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Management of Educational Personnel for Quality Service Delivery in Secondary Schools in Rivers State, Nigeria

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ABSTRACT

This paper examined management of educational personnel for quality service delivery in secondary schools in Rivers State. A descriptive survey design was adopted for the study. The population of the study consisted of 7,425 teachers in public secondary schools in Rivers State. The sample size of 380 was determined using Taro Yamane formula and the stratified sampling technique was used to identify the sample size. The instrument 'Management of Educational Personnel for Quality Service Delivery in Secondary Schools Questionnaire' (MEPQSDSSQ) was used. The instrument items were designed and validated by the researcher. The internal consistency was 0.81 using coefficient (r) to calculate the results. The findings revealed that the educational personnel mentoring: ensure that tasks are performed efficiently and effectively, strengthens new teachers in the profession, help to provide assistance in lesson plan/classroom management, helps for talent management activities and supports protégé during career transition. Also, motivation of educational personnel reduces frustration arising from academic environment, ensures quality teaching/learning outcome, guarantees quality assurance in the education system, enhances job satisfaction and sustains/direct behavior of staff personnel. Based on the findings, the writer recommended among that school principal should collaborate with relevant stakeholders to organize regular in-house seminars and workshops to mentor, motivate and improve personnel knowledge, pedagogical skills and competence of their job.

Keywords: Educational Personnel, Quality Service Delivery, Mentoring and Motivation.

Introduction

To accomplish academic objectives, school administration plans and organizes intricate tasks. In order to enhance teaching and learning, it entails collaborating with faculty and students (Adesina, 2013). In order to accomplish goals, the head teacher or principle oversees all aspects of the school, including organizing, planning, overseeing, and assessing. A quality education that emphasizes the development of creativity, values, knowledge, and skills for lifelong learning is becoming more and more vital. The learners, learning environment, material, methods, and outcomes that are in line with national goals are the quality education indices that UNESCO (2012) established. Effective personnel management, which includes hiring, employee welfare, training, placement, promotion, incentive, and discipline, is essential to the efficiency of the educational system (Iyeke, 2013). Commitment, effort, and productivity are the results of properly managing educational staff (Darling-Hammond, 2012). The maintenance of curriculum delivery and educational standards depends heavily on teachers. The goal of personnel management in education is to maximize performance for individual growth and the advancement of the country by mentoring and inspiring employees from the point of recruitment. Growing in popularity since the 1990s, mentoring in education promotes growth via information exchange between seasoned and inexperienced educators (Little & Nelson, 2004). It's especially important during the induction year, which Sweeny (2001) describes as a multifaceted process that eases the transitions of new instructors. Pre-service mentoring programs vary but aim to prepare teachers for diverse learners. Goodlad (2007) identified common components: subject preparation, foundation courses, and field experiences, though often disjointed.

Through advice sharing and encouragement, mentoring promotes professional development and aids in talent management (Beardwell & Claydon, 2007). It's a nurturing process where more seasoned people mentor newer ones. Mentoring helps novice instructors in the classroom with anything from professional ethics to the syllabus (Franke & Dahlgren, 2006). It encourages lifelong learning beyond pre-service training by supporting educators' professional and academic development. If high standards are to be met during the educational process, then ongoing in-service training is essential (Ondieki, 2010). He clarified that regression—a life situation that causes one's degree of excitement for one's profession to decline—is the main reason why innovative teacher management systems need to look for solutions to close the gap in teacher preparation. It is a decline in the quality of instruction provided by the teacher. This regression can show up as little to no lesson planning or preparation, superficial book marking of students' work, a rise in absenteeism from class, partial memory loss of the material being taught, forgetting specific procedures, and an obsession with a small number of teaching techniques.

