

Management Strategies and Secondary School Teachers' Job Performance in Akwa Ibom South Senatorial District

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ABSTRACT

This study was undertaken to examine management strategies and job performance of teachers in Akwa Ibom South Senatorial District. Three research questions and three null hypotheses were formulated to achieve the objective of the study. The population for this study was 1112, which consisted of 908 teachers and 204 school managers. Ex-post facto design was used to conduct the study, while the stratified random sampling technique was used to select the sample size of 745 respondents for the study. Two researcher-developed instruments; "Management Strategies Questionnaire (MSQ)" and "Teachers' Job Performance Questionnaire (TJPQ)" were used for data collection and were validated by two experts in test and measurement. Also, Cronbach analytical method was used to ascertain the reliability of the instruments with reliability co-efficient of .79 and .80 for MSQ and TJPQ respectively. Simple regression analysis was used to test the hypotheses at 0.05 level of significance. Findings revealed that supervision, in-service training and compensation significantly relate to teachers' job performance. The conclusion was that, if teachers must perform maximally school managers must adopt suitable personnel management strategies on them. It was therefore recommended that adequate supervision, compensation and in-service training programmes should be used on teachers with a well-articulated policy to improve their productivity.

Keywords: Management strategies, job performance, secondary school

INTRODUCTION

Managing teachers is that part of school management which is concerned with teachers at work and their relationship within the educational enterprise. It seeks to bring together and develop into an effective educational organization, men and women who make up the teaching workforce, enabling each to make his own best contribution to its success. Management of teaching workforce involves a number of strategies that begins and maintain activities toward the achievement of personal and organizational goals. Omebe (2001); is of the view that well managed teachers will always look for better ways to do their teaching job; they are more quality oriented and more productive. Management of teachers can be through the adoption of these management strategies:- Supervision, in-service training and compensation among others. Hence, any teacher that enjoys the influence of the above named strategies is bound to give all his best in discharging his or her duty because he would derive the satisfaction of being a teacher.

The effect of applying adequate management strategies on teachers' job performance are in various ways for the development of the nation and is the hallmark of economic prosperity. The effects of applying appropriate management strategies on teachers' productivity are hall marks of national development and economic prosperity while low performance creates problems of underdevelopment. Since the future of the state lies with the students, those

students need to be educated and taught by well managed teachers, so that they can be equipped with the knowledge and skills to pilot the affairs of the country.

Job performance of employees remains an issue of great concern to many organizations including the school. Doneedy (2002) rightly explained that job performance is concerned with the overall effectiveness and efficiency of getting things done. It gives an overview of how an organization is fairing. The concept of job performance can be viewed from many perspectives like economic, industry and management. Mali (2005) looked at job performance as reaching the peak of performance with the least expenditure on resources. Job performance therefore is a critical factor in socio-economic development as it justifies huge expenditure by the organization and has many other salutary effects. According to Nwachukwu (2006), job performance “is the output, resulting from a given resources input at a given time” Benton (2002) projected the following benefits of an effective job performance.

1. Strengthening the general economic foundation of workers.
2. Improvement in working and living conditions.
3. Higher earnings.
4. Increased output or services at less resource.
5. Ultimate shorted hours of work.

Since it can be deduced that job performance entail doing more with less resources, making more from what you have rather smarter than harder, it is imperative to examine the various means of encouraging job performance in our immediate society. For instance, Nwachukwu (2006) suggested that for a teacher to improve his productivity, he must possess a natural ability and the will-power to be involved in productive ventures. He believed that, acquisition of skills, compensation, supervision, evaluation and managerial support must be present to encourage job performance of school teachers. Additionally, prompt application of personnel management technique, has an important and influential bearing on productivity.

The place of supervision as a vital managerial tool need not be undermined in any organizational setting. In schools system where better teachers’ performance remains the watchword, educational supervision involves guiding and coordinating the works of teachers such that learning is facilitated.

According to Peretomode (2002), “supervision is that phase of school management which focuses primarily upon the achievement of the appropriate expectation of educational system. It is an indispensable function of the school managers”. Oleforo (2014) viewed educational supervision as effort of all designated school officials toward providing leadership to the teaching workforce and other educational workers in the improvement of instructions. She submitted that supervision deals with having a comprehensive view of the activities and problems of the institutions and the assessment of the extent to which the school is fulfilling its basic objectives. To this end, supervision therefore means an activity or exercise in which a professional or a group of professional superiors help in facilitating learning by improving teaching and learning environments in schools through guiding, advising and interest stimulation of both the students and teachers (Nkang, 2002).

