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Management Of Teachers' Interpersonal Skills And Monitoring Co-Teacher Progress As A Correlate To Job Performance In Public Senior Secondary Schools In Rivers State, Nigeria

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ABSTRACT

The study aimed to examine the management of teachers' collaborative skills as a correlate to job performance in public senior secondary schools in Rivers State, Nigeria. Two research questions and two null hypotheses were raised to guide the study. The correlational research design method was adopted. The population of this study consisted of all 6,174 respondents, in all the 313 public secondary schools in Rivers State Nigeria, out of which 380 teachers served as respondents. A self-developed instruments titled: 'Interpersonnel skill and Monitoring Co-Teacher Progress Assessment Scale (ISMTAS) and Job Performance Assessment Scale (JPAS) was used to obtain data from the field. The reliability coefficients of the instruments Teachers' Interpersonal Skills: 0.88, Monitoring Co-Teacher Progress and Job Performance 0.88 were determined using Cronbach Alpha Statistics. All the research questions were analyzed using Pearson Product Moment Correlation, and z-ratio was used to test the hypotheses at 0.05 level of significance. Findings revealed that there was a positive relationship between teachers' interpersonal skills, Monitoring co-teacher progress, and job performance in public secondary schools in Rivers State. Based on the findings of the study, and the discussions on them, it was concluded that effective teachers' collaborative skills will enhance job performance in public secondary schools in Rivers State, Nigeria, it was recommended, among others, that the school management should enhance teachers' interpersonal skills through participative leadership to increase school organizational productivity. Teachers need to develop their interpersonal skills to boost their productivity. The school organization should implement a robust program focused on teachers' interpersonal skills, as this can significantly motivate and retain educators in the teaching profession.

Keywords: Management, teachers' collaborative skills, teachers' interpersonal skills, Monitoring co-teacher progress, job performance.

INTRODUCTION

Education is a crucial societal endeavor necessary for the advancement and growth of both individuals and the community as a whole. It is widely recognized that numerous developed nations have made significant strides due to considerable investments in their education systems. The education sector is essential in bolstering other areas of the economy. Consequently, any initiative aimed at enhancing education is a strategic step toward sustainable development. This highlights the necessity of providing

sufficient human and material resources in managing the education system, as these resources greatly affect the quality of educational outcomes in both the short and long term. It is vital to supply these resources across all levels of education to guarantee ongoing developmental results.

Secondary education serves as a fundamental element of the educational structure in any country, playing an important role in the growth of its citizens. As stated by the Federal Republic of Nigeria (2013), this phase of education acts as a crucial link between primary and tertiary levels, enabling the accomplishment of the overarching goals and objectives established within these educational stages. One of the key roles of secondary schools is to address and correct the deficiencies that often arise during primary education. These shortcomings may encompass gaps in knowledge, skills, and critical thinking abilities that students might carry with them as they transition to higher education. By concentrating on these aspects, secondary education offers necessary remediation that not only enhances students' grasp of fundamental subjects but also readies them for the more challenging academic expectations they will encounter later on.

In addition, secondary education aims to prepare students with the essential skills and knowledge needed for engaging in fulfilling and productive careers at the tertiary level. This stage of education helps cultivate critical skills such as analytical thinking, effective communication, and problem-solving, which are vital in today's swiftly evolving job market. Acknowledging the significance of this educational phase, government entities and various stakeholders including educators, policymakers, and community leaders closely monitor the programs and initiatives within secondary education. They realize that investing in this level is crucial for ensuring that the broader educational goals of primary and tertiary institutions are effectively achieved. This investment aims to establish a robust educational foundation that will aid in the overall socio-economic progress of the country, ensuring that future generations possess not only academic knowledge but also the skills needed for success in a globalized environment.

Collaboration is the process through which individuals or groups exchange information, resources, and responsibilities to jointly plan, execute, and assess activities aimed at accomplishing a shared objective. The term originates from the Latin word "collaborare," which translates to "to work together." It signifies a cooperative creation process that enables participants to enhance one another's abilities. This concept entails sharing risks, resources, responsibilities, and rewards, potentially fostering a shared identity for those outside the group. Effective collaboration necessitates active engagement from participants, as they collaborate to address challenges. This requires mutual trust, which develops over time through ongoing effort and commitment. A practical example of this process is evident in concurrent engineering, where a team of specialists collaborates to create a new product. In this context, it becomes apparent that while some degree of coordination is necessary, genuine collaboration also entails examining various viewpoints and maintaining openness to spontaneity, rather than just following a rigid structure. As one moves along the spectrum from networking to collaboration, the level of risk-taking, commitment, and shared resources that participants must contribute to the joint effort increases.

