



Utilization of Work-Rule and Safety Systems in Distraction Management as Correlates of Teachers Job Performance in Public Senior Secondary Schools in Edo State

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ABSTRACT

This study examined the utilization of work rules and safety system in distractions management as correlates of teachers' job performance in public senior secondary schools in Edo State. Two (2) research questions and 2 hypotheses guided the study. The design for the study was correlational, with the population of 295 public senior secondary schools in Edo State. These schools have a corresponding number of 295 principals from which 233 (68%) were selected as sample using the simple random sampling technique. The subjects of the study responded to two instruments. These were the 10 items utilization of Work-Rules and Safety System Distraction Management scales (UWRSSDMS). The 20- item Teachers Job Performance Scale (TJPS) designed by the researchers in the modified 4-point Likert scale modal, with reliability indices of 0.81 and 0.86, respectively obtained using Cronbach Alpha statistics model. Pearson's Product Moment Correlation coefficient was used in answering the research questions while the hypotheses were tested at 0.05 level of significance using Statistical packages in Social Sciences (SPSS) Version 17. The study found among others that there is a significant positive high correlation between the use of work-rule, safety and teaching staff job performance in public secondary schools in Edo State. It was recommended that principals should ensure that work-rules in secondary schools are reviewed yearly in order to make sure that additional work-rules are formulated to sustain the positive correlation between the use of work-rule to manage distractions and teachers' job performance.

Keywords: Distraction, Work-Rule, Safety Management System and Job Performance

INTRODUCTION

Teachers are those that are saddled with the task of interpreting and implementing the curriculum at classrooms levels. They are also responsible for planning and delivery of instructions at the classrooms Teachers are supposed to be equipped with the skill on how to apply the various teaching methods and utilize instructional materials to enhance effective teaching and learning. Teachers are also expected to be effective communicator and classroom manager. Several scholars have attempted to provide a definition of who a teacher is. One of the attempts is that provided by Ituen (2004), who describes a teacher as an input operator that is saddled with the task of converting raw materials (students) into finished products (qualitative secondary school leavers). Similarly, Afe (2002) sees teachers as persons who provide instruction in other to enhance teaching and learning. Educationists, tend to define the concept of a teacher based on their perception of the functions performed by a teacher.

Teachers are important human resources in secondary school delivery. Secondary school teachers are recruited to perform specific tasks that will enable them to contribute towards the achievement of specific goals of the school. No school can achieve her goals without the contribution of teachers (Afe, 2002). The goals of secondary education delivery in Nigeria is to ensure that, pupils who complete primary education can be fully absorbed and that persons enrolled into secondary schools

are given the right education, that will make them to meet the requirement for admission into institutions that offer tertiary education within and outside Nigeria. These goals must also be seen to be effectively pursued and attained. Awotua-Efebo (2005, p5) states that “effectiveness is the foundation of success, while efficiency is a minimum condition for survival, after success has been achieved. Quite differently efficiency is concerned with doing things right. Effectiveness is doing the right thing.” Despite this, teachers may not discharge their noble functions effectively in the face of classroom distractions.

Distractions simply refer to things that are capable of interfering with a person’s execution of planned courses of actions that are goal oriented. They are those factors in the workplace that are capable of causing employees to fail to do the right thing at the right time (Dessler, 2001). The factors that can cause employees to be distracted exist in almost every organization (including schools). In schools, distractions occur when staff members use the time and resources allocated for specific goal-oriented courses of actions for handling extra-activities.

The concept of distraction has implications on the concepts of on-task and off-task activities. On-task activities are those that are expected to carry-out at a given time and with given resources, whereas off-task activities refer to all activities that are performed when one are expected to perform on-task activities. On-task activities are usually pre-planned and designed to bring optimum use of resources. They are also pre-planned and designed to bring optimum use of resources. They are also pre-planned in order to promote effective control, coordination and monitoring of activities. School and human resource managers are saddled with the task of ensuring that staff members have clear knowledge of on-task activities that, they are expected to perform at every given time. Distraction cause staff members to engage in off-task activities instead of on-task activities .For instances, delivering a lesson in the classroom could be an on-task activity while meddling with one’s phone and exchanging text messages could be off-task activities.

