competitive advantage. There is a paradigm shift today in knowledge most competitive system as knowledge is being revolutionized, critiqued and reformed on daily basis. This dynamism has made it mandatory for teacher's to embark on in-service training to be accommodated in our technologically changing society. This proposition is buttressed by Edem (2014) who posits that school administrator has a challenging task in providing adequate in-service programmes aimed at improving both the collective performance of his staff and the personal performance of individual members. In-service programme is a mechanism design to facilitate and broaden mental capabilities of teachers, for technological advancement. Job training has a vital force on teachers performance because, its' geared towards moulding and modifying their skills, attitude and knowledge. Job training regenerate mind, and established sound relationship between teacher and his job.

In-service training has been conceptualized by different scholars. Eghonmwan (2018) sees in-services education programmes, as a programme aimed towards updating and developing employees' knowledge and skills, by reorientation and modeling their attitudes, so that they can be more proficient in performance of their job. The scholar further said that, this development becomes Imperative because no employees has accomplished the level of perfection at the time of hiring. They need to update, upgrade and develop their knowledge, from the day they are hired, till the day they retried. To Musset (2010), in-service education programme is a training geared at developing, and boarding teacher's knowledge directed by the school, that contribute to the occupational competence and growth of the employee. For Iwundu (2008), in-service education is education received in a structural setting that enables one to become more competent professionally, to further develop technical subject matter competences in order to keep abreast of and if possible ahead of change, to explore educational and technological content and processes in varying depths and to increase personal competences. This enables them to improve their professional knowledge, skills and attitudes in order that they can educate learners more effectively.

Apparently, an organization that puts great emphasis on in-service training for the employee is directly planning for its survival. To performance optimally, it is important and beneficial for teachers to go through continuous and regular training to learn new things on how to perform their task better. Teachers who remain up-to-date on new research can how to help children to learn, new tools and skills and emerging technology and so on through continuous in-service programmes. This proposition enjoys scholarly support by Ozor and Onuoha (2015) who sees in-service training as a form of training offered by the employers to the employees to develop their skills to enable them perform effectively and efficiently. This approach enable them acquire and applied modern skills, in line with global best practices.

Basically, educating teachers through in-service programme is one of the best ways of projecting them towards excellence in job performance. For instance Walton (2005) conducted a study on influence of workshop /conference on job performance of teacher: The study revealed a significant influence of workshops/conference on teacher's outputs: the scholars reveal that teachers should be regularly provided with chances to attend/workshops/conferences, in order to acquire skills for high productivity in school. However, Ekpele (2005) has identified the root cause of teachers low productivity outputs. This includes unpreparedness in terms of skills update, lack exposure to workshops/conference. The scholar maintained that employees should be inspired to embrace training to improve quality outputs. Thus creating chances and cultivating the culture of sustainable development programmes for teachers, will improve quality teaching and learning for a competitive advantage.

Obviously, employees training when on their job remain a vital force in efficient administration. The assumption is that in-service training enlighten employees realize better way they can to do their work, develop their skills for effective job performance. This proficiency can be fostered through in-service training. In-services education encompasses all activities engaged in professional personnel

services during their services and is aimed to contribute professional improvement on the job. Developing employees frequently has a major effect or notable control on the level of output, and the result that an institution observed. However, as employees increases in skills they are more fit to carried out more tasks and execute their functions effectively. Employee training is not something that is done once to employees it is used continuously in every reputable institution. As technology changes, so it requires updating the skills and knowledge of teachers in their profession.

Consequently, the teachers need in-service programmes on the job so as to perform effectively in ever changing work environment. Competent employees do not remain the same forever, skills deteriorate and can be obsolete, and that is why organization spends money on re-training of their workforce. In-service education is considered to be an important measure of teachers' competence and this explains why most organization organizes in-services training programmes for re-training of teachers from time to time to provide professional growth.

However, it has been established by Nnabuo (1996) that teachers cannot be expected to give what they do not possess. Staff development programmes helps teacher to be current while improving themselves to effect quality education in their various schools. He further found out that low achieving learners increased their achievement levels by as much as 53% when they are taught by highly effective teachers. The ultimate goal of staff development programme is either to improve an observed deficiency in some area of education or to increase efficiency or to bring to focus the implementation of educational innovation, this he said.

The above overview suggests or view is of the fact that in-service remains one of the way to sustain teachers to adapt to the changing situation in this technological world. This is so because teaching has become a way to stay innovative and grow faster.

Aim and Objectives of the Study

The aim of the study was to investigate mentoring service and in-service training predictors of quality job performance in public secondary schools in Rivers State. In specific terms, the objectives of the study were to:

7. examine the extent mentoring service can predict quality job performance in public senior secondary schools in Rivers State.
8. find out the extent in-service training programmes can predict quality job performance in public senior secondary schools in Rivers State.