Collaboration should have a clear purpose, typically represented as a shared goal or a problem that needs resolution. It is insufficient for the involved parties to pursue their own distinct objectives. Essential prerequisites for collaboration include (Giesen, as cited in Onyia 2021); the parties mutually consent to cooperate, which suggests a willingness to share; the parties maintain an understanding of each other's capabilities; the parties have a unified goal and sustain a common vision throughout the collaborative process aimed at achieving that goal; and the parties uphold a mutual comprehension of the issue at hand, which entails discussing the status of their progress (state awareness of each other).

The role of teachers has significantly changed in recent years, extending beyond merely conducting classroom lessons. Nowadays, teachers often take on both academic and administrative tasks to promote their schools' success. It is typical for teachers to be appointed to various committees, such as those for counseling and discipline, and to represent the school or administration at meetings with stakeholders, both within and outside the institution. Teachers are expected to carry out these varied roles in alignment with established guidelines and plans. Teacher interactions influence teacher performance in numerous ways, ultimately enhancing job effectiveness. Teacher interaction is a relational process that brings

educators together to converse about their ideal professional engagements or realistic practices, as a means to elevate their effectiveness in their work. It involves a process through which discussions shift an individualistic approach to a more collaborative approach via a supportive framework. This interaction process requires ongoing exchange of professional experiences and effective integration into the core of teaching practice (Wilson & Berne as cited by Ozoh & Ladan, 2015).

Collaborative learning is widely disseminated through teacher training programs, in-service professional development, and practitioner publications (Goddard et al. 2007). The prevalence of cooperative learning in education makes it challenging to find textbooks on instructional techniques, teachers' journals, or instructional resources that do not reference and apply it. Although various methods of implementing cooperative learning have been introduced in schools and colleges, there has yet to be a thorough review of the research evidence supporting these methods.

Statement of the Problem

An overview of teacher activities in many public secondary schools in Rivers State reveals a teaching workforce that appears to suffer from underutilization, non-utilization, and mis-utilization, which adversely affects the quality of educational outcomes. For a school to fulfill its aims and objectives, it must consist of individuals with shared aims, objectives, goals, and perspectives. They must collaboratively work together to achieve what cannot be accomplished individually. If those who form the school cannot interact positively with one another, then the school's goals are unlikely to be met. It seems these are institutions where cordial relationships are lacking among teachers, between vice principals and principals, as well as between teachers and principals; certainly, in any school where discord, jealousy, animosity, bias, backbiting, and witch-hunting are evident, conflicts will arise, which may be detrimental to the organization. Nevertheless, for a healthy environment in any secondary school, individuals must recognize their differences; there needs to be a "give and take" aspect, which is essential for a genuine relationship and collaboration.

In Rivers State specifically, secondary school teachers are organized into academic teams or departments to facilitate the exchange of ideas and practices regarding improvements in curriculum delivery for enhanced learning outcomes. Teachers who participate in various trainings are encouraged to share their knowledge and skills with their colleagues at school to improve site-based teacher training. Despite the existence of an internal department and in-service teacher training available to educators, collaboration among teachers as a means of effective continuous professional development appears to be insufficiently executed. The absence of effective collaboration among teachers leads to a decline in teaching performance. The unsatisfactory performance of teachers also seems to be linked to inadequate Monitoring of Co-teacher Progress and Individual Accountability, which contributes to the declining job performance of these educators. In spite of the efforts made by the Rivers State Government to promote collaborative practices among teachers, the trend of disconnection appears to be increasing daily, which has drawn the interest of this researcher.

Aim and Objectives of the Study

This study examined the management of teachers' interpersonal skills and monitoring co-teacher progress as a correlate to job performance in public senior secondary schools in Rivers State, Nigeria. Specifically, the objectives include to:

1. find out the relationship between management of teachers' interpersonal skills and job performance in public secondary schools in Rivers State, Nigeria.
2. assess the relationship between monitoring co-teacher progress and job performance in public secondary schools in Rivers State, Nigeria.

Research Questions

The following questions guided the study;

1. What is the relationship between management of teachers' interpersonal skills and job performance in public secondary schools in Rivers State, Nigeria?
2. What is the relationship between monitoring co-teacher progress and job performance in public secondary schools in Rivers State, Nigeria?

Hypotheses

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

Ho_1 There is no significant relationship between management of teachers' interpersonal skills a job performance in public secondary schools in Rivers State, Nigeria.