According to Goodlad (2007), mentoring strategies that can enhance service delivery if employed include veteran-novice pairing, teacher buddy initiation, teacher support group establishment and formulation of content-area teams.

i. Pairing a veteran teacher with a novice teacher. The veteran teacher in a mentoring role provides support through model lessons, assistance in lesson planning and classroom management, and observation and formative feedback of lessons.

ii. Teacher buddy. Veteran teachers new to the district are paired with established teachers who help the new teacher understand the district campus culture.

iii. New teacher support group. A lead mentor teacher, with the help of the principal, organizes support groups. Book studies are a creative means of collaborating for new learning.

iv. Grade-level team or content-area team. Grade-level or content-area teachers meet to provide support in ways similar to mentor teachers or instructional coaches.

By fostering goal-directed behavior and meeting needs and objectives, motivation promotes productivity (Iyeke, 2013; Pintrich & Schunk, 2008; Bahago, 2011; Schunk, 2006). Teachers' motivation is defined by Peretomode (1991) as goal-directed behavior that influences attitudes, performance, and job satisfaction while taking into account environmental, psychological, and physiological aspects. Educator motivation improves output, effectiveness, and quality (Obi, 1997). For innovative learning and high-quality results, teachers must be motivated (Pilot, 2007). According to VSO research published in 2002, low pay is a major factor in the decline in teacher motivation in developing nations like Nigeria, as noted by Fredriksson (2014). The study established a connection between high-quality instruction and teacher motivation. Working circumstances, advancement, education, pay, decision-making responsibilities, job stability, rewards, and recognition are examples of things that motivate people. In order to improve teaching-learning results and raise academic standards in Nigeria's educational system, instructors must be properly motivated.

Motivation among teachers has a significant impact on productivity, work satisfaction, educational outcomes, performance, and quality output—all factors that are essential for ensuring educational quality. Teachers who are driven work well, advancing society and strengthening the country (Rhythm 94.7FM, 2009). The Niger State government's efforts to provide quality assurance through motivation are exemplified by its investment in teacher empowerment and pay increases. According to Akale (2012), timely promotions, fair compensation, pleasant working conditions, staff development, and participatory decision-making are all effective ways to increase teacher motivation. According to Fredriksson (2014), in order to keep teachers engaged, school administrators need to create a positive work environment, provide job security, acknowledge teachers, give them prizes and honors, and provide instructional materials. Therefore, this study seeks to examine the management of educational personnel for quality service delivery in public senior secondary schools in Rivers State, Nigeria.

Statement of the Problem

Any nation's policies and framework for education are its cornerstone for development. It serves as the cornerstone for the development of literacy, skills, technology, and the capacity to use the environment's natural resources for economic growth. Therefore, efficient administration of the industry's human and material resources is necessary to deliver high-quality education. In order to make this a reality, the school organization needs to be properly managed, which calls for appropriate motivation and mentoring. Sadly, the majority of Nigeria's public educational institutions' staff and personnel pay little to no attention to making sure that their requirements are met and that they carry out their jobs in an effective manner, much alone to the performance of their duties. The neglect of personnel in educational system especially in terms of providing proper mentoring and motivation such as welfare nowadays does not only precipitate industrial action, but also retards what could spur them to put in their best for achievement and actualization of educational goals and objectives.

There is no attempt to guarantee that staff members carry out their responsibilities to provide pupils with high-quality education in accordance with the terms of the contract or oath they signed when applying for jobs. There is little to no effort put forth to ensure that staff members receive the appropriate mentoring or training to keep them up to date on the latest advancements or developments in education. The management and staff of public schools frequently disagree about incentives and benefits such trainings, capacity building programs, salary and allowance payments, promotion implementation, and lack of enthusiasm, which leads to frequent strikes by the staff. All of these have led to the Nigerian public education system's poor service delivery. This is evidenced in the poor attitudes of teachers and lack of motivation to enable them increase their performances. It is against this backdrop that the researcher is prompted to examine the management of educational personnel for quality service delivery in public senior secondary schools in Rivers State, Nigeria.

