



Impersonal Orientation, Career Orientation and Written Documentation as Predictors of Teachers' Job Performance in Demonstration Secondary Schools in Rivers State

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ABSTRACT

This study examined Impersonal Orientation, Career Orientation and Written Documentation as Predictors of Teachers' Job Performance in Demonstration Secondary Schools in Rivers State. Four objectives, four research questions and four hypotheses guided the study. This study adopted correlation design. The population of the study was the 397 Teachers in six Demonstration Secondary Schools in Rivers State. The census was adopted because the population was manageable. The instrument for data collection was titled: Impersonal Orientation, Career Orientation and Written Documentation as Predictors of Teachers' Job Performance Scale (IOCOWDPTJPS) had 50 items. Validity of the instrument was determined by three experts in Educational Management and Test and Measurement in the Faculty of Education, Rivers State University. The internal consistency of the instrument was established through Cronbach Alpha, which yielded a Performance index of 0.82. 397 copies of the instrument were administered and 385 copies were retrieved which represented 97% return rate. Multiple and simple regressions were used to answer the research questions. ANOVA associated with multiple regressions and z-test associated with simple regression were used to test the hypotheses. The findings among others are that Impersonal Orientation, Career Orientation and Written Documentation jointly predicted teachers' job performance by 50.2% and Impersonal Orientation, Career Orientation and Written Documentation significantly jointly predicted teachers' job performance in Demonstration Secondary Schools in Rivers State. It was recommended among others that, the school principals should treat all teachers equally irrespective of their gender, personal relationship and religious affiliations to ensure proper impersonal orientation. The school management should employ only teachers with certification and give them periodic in-service training in line with career orientation. The administrators should document school activities for easy retrieval and to ensure administrative continuity.

Keywords: Impersonal Orientation, Career Orientation Written Documentation, Predictors, Teachers' Job Performance, Demonstration Secondary Schools.

INTRODUCTION

Most often, principals are blamed for poor results of students. Parents see the principals of such school as ineffective and unproductive in the execution of their duties especially when their children perform poorly. However, principals direct the activities of teachers who are personnel's and sometimes are faced with various administrative challenges in the school setting. Secondary school system is a typical bureaucratic organisation where responsibilities are carried out according to the organisational structures and laid down procedures based on existing rules and regulations. School

bureaucratic principle has turned teachers into followers of rules and regulations and not as instructors, mentors and instructional implementers.

Many administrators or principals themselves have undergone several professional trainings just to acquire worthwhile knowledge, skills and attitude that will help them in performing their assigned roles effectively. As a matter of fact, despite the principal's professional competence and skills to manage the school or proffer solutions to school challenges, the principal has no free hand to run the school as he may wish or take outright decisions. In some cases, rules and regulations, laws and procedures created by the Ministry of Education to guide the principals' action and role performance have turned out to hinder the success of educational programme. However, Weber in Abraham (2013) saw bureaucratisation as important means of achieving organisational goals and objectives, to attain the highest level of efficiency and quality output because bureaucratic principles acts as a means to organize and standardize the activities carried out by the principal and teachers in school. Hence bureaucratic principles are seen as central control mechanism to shape and reshape teachers' activities to ensure peace, orderliness, accountability, stability and teachers' job performance in the school system.

Muringani (2011) said that bureaucratic principles have really affected principals' leadership styles and practices and also made his administration system completely impersonal. The principal who is conceived as a leader, a manager and supervisor plays a vital role in the administration of secondary schools: he plans, organizes, coordinates the school activities and assigns duties to subordinates for effective management. School as a bureaucratic organization, must possess impersonal orientation, written record /documentation, career orientation. These bureaucratic elements help the school principal for effective coordination of school activities, but they however have their own challenges. Bureaucracy in the school is to be managed by the school administrators so as to give teaching staff the leverage to perform their duties and to achieve the school objectives within a specific time frame of the school on specific task because of their technical qualifications which help them to develop high proficiency.

School as a bureaucratic organization, employ their workers (Teaching and Non-teaching staff) based on technical and intellectual competences which are determined by degrees, diplomas and certificates they acquired. Their promotion on the job is based on their residency as well as certifications acquired. Promotion is also based on achievement, seniority, technical knowledge and not by political affiliation.

The Principal is a major figure in secondary schools; he plays a significant role in the school system, he advises, guides the talents and energies of teachers, pupils and parent towards achieving common educational goals and objectives. For principals to motivate teachers to participate actively towards the achievement of educational goals, teacher must possess certain undisputable personal qualities such as honesty, self-motivated, confident, reliable, enthusiastic, team spirit and hardworking. Bozworth (2014) identified the personal characteristics of a school leader to include consistency, honesty, and direction of purpose, communication flexibility, conviction, sympathy, focus, passion excellent and persuasion abilities.