Ho_2 There is no significant relationship between management of teachers' monitoring co-teacher progress and job performance in public secondary schools in Rivers State, Nigeria**.**

LITERATURE REVIEW

Secondary Education

Education is vital for a country's economic progress, as it supplies the essential human capital needed to transform resources into productive outcomes efficiently. It is regarded as the cornerstone of both economic and social advancement as well as a fundamental means of improving individual well-being. The significance of education in tackling the obstacles that impede societal growth and development is critical. Effective management and delivery of educational services should commence at the primary level and extend through secondary education to institutions of higher learning. Secondary education is essential as a transition from primary to higher education, and this discussion specifically highlights its importance. Education serves both as a goal and a central element of development. Hence, investing in education is crucial for comprehensive development. Such investment is key to resolving challenges related to educational objectives as well as the wider developmental aims of every nation (Sophister, 2015).

Highlighting the significance of education in national growth, he further claimed that human capital, particularly through education, is essential for economic advancement and sustainable development. Sustainable development, as described by Shah (2008), pertains to fulfilling present needs without jeopardizing future generations' ability to meet their own requirements. The notion of needs extends beyond mere material demands; it encompasses values, relationships, and the liberty to think, act, and engage, all of which contribute to morally and spiritually sustainable living. Social needs, particularly interpersonal relationships, must be addressed in education to achieve sustainable development. Education should be seen as a continuous process that nurtures the human mind, potential, and behavior through ongoing teaching and learning in appropriate settings (Obomanu, 2011). Positive interpersonal relationships among educators lead to greater job satisfaction. To satisfy generally means to fulfill a person's requests or desires, providing an adequate amount of what they seek. Satisfaction leads to feelings of gratification, pleasure, or contentment.

Collaborative Skills

Collaboration entails the exchange of information, alteration of activities, sharing of resources, and improvement of each organization's capacity for mutual advantage in pursuit of a shared objective. This readiness to support another organization's capability involves a distribution of risks, responsibilities, and benefits, thus augmenting the potential of collaboration beyond other organizational efforts (Atkinson, 2007). According to Katz (2008), collaboration is not just about relationships; it includes vigorous interactions that compel educators to reflect on and discuss their beliefs and practices. Arnold (2006) points out that trust is fundamental for successful collaboration, which may necessitate some level of sacrifice from the involved organizations. While collaboration holds the promise of reconciling differences among organizations, it also presents challenges that must be confronted transparently. Collaboration can take place within a school community or between different schools, especially those in close proximity that share comparable experiences, practices, and resources like teaching staff and laboratory equipment. This form of collaboration supports staff development by promoting collaboration over competition, based on the principle that every student deserves attention.

In a collaborative environment, members of the school community work together efficiently and are driven by a shared goal. All community members' teachers, administrators, students, and their families concur on a unified vision of the school's identity. Collectively, they establish objectives that guide them toward this vision. In doing so, they cultivate a culture of discourse where significant educational issues

affecting the school are discussed openly and honestly. Community members respect one another, appreciate their differences, and remain receptive to each other's perspectives. Even amidst disagreements, individuals listen to one another because they firmly believe that differing views are essential for advancing their school (Atkinson, 2001). Collaboration involves more than just teamwork; it transcends a process for improving cooperation and coordination. By uniting within a collaborative school community, stakeholders can combine a substantial array of resources and strategies to create safe, nurturing schools and communities that support all youth and their families, facilitating success in school and beyond (Tylor, 2006). Based on the idea that culture defines how things are conducted here, some schools fail to promote and cultivate this collaborative culture, leading to persistent conflicts that hinder teachers from working together towards achieving set goals for student performance.

Teachers Collaborative Skills

The term "teacher" refers to any individual assigned to instruct or train students. Teachers provide professional services in community schools, training institutions, and adult basic education programs. Their primary responsibility is to engage students in the classroom, but they also have various other duties, including providing administrative support, addressing disciplinary issues, and planning additional activities. Teachers are dedicated to promoting meaningful learning experiences. Their responsibilities include preparing practice-focused courses, developing regional curricula, creating new teaching methods and strategies, conducting assessments, and sourcing relevant resources in their field. As leaders in the classroom, teachers plan, coordinate, manage, evaluate, and report on students' academic progress. They must employ diverse strategies to achieve the desired outcomes outlined in the curriculum (Yusof et al., 2015).