Aim and Objectives of the Study

The aim of this study is to examine the management of educational personnel for quality service delivery in secondary schools in Rivers State, Nigeria. Specifically, the study sought to:

1. Establish the ways educational personnel mentoring ensure quality service delivery in public senior secondary schools in Rivers State.

2. Ascertain the ways the motivation of educational personnel enhances quality service delivery in public senior secondary schools in Rivers State.

Research Questions

The following research questions were raised to guide this study:

1. In what ways do educational personnel mentoring ensures quality service delivery in public senior secondary schools in Rivers State?

2. What are the ways the motivation of educational personnel enhances quality service delivery in public senior secondary schools in Rivers State?

Hypotheses

H01. There is no significant difference in the mean ratings of rural and urban teachers on the ways educational personnel mentoring ensure quality service delivery in public senior secondary schools in Rivers State.

H02. There is no significant difference between mean score rating of rural and urban teachers on the ways the motivation of educational personnel enhances quality service delivery in public senior secondary schools in Rivers State.

Methodology

Descriptive survey design was employed in the study. Nworgu (2006) described a survey as a study which aims at collecting data and describing it in a systematic manner, the characteristics, features or facts about a given population. The study sought the opinion of teachers on the management of educational personnel for quality service delivery in secondary schools in Rivers State, Nigeria. The population consists of 7,425 teachers (i.e. 3,854 males and 3,571 females) in 268 public senior secondary schools in Rivers State, Nigeria. Source: Planning Research and Statistics Department of Port Harcourt, Rivers State, 2018. The sample size was derived using the Taro Yamen's formula as expressed thus:

$$n = \frac{N}{1+N\,(e)2}$$

Where N = Population size = 7,425, n = Sample size, e = Level of significance = 0.05

Hence, computation in the formular: n = 7425

1+7425(0.05)2 = 7425

19.56

= 379.60

n=380

A stratified sampling technique was adopted to select 5 local government areas (3 urban and 2 rural), from which a sample size was selected. The instrument used titled: 'Management of Educational Personnel for Quality Service Delivery in Secondary Schools Questionnaire' (MEPQSDSSQ). The instrument was structured with a four-point modified Likert rating scale of Strongly agree (SA), Agree (A), Disagree (D) and Strongly disagree (SD) to elicit information from the respondents, and was validated. Using test-retest method, the reliability test was calculated with Person's Product Moment Correlation, which yielded an index of 0.81. Mean scores and standard deviation were used to answer the research questions, and z-test to test the hypotheses at 0.05 alpha significant level.

Results

The results of the analysed data for each research questions and its corresponding hypothesis are

presented on tables.

Research Question One: In what ways do educational personnel mentoring ensures quality service delivery in public senior secondary schools in Rivers State?

Table 1: Weighted Mean and Standard Deviation Scores of Rural and Urban teachers on the ways educational personnel mentoring ensures quality service delivery in public senior secondary schools in Rivers State

S/N	Items	Rural		Urban		Mean Set	Remark
		$\overline{X}_1$	SD_1	$\overline{X}_2$	SD_2	(x_1x_2)	

S/N	Items					Remark
1	Educational personnel mentoring ensure that tasks are performed efficiently and effectively.	3.22	1.50	2.75	1.05	2.99 Agreed
2	Educational personnel mentoring strengthen new teachers in the profession.	3.46	0.98	3.22	1.11	3.34 Agreed
3	Educational personnel mentoring help to provide assistance in lesson plan/classroom management.	3.34	1.49	2.78	0.89	3.06 Agreed
4	Educational personnel mentoring helps for talent management activities.	2.62	0.96	2.63	0.90	2.63 Agreed
5	Educational personnel mentoring supports protégé during career transition.	3.07	0.73	2.58	1.08	2.62 Agreed
	Average Mean/ Standard Deviation	**3.14**	**1.13**	**2.79**	**1.01**	**2.97**

Data in Table 1 revealed the mean scores and standard deviations of teachers on the ways do educational personnel mentoring ensures quality service delivery in public senior secondary schools in Rivers State. From the table, it is observed that both rural and urban teachers agreed on all the items because their mean scores are greater than the criterion mean of 2.50. This indicates that educational personnel mentoring ensure that tasks are performed efficiently and effectively, strengthens new teachers in the profession, help to provide assistance in lesson plan/classroom management, helps for talent management activities and supports protégé during career transition.