Distractions therefore could be seen as those forces that are capable of causing school staff members to engage in off-task activities instead of on-task activities (Hoy & Miskel, 2008). The implication of this is that distractions cause people to do things that they are not supposed to do at a given place and time (Dessler, 2001). For instance, eating is not meant to be done in classrooms. A teacher who brings food or snacks to the classrooms is susceptible to be distracted by the food. This is because, the time he uses to eat will likely affect the teacher’s efficiency in classroom management, as well as the teacher’s efficient use of the limited time resource allocated to him/her to deliver his/her lesson. Distractions affect the level of resource efficiency and utilization (Stonner, Freeman, & Gilbert, 2011). In order to manage the distractions that has the capabilities to negatively impact on staff performance. In school, researchers, scholars and significant stakeholders make cases for the use of certain administrative instruments. Those are work rules and safety systems. Further review are based on these variables,

Work-rule in public secondary school administration simply refers to the rules and regulations of a school. No social organization or school can exist without clearly drafted, institutionalized and disseminated rules and regulations. Dessler (2001) defines work-rule as highly specific guide to action. Work-rules are formulated based on the professional codes of conduct and the laws of the society (Stonner, Freeman & Gilbert, 2011). It is also worthy to note that work-rules are tools used to control the activities and behaviour of staff members of secondary schools. For Okorie (2009), work-rules are spelt out for employees to comply, in order to avoid sanctions and obtain likely benefits of compliance. Teachers that are distracted while engaging in planned goal-oriented courses of actions are likely to exhibit unethical and unprofessional behaviours. Little wonder Elechi (2010) note that, in most public secondary schools in Nigeria, the use of mobile phones, pornographic materials and gambling machines are unethical behaviours. Work-rules are formulated to enable schools cope with their peculiar situations. Thus, the work-rules of a particular secondary school are likely to differ from the work-rules of other secondary schools. Secondly work-rules are formulated to enable schools tackle present and emerging attitudinal problems amongst staff members.

Impressively, Noe, Hollenbeck, Gerhart and Wright (2007) caution that, rules and regulations, can cause job dissatisfaction amongst employees. Job dissatisfaction smoothens employees’ commitment (Okorie, 2009). On the contrary, Igono (2015) maintains that, rules and regulations promote staff discipline and increase staff productivity. The divergent views from scholars on the relationship between the management of staff distractions through the use of work-rules and its relationship with teachers’ job performance, goes to show that caution should be applied when managing work-rules as

a strategy for improving teachers' job performance. This may be explained in the fact that work-rules if properly managed can make employees to become disciplined and committed to effective and efficient service delivery. Furthermore, work-rules could make teachers to be more effective in classroom management and also to participate more in the implementation of curricular and co-curricular school programmes (Abraham, 2003; Okorie, 2009).

The formulation of work-rules can make teachers to become highly professional in their conduct. Elechi (2010:101) remarks that "we should recognize the truth that professionalism without ethics is barren and ethics without professionalism is a sure recipe for failure in teaching". Specifically, work-rules can be used by principals, to manage distractions that cause teaching staff members to engage in unethical behaviours. Such behaviours may meet the needs of the teachers, but it will be inimical to the achievement of the goals of school.

Another strategy for managing distraction among school members to elicit better performance is the institutionalization and implementation of a viable safety system. Safety is very important in the achievement of the noble goals and objectives of education. Safety management helps in the reduction of noise, air pollution, littering of waste, lack of school perimeter fences and gates are key to enhanced job attitude. Noise and air pollution, littering of waste around the school, lack of school perimeter fences and gates, poor handling of laboratory reagents and equipment as well as lack of security are some of the causes of staff distractions amongst public secondary school teachers (Ojiako, 2014; Agabi, Onyeike & Wali, 2013). To ensure that the physical environment of public secondary school, do not pose as distraction to teachers, school administrators are expected to ensure that there is an effective safety management system in their schools. It is therefore not an understatement that Safety management system is an important aspect of school administration. This may be explained in the fact that no meaningful teaching and learning can take place in an unsafe school (Izuagba, 2014; Akpa, 2016). Safety management systems refer to the policies, programmes and gadgets put in place by school administrators to promote the health, safety and environment of the school, so that, members of the school, school facilities and the physical environment of the school will be safe (Amanze, 2014).