In addition to fostering an inspiring classroom environment that encourages enthusiastic learning, teachers should leverage students' existing knowledge to enhance the teaching and learning process. Beyond classroom instruction, teachers are also responsible for co-curricular activities and assist the Head of Department (HOD) with subject-related matters, including organizing course meetings. Another vital role of teachers is to engage in pedagogical activities that promote education and well-being for all students. They provide counseling, career guidance, and support for student welfare. Teachers also plan and coordinate extracurricular activities, such as sports and community events. Acting as subject managers, they oversee special subject-learning activities and manage the equipment and resources required for practical lessons. Additionally, teachers perform various non-teaching management tasks within the school. Teachers are authorized to communicate with stakeholders, including parents, district officials, students, and suppliers. They also participate in school-wide assessment programs to evaluate and enhance their professional practices, thereby improving teaching, learning, and management. Effective communication is crucial in any organization (Isa, 2015). Collaboration among teachers across all grades is essential for maintaining teaching standards and fostering student progress. Organizational communication supports effective management within the school (Alansari & Rubie-Davies, 2021).

Teachers Job Performance

In conceptualizing job performance, Fafunwa (2014) defines it as the achievement of targets assigned to employees (teachers) within a specific timeframe. He further asserts that job performance is closely related to an individual's fulfillment of their duties and measurable activities. According to Peretomode, as cited in Amin (2013), job performance represents a systematic process involving employee participation in the daily management of the school system to achieve desired results. Quarterly (2012) emphasized that the more training employees receive and the more satisfied they are with their jobs, the higher their performance levels in organizations will be. In a school setting, the pursuit of a functional education significantly depends on teacher performance; therefore, improving education relies heavily on the effectiveness of teachers. The foundation of every school system is to ensure that learners excel through the competence of their teachers in achieving educational goals. This success can only be realized if teachers continuously update their knowledge and teaching skills. No successful organization wishes to retain employees who are outdated in their knowledge. Hence, there is a need for ongoing technological and pedagogical advancement for teachers.

Amaelo (2010) emphasized that teachers are pivotal in transmitting the right knowledge and skills to learners. He further asserts that the extent of their knowledge greatly affects their job performance. This viewpoint is supported by Ukaigwe and Onuwmere (2018), who argue that teacher participation in capacity-building programs increases their knowledge level, thereby enhancing their productivity and improving both teachers' and students' academic performance. Indeed, there is a global shift in knowledge today, and every successful organization aims for its workforce (teachers) to perform exceptionally well. Qualified teachers, with experience and strong credentials, are crucial for efficient job performance in schools. Job performance refers to the quantity of work completed by each employee in an organization, an act of accomplishing tasks over a specified period. According to Pepple (2016), the job performance of teachers is measured in terms of job satisfaction and attitudes, including job commitment, the sense of job challenge, job meaningfulness, and job responsibility. Teacher job performance encompasses all tasks associated with the teaching profession that a teacher carries out effectively. This is achievable when teachers receive appropriate training and welfare packages, such as promotions and timely salary payments.

Interpersonal skills

Teachers are educators who implement educational policies in the classroom. They help students function effectively in their environments. According to Abbasi and Hollman (2010), teachers provide guidance and counseling to students on academic and social issues. They also discipline students and manage classroom activities, which includes promoting learning and participating in developing the curriculum. Teachers tend to feel motivated to improve secondary education when school principals have strong interpersonal skills.

Interpersonal skills are the tools people use to communicate and interact effectively in organized settings. These skills show how well someone can engage with others. When conflicts arise, interpersonal skills help in resolving them. People usually develop these skills through interactions with family, school experiences, and socializing with peers. Strong interpersonal skills can reduce stress, resolve conflicts, enhance communication, improve relationships, increase understanding, and promote well-being (Allison & Paolim, 2015). Interpersonal skills are the abilities needed for effective communication with individuals or groups (Rungapadiachy, 2019). Although different sources may define specific interpersonal skills differently (Jenkinson, et al., 2012), researchers like Hargie and Dickson (2014) have highlighted crucial areas of competency for effective interactions among stakeholders in organizations. Interpersonal skills, often called essential skills, are critical for effective communication and are vital for success in managerial or administrative roles. Many studies over the past decade (Asher & Hindi, 2014) have shown the importance of interpersonal skills in workplace performance and productivity. These skills are what people use daily to interact with each other and are a key form of human communication. People do not naturally have interpersonal skills; they develop these abilities through growth and life experiences. Robles (2012) defines interpersonal skills as qualities people use when interacting with others, sometimes referred to as people skills. These qualities include integrity, communication, courtesy, responsibility, social skills, a positive attitude, professionalism, flexibility, teamwork, and a strong work ethic.

