Performance Management And Teachers’ Productivity In Public Senior Secondary Schools In Rivers State, Nigeria

1Giami, Christian Baribor Ndayor; 2Prof. S. O. Oluwoo & 3Dr. S. C. Anyamele

Department of Educational Management, Faculty of Education, University of Port Harcourt, Port Harcourt, Nigeria
Email:giamichristain@yahoo.com (07030449818)

ABSTRACT
The study investigated performance management and teachers’ productivity in public senior secondary schools in Rivers State. One research question and one hypothesis guided the study. The study adopted a correlational research design. The population of the study comprised all 203 vice principals in the 258 public senior secondary schools in Rivers State. A sample size of 152 vice-principals was used for the study. Two instruments titled “Performance Management Questionnaire” (PMQ) and “Teachers’ Productivity Scale” (TPS) were used for data collection. The reliability coefficient of PMQ was established at 0.91 and TPS was given as 0.78 respectively. Simple regression was used in answering the research questions while t-test associated with simple regression was used in testing the null hypotheses at 0.05 alpha level. It was discovered that performance management predicts 22.3% to teachers’ productivity. It therefore revealed that performance management significantly predicts teachers’ productivity in public senior secondary schools in Rivers State. In view of the findings, it was recommended that school administrators should at all times ensure that teachers’ performance are constantly evaluated through an internal mechanism for the overall attainment of school goal.

Keywords: teachers’ productivity, senior secondary schools, performance management

INTRODUCTION
The task of knowledge transfer is a rigorous one and involves emotional, mental, social and physical concentration. This explains the importance of the teacher as the sole interpreter and implementer of the curriculum to the benefit of the learners and society at large. The success of any educational system depends to a large extent on the caliber of its teachers. Hence, the need to recruit qualified teachers that are passionately attach to teaching as a profession. Achimugu (2005) perceived teachers as the fulcrum on which the lever of educational system rests. Also, Fadipe (2003) posited that, apart from students, teachers are the largest and most critical input of the educational system that influenced to a greater extent the quality of educational output.

On the other hand, productivity is a measure of how efficiently a given set of resources is utilized to achieve a given set of objectives over a stipulated period of time. Ebong (2017), defined productivity as the efficiency with which inputs are used to produce the desired output. However, the term productivity has two dimensions: efficiency and effectiveness. Efficiency means the level of quality of service obtained from a given amount of resources. Whereas, effectiveness refers to the extent to which the provider meets the needs and demands of the society – stakeholders. Similarly, Ogundipe in Uyang (1995) viewed productivity as simply the relationship between input and output. In this wise, security as an educational input ultimately determine educational output – productivity.

Teachers’ productivity is perceived as that aspect of teacher evaluation standards which focuses on what teachers and schools do towards the attainment of educational goals (Yusuf & Fashiku, 2016).
however implies, the ability of the teachers and school to get things done more efficiently and effectively in a given period of time not compromising quality. Therefore, it wise to say, that the attainment of school goals is depended on the managerial ability of the school administrators in ensuring the application of appropriate tools that would help improve planning at all levels of the school. This tool should be used objectively to measure the performance of teachers and hold them accountable for their performance as it will definitely lead to improvement of performance at workplace.

It is in light of this, that Armstrong and Barron (1998) viewed performance management as a strategic and integrated approach to delivering sustained success to organizations by improving the performance of the people who work in them and developing the capabilities of teams and individual contributors. Invariably, performance management is more concerned with the improvement of service delivery for the attainment of organizational goals. Performance management is a systematic application that emphasized the use of all management tools such as reward system, job design, leadership and training together with performance appraisal which is a comprehensive approach to enhance employees’ performance for the actualization of organizational goals and objectives (Grobler, Wärnich, Carrell, Elbert & Hatfield, 2004).

McGilloway (2005) reveals that performance management contributes to aligning individuals and team performance with the goals of the school or organization. This would help management to identify staff (teachers) competencies which in turn assist in identifying appropriate training and development needs of staff for enhanced productivity. Armstrong (2001) linked performance management to four core primary concerns which included the following:

- **Performance Improvement**: This is fundamentally concerned with achieving greater organizational, team and individual efficiency for the attainment of set goals and objectives.

- **Employee Development**: This facilitates performance improvement of employees which is not achievable unless there are effective processes of continuous development. This addresses the core competencies of an organization and the capabilities of both teams and individuals. It is this particular concern stated by Armstrong that gives merit to the argument that the term Performance Management should be changed to Performance Management and Development.

- **Satisfying the needs and expectations of the stakeholders involved**: This aspect is concerned with treating employees as partners in the enterprise, whose interests are respected and who have a voice on matters that concern them, whose opinions are sought and listened to. Performance management should respect the needs of both individuals and teams as well as those of the organization and recognize and understand that they may not always coincide.

- **Communication and Involvement**: This approach is to create a climate of open continuous dialogue between management and staff, the purpose of which should be to define expectations and share information on the organizations goals, values and objectives (p.470).