Cole (2005) carried out an investigation on the job performance of Kito Ltd (a stainless and steel factory) workers. He found out that supervision was a great influence on employees’ job performance. However, his observation showed that the personalities, approaches and the motives of the supervisor are major determinants of employees’ perception about supervision,

thereby influencing his productivity. The educational implication of this is that teachers see a typical supervisor as a threat based on the modalities adopted by the former.

The explanation of the finding was that given adequate supervision, employees can improve their level of productivity which will lead to the profitable attainment of organizational goals. Equally, a leader's capability to effectively supervise his workers depends on his understanding and application of MacGregor's theories X and Y.

Relating the result to educational sector, supervision is an indispensable tool in ensuring timely achievement of educational goals both in adequate quantity and quality. Edem (2005) discouraged school managers from adopting staff supervision as an authoritarian concept if the desired job performance is to be attained.

In-service training refers to encouraging teachers to enhance their pedagogical skills and knowledge of the subject matter through advanced academic studies. It then behooves on education managers in conjunction with the government to provide funding for conferences, workshops, seminars and developing other training opportunities. In Nigeria, most of the leading school reforms as experienced in recent political administration have called for new reforms of professional teachers' development. Perhaps, it was in line with this that Akwa Ibom State Ministry of Education mandated all those teaching in its schools without the requisite qualification to acquire professional teaching qualifications and the response has been tremendous.

According to Clarke (2008), in-service training as a means of staff management; is an approach that takes staff development and educational reforms to a higher level of creating professional personnel capable of sustaining long-term educational goals and may include central office approach, the long vacation (Sandwich) programme, associateship certificate in education plus other non-formal development consist of programmes that consider problems, search for new information and organized level enquiry research. The desire of teachers to develop their knowledge based and tested solutions to educational problems make in-service training pertinent which enhances higher productivity.

Compensation encompasses all remunerations and special commendations accruable to a worker. The remuneration includes all the financial benefits and can be in form of salary, fringe benefits and other monetary rewards whereas special commendation includes awards, special recognition, and special recommendation. Compensation is one strategy that motivates Nigerian teachers to higher productivity. Teachers in Nigerian schools respond positively to monetary rewards as incentive to improve job attitude and performance. However, special recognition and excellence service award given to a dedicated teacher will equally motivate and encourage both the beneficiary and other teachers to higher productivity. According to Obisung (2007) while the benefitting teacher will want to maintain his high status, his jealous colleagues will want to surpass him in order to be the next award recipient, the educational system will then be the ultimate beneficiary, therefore the school manager should not undermine the use of compensation as an influential personnel management and strategy.

STATEMENT OF THE PROBLEM

Often time most teachers are seen hawking wares during official school hours, some absent themselves from classes to the detriment of their students while some refuse to write their notes of lesson as well as carrying out other assigned responsibilities. These are testimonies of the alarming rise of poor attitude to work which leads to poor job performance. These

problems are evidence of poor or absence of adequate supervision as well as compensation and in-service training exercise in the school system by the school managers.

PURPOSE OF THE STUDY

The purpose of this research is to examine the relationship between management strategies on teachers' performance in the secondary schools in Akwa Ibom South Senatorial District. The study specifically sought to:

1. Examine the relationship between supervision and teachers' job performance in secondary schools in Akwa Ibom South Senatorial District.
2. Find out the extent to which in-service training influences job performance among secondary school teachers in Akwa Ibom South Senatorial District.
3. Determine the relationship between compensation and job performance among teachers' in Akwa Ibom South Senatorial District.

RESEARCH QUESTIONS

To guide the study, the following research questions were raised:

1. What is the relationship between supervision and job performance among secondary school teachers in Akwa Ibom South Senatorial District?
2. In what way does in-service training relate to job performance of secondary school teachers in Akwa Ibom South Senatorial District?
3. What is the relationship between compensation and job performance of secondary school teachers in Akwa Ibom South Senatorial District?

RESEARCH HYPOTHESES

Arising from the research questions, the following null hypotheses were formulated to guide this study:

1. There is no significant relationship between supervision and teachers' job performance
2. There is no significant relationship between in-service training and teachers' job performance
3. There is no significant relationship between compensation and teachers' job performance.

METHODOLOGY

An ex-post facto research design was used for the study. The variables in this study were management strategies and job performance which the researchers used the design to determine their level of relationship.

The population of the study was 1112 school principals and teachers in Akwa Ibom South public secondary schools in 2013/2014 school year. This consisted of 908 teachers and 204 school managers (i.e principals and vice principals in the 63 public secondary schools in Akwa Ibom South Senatorial District. A stratified random sampling technique was used to select 565 teachers and 180 school principals. A total sample of 745 was used to conduct the study.