Operationally, interpersonal skills are abilities developed through training and experience in communication, empathy, and conflict management. These skills greatly affect how individuals perform in an organization. It helps to clarify what "interpersonal skills" means. This term is often similar to social skills and social competence and may be used interchangeably. Since interpersonal communication is broad, there is no single accepted definition. Much of professional life revolves around human relationships. Fontana, cited in Thompson and Ofojebe (2020), defines social skills as abilities that help individuals effectively manage professional relationships. Fontana argues that strong interpersonal relationships are key to success in fields like teaching, nursing, medicine, social work, management, law, and counseling. Interpersonal relationship skills focus on how school managers interact and collaborate with staff to achieve school goals. Giami and Obiechina (2019) stress that these skills include the ability

to work with people in ways that motivate and inspire them. The interpersonal skills that principals demonstrate help them connect with their staff, allowing school operations to run smoothly.

Werang (2014) noted that interpersonal skills enable leaders to influence groups, encouraging them to work together to achieve organizational goals and objectives. These skills are essential for principals, as they help them to be sensitive and empathetic to what motivates teachers, creating an atmosphere of trust while considering teachers' needs when deciding how to meet school objectives. Ayeni (2014) emphasized that interpersonal skills are crucial for maintaining a positive work environment. Without these skills, relationships within the school organization can become hostile, leading to staff dissatisfaction.

Research conducted by Kanthasamy (2019) demonstrated a positive relationship between interpersonal skills and employee performance. The interpersonal skills of workers in an organization significantly impact their output. Furthermore, an employee's interpersonal skills can be influenced by gender. Rilay (2017) defined gender as the qualitative and interdependent characteristics of women's and men's positions in society, differentiating it from sex, which refers to the biological status of being male or female. There is a risk of confusing "gender" with "women." Ostergaard (2012) argued that the concept of gender extends beyond the male and female dichotomy, assessing the dynamic relations between them, which are continually renegotiated in the context of changing political, economic, social, and cultural environments at local, national, and supranational levels.

Sompa (2015) investigated management strategies for interpersonal conflict between teachers and head teachers in selected secondary schools in Lusaka Province, Zambia. The study employed a survey design, using interviews, focus group discussions, and document reviews to gather data from 107 participants across seven public secondary schools. The sample included seven head teachers, 56 teachers, 42 Heads of Department, the District Education Board Secretary, and the chairperson of the Teaching Service Commission. Heads of Department, the District Education Board Secretary, and the chairperson were selected through purposive sampling, while teachers were sampled using snowball sampling. The findings indicated that teachers and head teachers could manage conflict through various strategies such as confrontation, avoidance, dialogue, adherence to government policy (by providing teachers with copies of working conditions), charging the teacher, mediation, communication, and scolding. The causes of these conflicts included absenteeism, teachers having higher qualifications than the head teacher, lateness, incompetence on the head teacher's part, inadequate class allocation, teachers' negative work culture, favoritism, and failure to submit teaching files on schedule. These conflicts led to negative impacts, such as teacher transfers and frustration on both sides.

Wachira (2011) examined conflict management strategies and teacher job satisfaction, revealing that effective school management relies on collaboration and teamwork among teachers and administrators. Decision-making in educational systems often features conflict and disagreement due to differing interests and opinions among stakeholders. A total of 28 primary schools participated in the study, selected through stratified sampling. The respondents included 22 head teachers and 184 teachers from the sampled schools. Descriptive statistics were used to analyze the data, employing frequency tables and percentages. The results indicated that in schools where the head teacher used control-oriented conflict management strategies, 81% of teachers reported dissatisfaction. In contrast, when head teachers employed collaborative approaches, open communication, and problem-solving techniques in conflict situations, 90.9% of teachers expressed higher levels of job satisfaction.

Monitoring Co-Teacher's Progress

Monitoring is described as an ongoing process that supplies managers and stakeholders with consistent feedback regarding the performance of a program while considering the surrounding environment. It signals early signs of progress or the lack thereof in achieving the intended results (United Nation Development Programme (UNDP) 2006 as referenced in Vipene & Kerene, 2021). Monitoring encompasses continual efforts to assess the advancements made by an organization or event in relation to a predetermined task. It also observes inputs, activities, and outputs, and may occasionally include outcomes like the progress achieved. Data gathered during monitoring is utilized to guide program

execution and daily management and decision-making. The definitions provided and the dictionary interpretation of the term monitor suggest that the aims of monitoring are: 1. Enhancing efficiency and effectiveness 2. Helping to maintain focus on objectives and allowing management to be informed when issues arise (regular feedback) 3. Enabling organizations to assess whether available resources are adequate and utilized appropriately (accountability) 4. Determining if the existing capacity is sufficient and suitable 5. Providing a useful foundation for evaluation. The evaluation of the teaching process involves gathering evidence from various stakeholders with the goal of enhancing the effectiveness of the teaching-learning process for optimal performance of both educators and students.