Safety management system focuses on the ways schools deal with security issues. Propagators of the two-factor theory identify the company policies, working conditions, job security and the environment, where teachers work as some of the factors that could cause job satisfaction or no satisfaction (Okorie, 2009). Employees do not work so that they can die at their workplace (Amstrong, 2012). They rather work, to earn desirable income and to make a living with it. Worrying about safety conditions of the school environment will likely make secondary school teachers to become more sympathetic to their personal safety needs than to the needs and goals of the school. Teachers do this, so that, they could possibly catch a fresh breath and reduce health effects of the noise and heat in the classroom. In the hierarchy of needs theory propounded by Abraham Maslow, safety need was identified as one of the five levels of human needs (Okorie, 2009). The safety needs of employees include, job security, safety of their health and life, safety of their families, protection of their rights and privileges and some level of privacy at the workplace. One of the causes of distraction in public secondary schools is lack of school perimeter fences and gates, security personnel and close circuit television (Obasi & Onyewuchi, 2016; Kpee, 2016). In such schools, there appears to be a high rate of teachers' sneaking in and out of the schools for several reasons. Organizations that employ gatemen and civil security personnel (as a safety management system practice) do so in order to promote safety in the workplace. This ensures that unwelcomed guests do not trespass freely into the school. Tension, panic and distraction is high in public secondary schools where there are no gatemen and civil security personnel (Kpee, 2016). This is because of the fear that cultist and other unwelcomed guests could freely trespass into the school and harm staff and students. Both teachers and students are ready to jump out of the classrooms as soon as they are distracted by worrisome noise or false alarm in and around of the school, Secondary schools need gatemen and civil security personnel as a safety management system practice.

One way this happens is that, it assists school administrators to effectively manage staff distractions (Nnodim, 2015). Proper waste management in public secondary schools is one of the safety management system practices that could be adopted by school administrators to properly manage distractions that emanate from pollutions and hazards caused by wastes generated in the school (Ebelebe, 2016). Climatic and weather conditions cause decomposition of organic waste. When this happens, such wastes begin to produce irritating and discomfoting smell, which pollutes the air

within the school. An unbearable smell causes staff distraction and thereby reduces teachers' performance.

Maintenance of physical facilities in public secondary schools is also one of the safety management system practices that can promote effective management of staff distractions (Obasi & Madu, 2016). Unfortunately, public secondary schools do not have health and safety officers (Nwogu, Abraham & Igbinedion, 2016). Educationists are of the opinion that secondary school principals should act as the health and safety officers of their schools (Ojule, 2016). The implication of this is that principals should endeavour to formulate health and safety policies for their schools.

Such policies help to ensure that teachers and students do not behave in ways that will endanger other teachers and student or endanger the school facilities and environment. False alarm could distract teachers and endanger the likeness of staff and students for the school, There are unforeseen circumstances that could lead to emergency situations in schools. Agabi, Onyeike and Wali, (2013) note that, emergencies are events that are not planned for and are capable of disrupting planed activities in a school. Some secondary school appoint students into positions of health prefect and some health science teachers or teachers with some form of knowledge about first aid practices are saddled with the task of managing the administration of first aid when the need arises. (Abraham, 2003). During outbreak of epidemics of like cholera, monkey pox, ebola and other communicable diseases, public secondary school administrator relied on safety management system to ensure that there is no panic in schools and that news of such outbreaks does not becomes a cause for staff distractions. Some of the safety management system practices implemented during outbreak of epidemics in Nigeria include provision of hand sanitizers and sensitization of staff and students (Gana, 2016). The management of staff distraction through the implementation of safety management system practices in secondary schools can promote effective and efficient teachers service delivery. This is because it will help to ensure that teachers are healthy and fit for their service delivery. An old cliché states that 'health is wealth' (Gana, 2016). The implication of this statement is that only healthy people can be productive and create personal and national wealth. When the physical and emotional health of teachers are maintained, through safety management system practices, teachers be at their best and give their best to the school. Solving insecurity problems of the schools may eliminate the distractions that arise from insecurity conditions (Amini-Philips & Jack, 2016). Sequel to this, teachers' performance can be maintained.