The major research instruments used in this study were two sets of questionnaire developed by the researcher. The first instrument was called “Management Strategies Questionnaire” (MSQ) administered on school Managers. This questionnaire which comprised of three sections was designed to measure the independent variable viz: supervision, in-service training and compensation with a total of 18 items. Also, another questionnaire called “Teachers’ Job Performance Questionnaire” (TJPQ) was used to measure the dependent variable and was administered on the teachers respondents. It consisted of 10 items. The two instruments were scored on a four point scale as follows: Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). Positive statements on the instruments were SA = 4, A = 3, D = 2 thus SD = 1 and negative statements were scored thus: SA = 1, A = 2, D = 3, SD = 4. The scores were used to measure the weight of the respondents’ views.

The questionnaire items were face-validated by two experts in test and measurement in faculty of Education, University of Uyo. The language, contents and the structure of the items were critically examined and necessary corrections and suggestions were made which were affected by the researchers.

Cronbach Alpha was used by the researchers to determine the reliability of the instruments. The result shows that the reliability of Management Strategies Questionnaire and Teachers Job Performance Questionnaire were .79 and .80 respectively. Therefore, the instruments were considered reliable for the study.

The questionnaire were administered by hand and collected same day by the researchers with the help of two research assistants who accompanied them as well as other two assistants assigned by the principals on individual schools visited. A total of 805 set of questionnaire were administered out of which 25 were not returned while 115 were returned but not useful because of errors observed. 665 were validly returned and were useful to this study representing 82.61%.

Simple Regression Analysis was used to test the hypotheses because the number of teachers and school managers differ which make the utilization of Simple Regression very appropriate since there are paired scores from each of the respondents.

DATA ANALYSIS AND DISCUSSION OF FINDINGS

Answering the Research Questions

Research Question 1

How does supervision relate to teachers’ job performance?

The value of simple regression co-efficient (R) was used to answer the research question and shown in Table 1.

Table 1. Nature of relationship between supervision and Teachers’ job performance

<i>Variables</i>	<i>N</i>	\bar{x}	<i>SD</i>	<i>R</i>
Supervision	180	18.26	7.93	0.846
Job Performance	485	31.42	6.85	

N = 665

Data in Table 1 shows that the relationship between supervision and teachers’ job performance as indicated by R whose value is 0.846. This means that there is a high relationship between supervision and teachers’ job performance.

Research Question 2

How does in-service training relate to teachers' job performance of the teachers?

The researcher makes use of simple Regression Co-efficient (R) to answer the research question and summary data shown in Table 2.

Table 2. Nature of relationship between in-service training and teachers' job performance

<i>Variables</i>	<i>N</i>	\bar{x}	<i>SD</i>	<i>R</i>
Supervision	180	20.44	7.45	0.804
Job Performance	485	31.42	6.85	

N = 665

Data in Table 2 shows that the relationship between in-service training and teachers' job performance as indicated by the value of (R) being 0.804. This implies that there is high relationship between in-service training and teachers' job performance.

Research Question 3

How does compensation relate to job performance of teachers.

The value of simple regression co-efficient (R) is used to answer the research questions and summary data shown on Table 3.

Table 3. Nature of relationship between compensation and teachers' job performance

<i>Variables</i>	<i>N</i>	\bar{x}	<i>SD</i>	<i>R</i>
Supervision	180	18.64	7.45	0.784
Job Performance	485	31.42	6.85	

N = 665

Data in Table 3 shows that the relationship between compensation and teachers' job performance as indicated by the value of (R) being 0.784. This means that there is high relationship between compensation and teachers' job performance.

Testing of the Hypotheses

Hypothesis One

There is no significant relationship between supervision and teachers' job performance in the secondary schools.

Table 4. Simple Regression Analysis of Relationship between Supervision and Teachers' Job Performance

<i>Source of Regression</i>	<i>SS</i>	<i>Df</i>	<i>Ms</i>	<i>F-cal</i>	<i>F-crit</i>	<i>Decision at P<0.05</i>
Regression	319.63	1	319.63	6.75	3.84	*
Residual	31393.05	663	47.53			
Total	31712.68	664				

*=Significant at P< .05

The result of the analysis shown in Table 4 indicated that the calculated F-value of 6.75 is greater than the critical t-value of 3.84 and was tested at 0.05 level of significant. Therefore the null hypothesis is rejected. Hence, supervision significantly relates to teachers' job performance. The value of R^2 of 0.7034 indicates that supervision accounts for 70.34% of variation in teachers' job performance.