Performance management is more or less a mechanism use in the monitoring of employee’s performance in relation to his/her job requirements over a stipulated period of time. It also involves clarifying the expectations; setting of goals; providing on-the-job coaching; filing and retrieving information and then making an appraisal on the basis of such information obtained for the overall success of the organization (Casio, 1993).

Experience however shows that the monitoring of teachers’ performance in relation to their level of productivity is nothing to write about as school administrators do not have what it takes to discipline erring teachers that are not committed to the teaching profession as evident in their lackadaisical attitude towards ensuring students’ academic progress and discipline. Also of importance, is the non-application of motivational tools by administrators and this somewhat discourages teachers from putting in their best in instructional delivery. When school administrators are bereft of leadership skills, incompetence sets in and this affects the actualization of future goals of the organization. It is against this background that the study sought to determine the extent performance management predicts teachers’ productivity in public senior secondary schools in Rivers State, Nigeria.
Aim and Objective of the Study
The aim of this study is to determine the extent to which performance management predict teachers’ productivity in public senior secondary schools in Rivers State, Nigeria. Specifically, the study sought to:
1. find out the extent performance management predict teachers’ productivity in public senior secondary schools in Rivers State.

Research Question
This research question guided the study:
1. To what extent does performance management predict teachers’ productivity in public senior secondary schools in Rivers State?

Hypothesis
This null hypothesis tested at 0.05 alpha level guided the study.
HO: Performance management does not significantly predict teachers’ productivity in public senior secondary schools in Rivers State.

METHODOLOGY
The study adopted a correlational research design. The population of the study comprised all 203 vice principals in the 258 public senior secondary schools in Rivers State. The sample size of the study consisted of 152 vice principals using stratified sampling technique. Two self designed instruments “Performance Management Scale” (PMS) and “Teachers’ Productivity Scale” (TPS). The instruments were structured in line with the four point modified Likert type response of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME) and Low Extent (LE) respectively. The PMS have 10 items and TPS have 20 items each respectively. The instruments were validated by experts in Educational Management and Measurement and Evaluation respectively. The Cronbach alpha reliability estimate of performance management scale (PMS) was given at 0.91 respectively while the reliability estimate of TPS was given at 0.78 to guarantee the use of the instrument for the study. The researcher with the help of two trained research assistants administered the questionnaires and out of which only 133 copies were retrieved representing 88% retrieval rate. The simple regression was used to answer the research questions while t-test associated with simple regression was used to test the null hypotheses at a probability level of 0.05.

RESULT
Research Question One: To what extent does performance management predict teachers’ productivity in public senior secondary schools in Rivers State, Nigeria?
4.1a: simple regression analysis on the extent performance management predict teachers’ productivity

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted Square</th>
<th>R</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.472</td>
<td>.223</td>
<td>.217</td>
<td>8.07</td>
<td></td>
</tr>
</tbody>
</table>

Table 4:1a revealed that the computed regression coefficient R is .472 while the squared regression value was computed to be .223. This implies that performance management predicts teachers’ productivity by 22.3% as indicated by the coefficient of determinism. Therefore, the remaining 77.7% is accounted for by other factors.

Hypothesis One: Performance management does not significantly predict teachers’ productivity in public senior secondary schools in Rivers State, Nigeria.
Table 4.1b: T-test associated with simple regression analysis on the extent performance management predict teachers’ productivity

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>38.058</td>
<td>3.773</td>
<td>10.086</td>
</tr>
<tr>
<td></td>
<td>Performance management</td>
<td>.831</td>
<td>.136</td>
<td>.472</td>
</tr>
</tbody>
</table>

Table 4.1b revealed that standardized beta coefficient is .472. The t-calculated value of 6.129 associated with simple regression is statistically significant at .000 when subjected to .05 alpha level. Therefore, the null hypothesis is rejected. By implication, performance management significantly predicts teachers’ productivity in public senior secondary schools in Rivers State.

DISCUSSION OF FINDINGS
This finding showed that performance management predicts only 22.3% to teachers’ productivity in public senior secondary schools in Rivers State while 77.7% could be accounted for by other factors. Therefore, performance management significantly predicts teachers’ productivity in public senior secondary schools in Rivers State. Performance management is more concerned with the improvement of service delivery for the attainment of organizational goals. Little wonder, McGilloway (2005) revealed that performance management contributes to aligning individuals and team performance with the goals of the school or organization. This he said, would help management to identify staff (teachers) competencies which in turn assist in identifying appropriate training and development needs of staff for enhanced productivity. In their support, Armstrong and Barron (1998) elaborated the fact that performance management is strategic in nature as it involves an integrated approach that delivers and sustains organizational success by improving the performance and capabilities of individual and teams contributors.

CONCLUSION
Based on the findings of this study, it was concluded that performance management significantly predict 22.3% to teachers’ productivity in public senior secondary schools in Rivers State, Nigeria.

RECOMMENDATIONS
Based on the findings and conclusion of this study, the researcher therefore recommends that:
1. School administrators should at all times ensure that teachers’ performances are constantly evaluated through an internal mechanism for the overall attainment of school goal.
2. School administrators should always introduce policies that would encourage individual efficiency and greater team performance for the actualization of school goals.

REFERENCES