Research Questions

The following research questions were raised and answered in the study:

1. To What extent does mentoring service predict quality job performance in public senior secondary schools in Rivers State?
2. What is the extent of prediction of in-service training programme on quality job performance in public senior secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

Ho_3: Mentoring service does not significantly predict quality job performance in public senior secondary schools in Rivers State.

Ho_4: In-service training programme does not significantly predict quality job performance in public senior secondary schools in Rivers State.

METHODOLOGY

The design used for the study was a correlation survey design. The population of the study consisted of all the 7,142 teachers across the 276 public senior secondary schools in Rivers State. (Source; Planning, Research and Statistics Department, RSSSB, Port Harcourt, Rivers State 17/06/2019). There were 393 teachers sampled for the study through the stratified and simple random sampling technique. In determining the strata, the researcher grouped the population into 23 groups in correspondence to the 23 local government areas of the state, 5.5% of the staff strength were selected to arrive at the 393 respondents using the Taro Yamane sample size determination technique. The instruments used for data collection was a self designed questionnaire tagged "Mentoring and In-service Training Scale (MITS) and Teachers' Job Performance Scale (TJPS)". The instruments had two sections which were Section A used to collect information on demographic variables of the respondents and section B which comprised the 20 questionnaire items for MITS and 15 items for TJPS. The instruments were face and content validated by two experts in Measurement and

Evaluation, University of Port Harcourt. Reliability of the instrument was determined using Cronbach alpha and the coefficients for Mentoring Service and In-service Training were 0.88 and 0.81 respectively while TJPS was 0.87. Averagely, reliability of MITS was 0.85 while TJPS was 0.87 and this meant that the instruments were reliable. The researcher with the assistance of two trained research assistants distributed the instruments. Out of the 393 copies of the instruments administered, 391 copies were duly completed by the respondents and retrieved and this implied a 99% return rate which was sufficient for the study. Research questions raised were answered using simple regression while the hypotheses were tested with t-test associated with simple regression at 0.05 level of significance.

RESULTS

Answer to Research Questions

Research Question 1: *To what extent does mentoring service predicts quality job performance in public senior secondary schools in Rivers State?*

Table 1: Simple regression analysis on the extent of prediction of mentoring services on quality job performance in senior secondary schools in Rivers State

Model	R	R Square	Adjusted R Square	Extent of prediction
1	0.16[a]	0.03	0.02	3%

Decision rule: 100-75 VHE, 74.9%-50% VH, 49.9-25 LE and 24.9-0 VLE

Table 1 showed that the regression and regression square coefficients are 0.16 and 0.03 respectively. The regression coefficient of 0.16 showed that there is a low positive relationship between staff mentoring and quality of job performance. The extent of prediction is ascertained by multiplying the regression square by 100%. Staff mentoring predicts job performance by 3% (100 × 0.03). Therefore, staff mentoring predicts job performance to a very low extent.

Research Question 2: *What is the extent of prediction of in-service training programme on quality job performance in public senior secondary schools in Rivers State?*

Table 2: Simple regression analysis on the extent of prediction of in-service training on quality job performance in senior secondary schools in Rivers State

Model	R	R Square	Adjusted R Square	Extent of prediction
1	0.86[a]	0.74	0.73	74%

Decision rule: 100-75 VHE, 74.9%-50% VH, 49.9-25 LE and 24.9-0 VLE

Table 2 showed that the regression and regression square coefficients are 0.86 and 0.87 respectively. The regression coefficient of 0.86 showed that there is a high positive relationship between in-service training programme and quality of job performance. The extent of prediction is ascertained by multiplying the regression square by 100%. In-service training programme predicted job performance by 74% (100 × .74). Therefore, in-service training programme predicts job performance to a very high extent.

Test of Hypotheses

Hypothesis 1: Mentoring service does not significantly predict quality job performance in public senior secondary schools in Rivers State.

Table 3: t-test associated with simple regression analysis on the extent of prediction of mentoring service on quality job performance in senior secondary schools in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	t	Probability value	Alpha level	Decision
		B	Std. Error	Beta				
1	(Constant)	55.425	6.94		7.99	.00	0.05	Significant
	Mentoring services	-.620	0.19	-0.16	-3.27	.00		

a. Dependent Variable: job performance

Table 3 revealed that the t-test associated with simple regression is given as 3.27. The probability value was given as 0.00. Since the probability value of 0.00 is less than the alpha level of 0.05, therefore, the null hypothesis rejected. This implied that staff mentoring significantly predicted quality job performance in public senior secondary schools in Rivers State.