The use of close-circuit cameras to ensure security and accountability in the school can make staff members to perform their duties effectively (Nnodim, 2015). This makes staff members that are healthy to perform their duties efficiently without taking ill.

Safety management systems can be used to manage distractions arising from a feeling of insecurity in the school. It can also be used to manage distractions such as engaging in clandestine behaviours that tend to satisfy the personal needs of teachers. They may include smoking, sexual misconduct, loitering, and other unethical behaviours. Specifically, safety management system can be used to manage distractions arising from how teachers should response to emergencies, clandestine activities of teachers, different forms of pollution (e.g. noise and waste) in the school, damaged school physical facilities, none school members trespassing into school land area (due to lack of perimeter fence and gate or due to broken fences) and outbreak of epidemics. The issue on ground is that there is no concrete evidence on the direction and magnitude of distraction management of work-rule, safety and teaching staff job performance in public secondary schools in Edo State.

Statement of the Problem

One of the goals of management in secondary school administration is to ensure that teachers' performance is satisfactory. Teaching and non-teaching staff members play critical roles in secondary schools. No secondary school can achieve her goals without teachers' commitment and productivity. To ensure that teachers perform their duties effectively and efficiently, secondary schools administrators are expected to formulate polices and make decisions that will help to maintain teachers' flair in behaviours and activities that are goal-oriented. By so doing, the school administrators are also able to ensure that staff job performance is satisfactory. Stakeholders such as parents, government and community leaders however, seem bothered that there are doubts over whether or not teachers' job performance in public secondary schools is satisfactory. This is not unconnected with the media reports and observed high rate of failure and indulgence in examination malpractice amongst students.

Students' performance appears to be a reflection of teachers' job performance. This situation gives rise to questions like could the problem of high rate of failure and indulgence in examination malpractice amongst students have any relationship with teaching staff job performance? Distractions seem to exist in all schools. It is present in classrooms and offices. Consequently, the questions which bothers the researcher is; what is the relationship between distraction management with work-rules, safety system management system and teaching staff job performance in public secondary schools? Could distractions management with work-rules and safety systems positively affect teaching staff job performance in public secondary schools?

Aim and Objectives of the Study

The study examined the utilization of work-rules and safety system in distraction management as correlates of teaching staff job performance in public senior secondary school in Edo State.

Specifically the study sought to:

1. find out the correlation between the use of work-rules in managing distractions and teaching staff job performance in public senior secondary schools in Edo State.
2. ascertain the correlation between the use of safety management system in managing distractions and teaching staff job performance in public senior secondary schools in Edo State.

Research Questions

The research questions for the study included the following:

1. What is the correlation between the use of work-rule in managing distractions and teaching staff job performance in public senior secondary schools in Edo State?
2. What is the correlation between the use of safety management system in managing distractions and teaching staff job performance in public senior secondary schools in Edo State?

Hypotheses

The following hypotheses were tested in the study at 0.05 level of significance.

1. There is no significant correlation between the use of work-rule in managing distractions and teaching staff job performance in public senior secondary schools in Edo State.
2. There is no significant correlation between the use of safety management system in managing distractions and teaching staff job performance in public senior secondary schools in Edo State.

METHODOLOGY

The design for the study was correlational, with the population of 295 public senior secondary schools in Edo State. These schools have a corresponding number of 295 principals (Edo State ministry of Education, 2018) from which 232 principals (representing 68%) were selected as sample using the simple random sampling technique. The subjects of the study responded to two instruments. These were the 10- items utilization of Work-Rules and Safety System Distraction Management scales (UWRSSDMS). The 20- item Teachers Job Performance Scale (TJPS) designed by the researchers after the modified 4-point Likert scale modal, with reliability indices of 0.81 and 0.86, respectively, obtained using Cronbach Alpha standard of statistics model. Pearson's Product Moment Correlation co-efficient was used in answering the research questions while the hypotheses were tested at 0.05 level of significance using Statistical packages in Social Sciences (SPSS) Version 17

RESULTS

Research Question 1: *What is the correlation between the use of work-rules in managing distractions and teaching staff job performance in public senior secondary schools in Edo State?*

Hypothesis 1: There is no significant correlation between the use of work-rules in managing distractions and teaching staff job performance in public secondary schools in Edo State.