Particular importance should be placed on monitoring and evaluating the quality of teaching and learning occurring in the classroom. The quality of any educational system is largely dependent on the quality of its teachers. Teachers represent the most crucial element of an educational system as they are responsible for influencing students' behavior, thinking, and attitudes within the teaching and learning environment. The caliber of teachers directly impacts the quality of instruction and knowledge delivered to students, as well as the quality of learning outcomes achieved. Teachers are the primary agents responsible for implementing the curriculum and are the single most significant factor affecting student achievement in schools (Almeida, 2017). A teacher is considered one of the most critical inputs in the educational system. Research acknowledges that teachers are the most pivotal school factor influencing student success (Abduliahi & Onasanya, 2010). Teachers promote effective teaching and learning in the classroom. Conversely, the underperformance of students can be attributed to teachers, as a teacher's capabilities depend on their training and skills acquired.

Teachers are viewed as one of the most vital components shaping the quality of education and its contribution to the economic development of any nation. At all educational levels, individuals attending school rely on teachers to acquire the essential skills needed to achieve their goals. Therefore, students often look to their teachers' personal attributes, educational background, and professional skills, which significantly benefit their learning experiences. This expectation places substantial pressure on teachers, who are the primary operators of any educational system. Consequently, assessing and evaluating the effectiveness of teachers is critical. The evaluation of teachers refers to the systematic process a school employs to examine and assess teachers' effectiveness within the classroom (Sawchuk, 2015). A meaningful teacher evaluation entails a precise assessment of teaching effectiveness, including its strengths and areas needing improvement, followed by feedback, guidance, support, and opportunities for professional growth. Evaluation provides insights into how teachers fulfill their roles as facilitators of learning in the classroom, which translates into student achievement and their advancement toward desirable skills and competencies. Monitoring and evaluation are often depicted as interconnected concepts; however, they are separate functions serving different objectives.

Vipene, et al. (2021) carried out study on monitoring and evaluation of teachers as determinants of quality assurance in secondary education in Rivers State. The study investigated Monitoring and Evaluation of Teachers as Determinants of Quality Assurance in Secondary Education in Rivers State. Two research questions and objectives guided the study with two hypotheses were formulated for the study. The study adopted descriptive survey research design. Population of the study comprised 268 principals, 268 vice principals' administration and 23 zonal directors supervision totaling 559 senior secondary school teachers and directors in Rivers State. The entire population was used as sample size since it is a manageable size. The census sampling technique used for the study. Instrument used for the study was Questionnaire on Approaches by Teachers for Enhancing Quality Assurance in Secondary Education (QATEQASE). The four point likerts scale was used for the study. The instrument was validated by three expert including supervisor of the work and expert from Measurement of Evaluation and the reliability index of 0.94 was obtained using Cronbach's Alpha. Research questions were answered using mean and standard deviation and hypotheses was tested with One Way ANOVA. Findings from the study revealed there is significant difference in the mean ratings of principals, vice principals administration and zonal directors supervision on the extent teachers supervision enhance quality assurance in secondary school education. Thus Teachers' supervision enhances quality assurance in secondary school education,

principals, vice principals administration and zonal directors supervision agreed to a high extent that instructional strategies adopted by teachers enhance quality assurance in secondary school education. Based on the findings, the following recommendations were made, that the supervising authorities should regularly supervise teachers to ensure proper instructional delivery that will enhance quality assurance in secondary education, teachers should cultivate creativity in their teaching as to be successful in their teaching career and teachers should Explore an inclusive approach to teaching, the popular method of teaching such as lecture and discussion methods should be ignore and engage other innovative methods that promote critical thinking, creativity and productivity among students as to enhance quality assurance in secondary school education in Rivers State.

Social Interdependence Theory

Collaborative learning in higher education is fundamentally supported by the concept of collaborative teaching, which stems from Social Interdependence Theory as proposed by Deutsch in 1949. This theory posits that individuals in society are interconnected, meaning that the actions of one person can significantly influence another's ability to achieve their goals. Social interdependence suggests that the outcomes for individuals are interconnected, with the theory emphasizing that goal structures dictate how collaboration occurs, ultimately shaping the outcomes of specific situations. In Social Interdependence Theory, a 'goal' is defined as a desired future state, while a 'goal structure' refers to the nature of collaboration among individuals in pursuit of their goals. Deutsch (2006) classified goal interdependence into two primary types:

1. Positive Interdependence: This occurs when the success of one individual is positively linked to the success of another.
2. Negative Interdependence: In contrast, this arises when the success of one individual hinders the success of another.