Hypothesis 2: In-service training programme does not significantly predict quality job performance in public senior secondary schools in Rivers State.

Table 4: t-test associated with simple regression analysis on the extent of prediction of in-service training on quality job performance in senior secondary schools in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	t	Probability value	Alpha level	Decision
		B	Std. Error	Beta				
1	(Constant)	2.14	0.61		3.52	0.00	0.05	Significant
	In-service training	0.94	0.02	0.86	51.80	0.00		

a. Dependent Variable: job performance

Table 4 revealed that the t-test associated with simple regression is given as 51.80. The probability value was given as 0.00. Since the probability value of 0.00 is less than the alpha level of 0.05, therefore, the null hypothesis is rejected. This implied that in-service training significantly predicted quality job performance in public senior secondary schools in Rivers State.

DISCUSSION OF FINDINGS

Mentoring as a Predictor of Job Performance

The regression coefficient result showed that there is a low positive relationship between staff mentoring and quality of job performance. Therefore, staff mentoring predicts job performance to a very low extent. By implication, mentoring services significantly predict quality job performance in public senior secondary schools in Rivers State. Teachers require mentoring to be proficient in their teaching activities. Without mentoring activities, teachers may take longer than necessary to become renowned professionals. Concurring to the finding of this study was Nasser-Abu-Alhija and Fresko (2016) who showed that mentoring contributed to the success of the induction exercise, given that the teachers acknowledged that the exercise enhanced their professional competence. It is also necessary to note that novice teachers and experienced teachers, who had given at least five years of service to teaching profession, believed that they receive satisfactory leadership support during the mentoring programme. Because of the administrative and supervisory support, the teachers were reportedly satisfied with their jobs, increased their commitment to duty, with the result that teacher turnover rate declined significantly. The study attributed the decisions of novice teachers to remain in teaching profession on the success of the mentorship programme. Interestingly, Hendrik (2016) found out that mentoring greatly improved the pedagogical skills of mathematics teachers as shown on academic achievement of the students on mathematics increased significantly. In addition, the study revealed

that mentoring was positively associated with instructional effectiveness of Physical Science teachers, with the result that academic achievement of students on Physical Science increased significantly. It is as a result of closeness that mentoring becomes productive. In line with the findings of this study, Cherian and Daniel (2008) showed that mentorship programme for the teachers require communal effort in the context of school community. In the same vein, Grimble (2017) revealed that the mentees expressed strong desire for adjustment of mentoring programme design to afford them the opportunity to choose who will mentor them, and also shuffle mentors during the mentoring period. Where there are no teaching skills in the mentors, the mentees may have nothing to benefit. This could be one of the reasons why Hudson (2013) found that teaching skills was one of the variables mentors evaluated to ascertain and enhance teaching practices. Mentoring served as a professional development tool for improving teachers' pedagogical competences, including communications skills and leadership skills in education.

In-service Training Programme as a Predictor of Job Performance

The study showed that in-service training significantly predicts quality job performance in public senior secondary schools in Rivers State. There is a strong indication from the study that in-service training is inevitable in the enhancement of teachers' capacity. This present finding was buttressed by Maclean (2018) who revealed that teachers' participation rate was higher than average and their productivity also grew above average, reason being that in-service training was positively and strongly associated with job-satisfaction, provision of teachers' learning needs and cooperation of those involved in the programme. In-service training that is well packaged and delivered can change teachers' attitude as well as their instructional strategies. This is why Udofia and Ikpe (2012) showed that effective administration of in-service training and associated programmes had positive effect on work behaviours and attitudes of private school teachers. Specifically, the teaching skills and record keeping abilities of teachers were enhanced on account of the training, so also the overall pedagogical expertise of teachers, including active participation in co-curricular activities. In the same line of thought, Junejo, Sarwar and Ahmed (2014) showed that in-service training had positive effect on teachers' work performance. There is no gainsaying that in-service training can tremendously improve the knowledge of teachers in areas of teaching methods and experiences. Therefore, in-service training is an investment to increase the quality of teachers and instructional delivery mostly in secondary schools in Rivers State.

CONCLUSION

The study concluded from its findings that mentoring had low and positive significant relationship with teacher quality job performance in secondary schools in Rivers State whereas in-service training had high and positive significant relationship with teacher quality job performance in secondary schools in Rivers State.

RECOMMENDATIONS

The following recommendations were made based on the findings of the study:

1. Teachers lesson notes, instructions and instructional methods should be closely monitored by the school principals in order to promptly and properly give them directions and mentorship where they are not effective and efficient.
2. The beginning teachers should take the process of teamwork, collaboration and knowledge synergy with their senior colleagues very seriously in order to improve their teaching skills, habits and competencies and interactive sessions should be organized for professional brainstorming.

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