Hypothesis Two

There is no significant relationship between in-service training and teachers' job performance.

Table 5. Simple Regression Analysis of Relationship between In-service Training and Teachers' Job Performance

Source of Regression	SS	Df	Ms	F-cal	F-crit	Decision at P<0.05
Regression	402.26	1	402.26	11.29	3.84	*
Residual	2375.05	663	35.64			
Total	2777.31	664				

*=Significant at P< 0.05

The data in Table 5 reveals that the calculated F of 11.29 is greater than the critical F of 3.84 at df of 1 and 663 as well as 0.05 significant level. Hence the null hypothesis is rejected therefore in-service training significantly related to job performance of teachers. the R value of R^2 of 0.6127 indicates that in-service training account for 61-27% of variation of teachers' job performance.

Hypothesis Three

There is no significant relationship between compensation and teachers' job performance.

Table 6. Simple Regression Analysis of Relationship between Compensation and Teachers' Job Performance

Source of Regression	SS	Df	Ms	F-cal	F-crit	Decision at P<0.05
Regression	382.43	1	382.43	11.29	3.84	*
Residual	21189.48	663	31.96			
Total	21571.91	664				

*=Significant at P< 0.05

The data in Table 6 shows that the computed F of 11.97 is greater than the critical F of 3.84 at degree of freedom of 1 and 663 as well as 0.05 level of significant; therefore the null hypothesis is rejected. Hence compensation significantly relate to teachers' job performance. The R^2 of 0.6001 reveals that compensation accounts for 60.01% of variation 1 teachers' job performance.

DISCUSSION OF FINDINGS

The discussions of these findings are done according to null hypothesis using the variables as sub heads.

Supervision and Teachers' Job Performance

From the analysis of the respondents positions, the researcher discovered the existence of a significant relationship between supervision and teachers job performance in public secondary schools, this discovery is in agreement with McGreagor's theory of motivation which regarded supervision as a means of getting the employees to put forth adequate effort toward achieving the set target, since human characteristics dislike work except when closely supervised and coerced. When there is negligent of effective supervision by the school managers, teachers' attitude to work will dwindle, lesson notes will not be prepared and teachers' absenteeism both in school and in class will be at the increase thereby affecting job performance negatively. The students' academic performance will suffer tremendously which may lead them getting involve in crime because poor academic performance is a strong predictor of involvement in crime. However, despite the impact of supervision on job performance, this researcher postulate that school managers should avoid the extreme application of either of the McGregor's theory X and theory Y but should use both concurrently based on the circumstance.

In-service Training and Teachers' Job Performance

Teachers' job performance is positively affected in our schools when seminars, workshops, conferences and other forms of in-service training are established for teachers. This is due to the existence of a significant relationship between in-service training and teachers' job performance. The analysis equally shows that teachers' acquire more knowledge from the programmes and hence it improves the educational standard. It is discovered that in-service training contributes to 61.27% of variation in teachers' job performance, on the grounds that the right application of the knowledge acquired through re-training in addition with the teachers' experience on the job will motivate the teachers to give their best. The significance of this relationship regards in-service training as a means of managing teachers that takes staff development and educational reforms to a higher level by creating a professional community capable of sustaining long-term educational goals.

Compensation and Teachers' Job Performance

It is discovered that compensation significantly relates with teachers' job performance. Teachers turn to be unserious with their teaching work in schools because of inadequate compensation by government. Inadequate promotion may prompt a teacher to feel rejected and unappreciated hence abandon his teaching work and goes for a better job. Also, teachers refused to carry out their duties effectively and efficiently, since their welfare have been neglected. This agrees with the Victor Vroom expectancy theory. This researcher equally found out that compensation accounts for 60.01% variation in teachers' job performance hence the school manager should use this management strategy as a variable tool of motivation.

CONCLUSION

This study was able to make various observations about the influence of and the relationship between the various personnel management strategies and teachers' job performance especially in Akwa Ibom South Senatorial District in particular and Nigeria in general. It is quite obvious that supervision, in-service training, and compensation if well handled by educational managers could go a long way to improve teachers' job performance in secondary schools.

RECOMMENDATIONS

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

1. Adequate supervision should be carried out periodically by the school managers and should be guided by a well-defined format devoid of victimization.
2. Government in conjunction with the Ministry of Education should provide opportunities for in-service programmes for teachers to update their knowledge and enhance their job performance.
3. The state government should ensure that teachers are adequately and timely compensated to encourage them put in their best on their teaching job.

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