Table 1: Pearson Product Moment Correlation coefficient analysis on the correlation between use of Work-Rules in managing distraction and teaching staff job performance in public senior secondary schools in Edo State

Variables	n	df	R	p-level	Alpha level	Decision
Managing distractions using work-rules	221	219	0.75	0.04	0.05	Reject HO ₁
Teaching staff job performance						

From the result of the data on table 1, the correlation coefficient ($r = 0.75$) between the use of work-rules in managing staff distractions and teaching staff job performance is strong and positive. The coefficient of determination ($r^2 = 0.56$) indicates that 56% of teaching staff job performance can be explained by managing distractions using work-rules. The significant value of 0.04 ($p < 0.05$) reveals a significant high relationship. Based on that, the null hypothesis was rejected. Hence, there is significant high relationship between the use of work-rules in managing distractions and teaching staff job performance in public Secondary schools in Edo State.

Research Question 2: *What is the correlation between the use of safety systems in managing distractions and teaching staff job performance in public senior secondary schools in Edo State?*

Hypothesis 2: There is no significant relationship between the use of safety management system in managing distractions and teaching staff job performance in public senior secondary schools in Edo State.

Table 2: Pearson Product Moment Correlation Coefficient analysis on the correlation between the use of safety systems in managing Distractions and Teaching Staff Job Performance in Public Senior Secondary Schools in Edo State

Variables	n	df	r	p-level	Alpha level	Decision
Managing distractions using safety management systems						
Teaching Staff Job Performance	221	219	0.79	0.01	0.05	Reject HO ₂

From the result of the data on table 2, the correlation coefficient ($r = 0.79$) between use of safety management systems in managing distractions and teaching staff job performance is strong and positive. The coefficient of determination ($r^2 = 0.62$) indicates that 62% of teaching staff performance can be explained by managing distraction using safety management systems. The significant value of 0.01 ($p < 0.05$) reveals a significant high relationship. Based on that, the null hypothesis was rejected. Therefore, there is significant high relationship between the use of safety management systems in managing distractions and teaching staff job performance in public secondary schools in Edo State.

DISCUSSION OF FINDINGS/IMPLICATIONS

The discussion of findings is based on the summary of findings as provided below.

Use of Work-Rule in Managing Distractions and Teaching Staff Job Performance

State, is strong and positive. The coefficient of determination ($r^2 = 0.56$) indicates that 56% of teaching staff performance in public senior secondary schools in Edo State, can be boosted by managing distractions using work-rules. The significant value of 0.00 ($p < 0.05$) reveals a significant relationship. Based on that, the null hypothesis was rejected. Therefore, there is a significant relationship between the use of work-rules in managing distractions and teaching staff job performance in public senior secondary schools in Edo State. This finding is in tandem with the assertion of Okorie (2009), that work-rules are control tools that are used to elicit compliance in an organization. In the same vein, Egbo and Okeke (2009) notes that work-rules are some of the elements in the workplace that can create job satisfaction among employees.

Employees that are satisfied tend to be more committed to their organization and thereby contribute their best towards goal achievement. As Dike and Cheta (2014) opine, teaching is a profession and every profession is governed by sets of rules and codes of conducts that are formulated for the purpose of ensuring better performance. Distractions can cause staff members to behave in ways that are inimical to their job performance. The use of work-rules for managing staff distraction therefore is found to have a positive correlation with staff performance in public secondary schools.