Interactions between individuals can be categorized into three types:

1. Promotive Interactions: These interactions involve actions that enhance the likelihood of others achieving their goals.
2. Oppositional Interactions: These arise when actions favor one's own success while diminishing the chances of others' success.
3. No Interactions: Instances where individuals succeed independently without influencing each other's goal attainment.

Promotive interactions occur under positive interdependence, whereas oppositional interactions are a result of negative interdependence. Deutsch (2006) also noted that situations are rarely entirely positive or negative, proposing that goal structures exist along a continuum from positive to negative interdependence. Interactions may vary based on psychological processes, including substitutability, cathexis, and inducibility (Johnson & Johnson, 2005). A comprehensive understanding of cooperation and competition necessitates accounting for these variables, although for simplicity, the focus here is on two goal structures and three interaction types.

Social Interdependence Theory can be utilized to analyze various contexts, such as constructive versus destructive processes in conflict resolution, as well as cooperative versus competitive processes in problem solving or learning. Within a classroom setting, cooperative relationships flourish when members' goals are positively interdependent, promoting effective interactions. Conversely, competitive dynamics may arise from negative interdependence, often resulting from personal concerns, grading pressures, or interpersonal conflicts. Such competitive relations can lead to misinterpretations of individual goals, as outlined by Deutsch's principle of social relations, which suggests that competition can perpetuate competitive behavior within a community. Therefore, the teaching method employed is crucial in fostering positive collaboration, which in turn nurtures cooperative learning environments.

METHODOLOGY

The study employed a correlational research design and focused on a population of 6,174 teachers from all 311 public senior secondary schools in Rivers State. A total sample of 380 teachers, both male and female, was determined using Taro Yamane's minimum sample size determination formula. Participants were selected through purposive random sampling techniques. Data were collected using two self-developed instruments: the Interpersonal Skills and Monitoring Co-Teacher Progress Assessment Scale (ISMTAS) and the Job Performance Assessment Scale (JPAS). Both instruments underwent content and face validity assessments, carried out by two experts in the field. The reliability of the instruments was evaluated by distributing 20 copies to teachers outside the respondent area, with the data analyzed using the Cronbach Alpha method. The resulting reliability indices were as follows: Teachers' Interpersonal Skills: 0.88, Monitoring Co-Teacher Progress: 0.72, and Job Performance: 0.88. The researcher, along with two trained research assistants, distributed 380 copies of the instruments. Respondents were given one hour to complete the questionnaires before collection. A total of 377 questionnaires were accurately completed and returned, representing a 99.7% response rate. The research questions were analyzed using Pearson Product Moment Correlation (PPMC), while the hypotheses were tested using the z-ratio at a 0.05 level of significance, employing the Statistical Package for Social Sciences (SPSS v22 x64).

DATA ANALYSIS

Research Question 1: *What is the relationship between management of teachers' interpersonal skills and job performance in public secondary schools in Rivers State, Nigeria?*

Table 4.1: Pearson Product-Moment Correlation showing the relationship between management of teachers' interpersonal skills and job performance in public secondary schools in Rivers State, Nigeria.

Variables	N	Df	R	Decision
Management of Teachers' Interpersonal Skills	377	375	0.243	Low and Positive Relationship
Job Performance				

Decision Rule: 0.00 – 0.25 = Very Low, 0.26 – 0.50 = Low, 0.51 – 0.75 = High, 0.76 – 1.00 Very High

The research findings presented in Table 1 indicate a correlation coefficient (r) of 0.243, suggesting a very low relationship between the management of teachers' interpersonal skills and job performance in public secondary schools in Rivers State, Nigeria.

Research Question 2: *What is the relationship between monitoring co-teacher progress and job performance in public secondary schools in Rivers State, Nigeria?*

Table 2: Pearson Product Moment Correlation showing the relationship between monitoring co-teacher progress and job performance in public secondary schools in Rivers State, Nigeria.

Variables	N	Df	R	Decision
Monitoring Co-Teacher Progress	377	375	0.570	Moderate and Positive Relationship
Job Performance				

Decision Rule: 0.00 – 0.25 = Very Low, 0.26 – 0.50 = Low, 0.51 – 0.75 = High, 0.76 – 1.00 Very High

The research findings presented in Table 4.2 indicate a correlation coefficient (r) of 0.570, suggesting a high relationship between Monitoring Co-Teacher Progress correlate to job performance in public secondary schools in Rivers State, Nigeria.

Test of Hypothesis

H_{01}: management of teachers' interpersonal skills does not significantly correlate to job performance in public secondary schools in Rivers State, Nigeria.

Table 4.6: Pearson Product-Moment Correlation showing the significant relationship between management of teachers' interpersonal skills and job performance in public secondary schools in Rivers State, Nigeria.