Research Question Two: What are the ways the motivation of educational personnel enhances quality service delivery in public senior secondary schools in Rivers State?

Table 2: Weighted Mean and Standard Deviation Scores of Rural and Urban teachers on the ways the motivation of educational personnel enhances quality service delivery in public senior secondary schools in Rivers State.

S/N	Items	Rural		Urban		Mean Set	Remark
		$\overline{X}_1$	SD$_1$	$\overline{X}_2$	SD$_2$	$(x_1 x_2)$	
6	Motivation of educational personnel reduces frustration arising from academic environment.	3.00	0.70	3.19	0.59	3.10	Agreed
7	The motivation of educational personnel ensures quality teaching/learning outcome.	3.30	1.12	2.95	0.47	3.13	Agreed
8	Motivation of educational personnel guarantees quality assurance in the education system.	3.36	0.87	3.39	0.53	3.38	Agreed
9	Motivation of educational personnel enhances job satisfaction.	3.22	0.71	3.42	0.74	3.32	Agreed
10	Motivation of educational personnel sustains/direct behavior of staff personnel.	3.55	0.89	3.51	0.63	3.53	Agreed
	Average Mean/ Standard Deviation	**3.28**	**0.85**	**3.29**	**0.59**	**3.29**	

Table 2 displays data on the mean scores and standard deviation of teachers on the ways the motivation of educational personnel enhances quality service delivery in public senior secondary schools in Rivers State. From the table, it is observed that both rural and urban agreed on all the items because their mean scores are greater than the criterion mean of 2.50. This indicates that the respondents agreed that motivation of educational personnel reduces frustration arising from academic environment, ensures quality teaching/learning outcome, guarantees quality assurance in the education system, enhances job satisfaction and sustains/direct behavior of staff personnel.

Test of Hypotheses

Ho$_1$: There is no significant difference in the mean ratings of rural and urban teachers on the ways educational personnel mentoring ensure quality service delivery in public senior secondary schools in Rivers State.

Table 3: z-test Analysis on the Difference between the Mean Scores of urban and rural teachers on the ways educational personnel mentoring ensure quality service delivery in public senior secondary schools in Rivers State

	GROUP	N	Mean	Std. Deviation	Df	Zcal	Zcrit	Sig. (2-tailed)	Level of Sig.	Decision
Ways educational personnel mentoring ensure quality service delivery	**Rural**	137	3.14	1.13	2	3.012	±1.960	0.290	0.05	H01 Rejected
	Urban	243	2.79	1.01						

Table 3 showed that rural teachers have mean and standard deviation scores of 3.14 and 1.13 while urban teachers have mean and standard deviation scores of 2.79 and 1.01 respectively. With a degree of freedom of 378 at an alpha level of 0.05, the calculated z-value of 3.012 is greater than the critical z-value of 1.960. Therefore, the null hypothesis was rejected. By implications, there is a significant difference between the mean ratings of rural and urban teachers on the ways educational personnel mentoring ensure quality service delivery in public senior secondary schools.

H0$_2$. There is no significant difference between mean score rating of rural and urban teachers on the ways the motivation of educational personnel enhances quality service delivery in public senior secondary schools in Rivers State.