Explicitly, the finding also agrees with the assertion of Wonah (2014), who explains that work-rules are policy measures that are strategically planned and adopted in order to elicit desirable behaviours and job performance from employees. In the same vies, Hoy and Miskel (2008) argues that rules at workplaces have a significant positive relationship with employee job performance. Edem (2006) also maintains that work-rules positively influence the performance of every member of an organization. Okorie (2009) makes the clarification that when employees are allowed to participate in the process of formulating work-rules, they tend to adhere to it. Consequently, this increases employees' commitment and job performance. Work-rules can also be designed to meet the needs of employees by associated compliance with reward. This motivates employees as they deliberately comply with the rules in order to gain incentives for their compliance (Egbo&Okeke, 2006). Edem (2006) asserts in line with the findings that when work-rules are designed to link reward with compliance, work-rules positively affects job performance. The lack of work-rules can cause employees to focus on meeting their personal needs and not the needs of their organization and thereby render their services in a lackadaisical manner. Staff members are also susceptible to distraction if there are no work-rules designed to ensure distraction management. Without work-rules, it is difficult to maintain control, coordination and order amongst employees (Stahl, 1983). Sequels to this, work-rules are planned effort geared towards fostering a positive influence on employees' job performance.

Use of Safety Management System in Managing Distractions and Teaching Staff Job Performance

From the result of the data on table 2, the correlation coefficient ($r = 0.79$) between the use of safety management systems in managing distractions and teaching staff job performance in public senior secondary schools in Edo State, is strong and positive. The coefficient of determination ($r^2 = 0.62$) indicates that 62% of teaching staff job performance in public senior secondary schools in Edo State, can be improved using safety management systems in managing distractions. The significant value of 0.00 ($p < 0.05$) reveals a significant relationship. Based on that, the null hypothesis was rejected. Therefore, there is a significant high relationship between the use of safety management systems in managing distractions and teaching staff job performance in public senior secondary schools in Edo State. This finding is in tandem with the assertion of Akpa (2016) that safety is one of the factors that enhances employee performance. Employees have safety needs. People work for a living and not to expose themselves to workplace risks and hazards.

Safety management systems of a school can help to cater for the needs of staff members and help them focus their energies on doing their job. The absence of safety in schools can give rise to different forms of staff distractions (Wali& Dike, 2016). Insecurity in pubic senior secondary schools makes the schools susceptible to attacks from outside the school, flow of drugs and small arms as well as existence of cult activities. Kpee (2016) identifies the lack of school perimeter fence and other infrastructure as some of the causes of insecurity in schools. An insecure school is also one in which staff members have to worry about their safety than performing their jobs. In line with the finding, Nnodim (2015) insists that if the insecurity is tackled through the use of information and

Staff members will become conscious that they will be accountable for their actions.

Once employees realize that, they will be accounted for their actions and use of organization's resource, they will tend to become more prudent in resource utilization and this will enhance their performances (Amini-Philips & Jack, 2016). Regular maintenance of school infrastructure is another way that public secondary schools tackle the problem of insecurity and staff distractions arising from it. If for instance, classrooms and office blocks do not have leaky roofs, teachers will not be distracted during rainfall. They would not have to scamper from classrooms and offices in order to escape raindrops from leaking roofs (Obasi & Onyewuchi, 2016). The findings also agreed with the concern of Nwogu, Abraham & Igbinedion, (2016) that health, safety and environment officers are needed in schools to ensure that schools are safe and conducive for effective teaching and learning. A health officer will cater for the management of emergency health cases like seizures, asthmatic attacks, ulcer attacks, and sudden fever. From time to time, teachers and students may have to deal with unforeseen health challenges or challenges arising from work place accidents. When this happens, it tends to create a tensed atmosphere, as everyone appears to be thrown into pandemonium. Staff and students can be distracted from on-task activities and the entire school activities can be completely halted if there is no one with expertise knowledge on how to manage members of the school, that may have emergency health challenges. In line with the findings, Gana (2016) maintains that schools that want to maximize their human resources should ensure that they have health, safety and environment polices, equipped first aid boxes and health officers.

CONCLUSION

Based on the findings of the study, it is concluded that, the use of work rule and safety management systems have positive correlation with teaching staff job performance. Therefore, distraction management in the areas of work-rules and safety management systems are very indispensable in the achievement of teaching staff job performance.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations are made:

1. Principals should ensure that work-rules in public senior secondary schools are reviewed every year in order to make sure that additional work-rules are formulated to maintain the positive correlation between the use of work-rules to manage distractions and teachers' job performance.
2. The government should employ safety management officers that will be responsible for maintaining the positive correlation between the use of safety management systems to manage distractions and teaching staff job performance.

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