Variables	N	Df	P (Sig.)	α	Decision
Management of Teachers' Interpersonal Skills Job Performance	377	375	0.317	0.05	Not Rejected Ho_1 (Not Significant)

Significance level (p)><0.05

To evaluate this relationship, the statistical hypothesis test showed that the p-value is 0.317. Since this p-value exceeds the standard significance level of 0.05 (P<0.05), the result is deemed not significant. Consequently, the null hypothesis is maintained, indicating that the management of teachers' interpersonal skills does not significantly correlate with job performance in public secondary schools located in Rivers State, Nigeria.

H_{02}: Monitoring co-teacher progress does not significantly correlate to job performance in public secondary schools in Rivers State, Nigeria.

Table 4.7: Pearson Product Moment Correlation showing the significant relationship between monitoring co-teacher progress and job performance in public secondary schools in Rivers State, Nigeria.

Variables	N	Df	P (Sig.)	α	Decision
Monitoring Co-Teacher Progress Job Performance	377	375	0.031	0.05	Rejected Ho_2 (Significant)

Significance level (p)><0.05

To evaluate this relationship, the statistical hypothesis test showed that the p-value is 0.031. Since this p-value is less than the standard significance level of 0.05 (P<0.05), the result is deemed significant. Consequently, the null hypothesis is maintained, indicating that the Monitoring Co-Teacher Progress significantly correlate with job performance in public secondary schools located in Rivers State, Nigeria.

DISCUSSION OF FINDINGS

Management of teachers' interpersonal skills and job performance.

The first finding from the study shows there is a very low relationship between Management of Teachers' Interpersonal Skills correlate to job performance in public secondary schools in Rivers State, Nigeria. The result is not significant, and the null hypothesis is not rejected. Therefore, Management of Teachers' Interpersonal Skills does not significantly correlate to job performance in public secondary schools in Rivers State, Nigeria. Finding of this study is in line Okekeocha and Ezinine (2021), who studied interpersonal relationships as correlates of teachers' job satisfaction in public secondary schools in Awka education zone of Anambra State. It adopted a descriptive correlational survey research design. Two research questions and two null hypotheses were formulated to guide the study. Out of the population of 1,639 teachers working in the zone, 156 teachers were randomly selected as the sample of the study. The data collected from the questionnaire were analyzed using Pearson product moment correlation coefficient while the null hypotheses were tested at .05 level of significance. The results revealed that there was a positive relationship between interpersonal relationship among the teachers and school administrator and teachers' job satisfaction in public secondary schools in Awka Education zone.

Monitoring co-teacher progress and job performance.

The second finding from the study shows there is a high positive relationship between Monitoring Co-Teacher Progress correlate to job performance in public secondary schools in Rivers State, Nigeria. The

result is significant at 0.05 and the null hypothesis is rejected. Therefore, Monitoring Co-Teacher Progress significantly correlate to job performance in public secondary schools in Rivers State, Nigeria. Finding of this study is in line with Vipene, Joseph, and Kerene (2021) carried out study on monitoring and evaluation of teachers as determinants of quality assurance in secondary education in Rivers State. The study investigated Monitoring and Evaluation of Teachers as Determinants of Quality Assurance in Secondary Education in Rivers State. Two research questions and objectives guided the study with two hypotheses were formulated for the study. Findings from the study revealed there is significant difference in the mean ratings of principals, vice principals administration and zonal directors supervision on the extent teachers supervision enhance quality assurance in secondary school education. Thus Teachers' supervision enhances quality assurance in secondary school education, principals, vice principals administration and zonal directors supervision agreed to a high extent that instructional strategies adopted by teachers enhance quality assurance in secondary school education.

CONCLUSION

The study revealed a significant positive relationship among several factors: teachers' interpersonal skills, monitoring of co-teacher progress, and job performance in public secondary schools in Rivers State. Thus, improving collaborative skills among teachers is essential for enhancing job performance in these schools in Rivers State, Nigeria.

RECOMMENDATIONS

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

1. School management should focus on enhancing teachers' interpersonal skills through participative leadership to improve organizational productivity within the school. Developing these skills is essential for teachers to increase their effectiveness and overall productivity. To achieve this, schools should implement a comprehensive program dedicated to enhancing teachers' interpersonal abilities, as this can significantly motivate and help retain educators in the profession.
2. Teachers must take accountability for all activities within their responsibilities, consistently attend classes, and be punctual. They should offer students a variety of engaging activities and undergo regular assessments, providing immediate feedback. The principal can address these challenges by monitoring performance, and it is important to provide quarterly feedback to parents about their children's progress.

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