Table 4: z-test Analysis on the Difference between the Mean Scores of urban and rural teachers on the ways the motivation of educational personnel enhances quality service delivery in public senior secondary schools in Rivers State

	GROUP	N	Mean	Std. Deviation	Df	Zcal	Zcrit	Sig. (2-tailed)	Level of Sig.	Decision
Ways the motivation of educational personnel enhances quality service delivery	**Rural**	137	3.28	0.85	2	0.122	±1.960	0.290	0.05	H01 Accepted
	Urban	243	3.29	0.59						

Table 4 showed that rural teachers have mean and standard deviation scores of 3.28 and 0.85 while urban teachers have mean and standard deviation scores of 3.29 and 0.59 respectively. With a degree of freedom of 378 at an alpha level of 0.05, the calculated z-value of 0.122 is lesser than the critical z-value of 1.960. Therefore, the null hypothesis was accepted. By implications, there is no significant difference between the mean ratings of rural and urban teachers on the ways the motivation of educational personnel enhances quality service delivery in public senior secondary schools in Rivers State.

Discussion of Findings

According to the study's initial findings, mentoring for educational staff members guarantees that tasks are completed successfully and efficiently, supports novice teachers in their career, aids with lesson planning and classroom management, assists with talent management initiatives, and assists with protégés during career transitions. Furthermore, the test of hypothesis one revealed a statistically significant difference in the average ratings of rural and urban teachers about the methods by which mentorship programs for educational staff guarantee the provision of high-quality services in public senior secondary schools. These results are consistent with Sweeny's (2001) definition of mentoring as a sophisticated and evolving process that mentors employ to assist and mentor their protégé through the early career transitions that are essential to becoming a successful, introspective teacher and lifelong learner. The results corroborate those of Beardwell and Claydon (2007), who pointed out that although mentoring relationships are occasionally utilized to accomplish strategic organizational goals, they are typically focused on the sharing of knowledge, advice, and support for the sake of career advancement. It is a component of the talent management initiatives that companies carry out to find, nurture, engage, retain, and utilize the most talented people.

Lastly, the study's second findings demonstrated that educational staff members' motivation lowers academic environment frustration, guarantees high-quality teaching and learning outcomes, ensures quality assurance in the educational system, improves job satisfaction, and sustains and guides staff members' behavior. Additionally, the test of hypotheses showed that there is no discernible difference between the mean evaluations of rural and urban instructors on the manner in which educational personnel's motivation improves the provision of high-quality services in Rivers State's public senior secondary schools. The results are consistent with Iyeke's (2013) theory of motivation, which views it as a managerial function that encourages people to achieve predetermined institutional goals. It is a method of encouraging and maintaining behavior that is goal-directed. The results also corroborate Obi's (1997) assertion that teachers ought to be motivated to increase their output, efficacy, efficiency, and commitment to their work. This will improve the system's quality control, instruction, and instruction delivery. Additionally, this will improve the attainment of learning goals. The results are consistent with Peretomode's (1991) theory, which held that a purposeful and goal-directed behavior, performance, and attitudes toward work are related to teachers' motivation. Additionally, it promotes job satisfaction, which is characterized by an individual's thoughts and feelings regarding their work and workplace.

Conclusion

This study has demonstrated that educational staff can be managed to improve the provision of high-quality services through mentoring and motivation. Therefore, it may be said that principals and the government, through the Ministry of Education, have roles and responsibilities to fulfill in secondary schools. To make sure that educational objectives and goals are met, they should step up their official classroom observation efforts and make sure teachers are doing their own tasks correctly.

Recommendations:

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

1. To guarantee that tasks are completed successfully and efficiently and to support them in their career, school administrators should assign newly hired or posted teachers to mentorship by more seasoned educators.

2. School administrators should make a consistent effort to implement suitable tactics for inspiring their teachers to increase output.

3. A strategy plan for mentoring and staff motivation in public schools should be developed by the Ministry of Education and other professional organizations in the field of education.

It is recommended that school administrators work in conjunction with pertinent stakeholders to provide periodic internal seminars and workshops aimed at providing mentorship, inspiring staff, and enhancing their educational expertise.

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