Ajuzieogu (2008) postulated that career orientation provides a sense of employee loyalty and motivation to maximize efforts. The job of a principal is numerous and complicated, he deals with different group both formal and informal, in which many of these groups have conflicting objectives and purposes. He faces so many challenges, criticism from parents, teachers and other employees in which he has to cope with their demand because his task is to ensure that school goals and purposes are accomplished. The school principal also ensures that educational facilities are provided, maintained and utilized to avoid wastage of resources. He implements the objectives of the curriculum and syllabus and he also has the responsibility to expose teachers to innovations and ideas through seminars, workshops and in-service training. The school principal plays vital roles in the administration of secondary schools, as he ensures cordial public relationship is maintained between the school, parents and the community.

Bureaucratic organization demands that everything in the school should be done based on impersonal and formal basis, not on emotional feelings and personal attachment. Principals are expected to relate equally with all teachers in the school. Impersonal orientation helps in eliminating preferential treatment, partiality, unfairness and unjust treatment in principals, teachers and students' relationship but lower impersonal orientation would not permit teachers to put more time to slow learners and others who might need help so as to guide them out of their problems (Okorie, 2012). In a school

system where impersonal orientation is observed and maintained, it increases teachers' awareness in maintenance of school records as part of their job performance.

Record keeping is very essential for any school that wants to achieve its goals and objectives. The school administrators are expected to keep proper record and account of all the activities in school. Proper record keeping and documentation enables the principal to account for human, material and financial resources in order to avoid confusion in school systems. Abraham (2013) maintained that all official dealings of the school must be documented in writing. He is also of the view that school records should be factually clear and unambiguous, up to date, and well arranged. Peretomode (2014) postulated that school officials are required by regulations to keep records of administrative acts, decisions, instructions and communication between them and officials of the schools, management Board or Ministry of Education. Hence the school document must be well protected from fire hazards and deterioration. The inspector and supervisor use the school records to evaluate and monitor what goes on in schools.

Education is a service industry and the students are the major reason for which school organizations are established. Parents send their children to school to be educated and acquire relevant skills and knowledge that will enable them to be self-reliant and contribute positively to societal development. Peretomode (2014) was of the view that all school activities should aim at developing students' personalities in its totality. FGN (2014) saw the students as the center of every educational process and quality as end-products of schooling.

The teachers' jobs in secondary school administration is important. He/She cannot work in isolation. He can only succeed with staff and good community relationship, school being bureaucratic in nature where his roles performance is directed and influenced by various bodies such as the Ministry of Education, the School Management Board, the Parents Teachers Association, the board of governance, the communities in which the schools are located. Ezeala and Chinda (2016) were of the view that in the Nigeria school system, the administrators are handicapped because they are representing information of the Ministry of Education without individual creativity and innovations. In this assertion, the researcher intends to investigate whether impersonal orientation, career orientation and written documentation could be used to predict teachers' job performance in Demonstration Secondary Schools in Rivers State.

Statement of the Problem

The realisations of school goals are heavily dependent on the school and the school leadership ability to coordinate the human and material resources and other environmental factors internal or external to the school. However, school as a bureaucratic organisation is expected to achieve maximum efficiency, effectiveness and quality output in all ramifications. Contrary to this, observations and research findings from the work of Muringani (2011) have identified bureaucratic ineffectiveness in schools because of its complexity with laws, procedures, rules, regulation, checks and balances in the process of school administration.

It is quite amazing that sometimes teachers are blamed by parents, principals, government and the general public for poor students' performance and ineffectiveness in students' administration without considering that teachers are guided by stringent rules from the government and the school authority. It is also important to stress that most educational decisions are made by the higher authorities and teachers must implement the set rules directly or indirectly even when not convenient. Anything done by the teachers outside the rules will constitute a deviation and punishable by the authorities.

This is one of the problems confronting present day school administrators which perhaps have brought about the poor teachers' job performance. The classroom setting in Nigeria is generally criticized, among others for being too bureaucratic, too conservative for teachers' management. In developing nations like Nigeria, bureaucratic principles are basically linked with unnecessary red-tapism and inefficiency. This stigma has undermined the functionality of Bureaucratic principles in the third world countries. This has equally created doubts in the minds of many whether it is actually suitable for large organizations like the civil service or school as a formal organization. It is noticed in bureaucratic organizations like the school that the introduction of change and innovations or reasoning may not be encouraged because of stringent bureaucratic rules which must be complied with and which hinders the teachers' job performance.

Demonstration Secondary Schools in Rivers State are facing these rigid rules and policies. Experience has shown that teachers' job performance in these schools are declining due to red-tapism and stringent rules hence the researcher is bothered if the declining teachers' job performance in

Demonstration Secondary Schools in Rivers State is predicted on Impersonal orientation, career orientation and written documentation

Purpose of the Study

This study investigated Impersonal Orientation, Career Orientation and Written Documentation as Predictors of Teachers' Job Performance among Demonstration Secondary Schools in Rivers State. Specifically, the study sought to:

1. Investigate the extent impersonal orientation predicts teachers' job performance in Demonstration Secondary Schools in Rivers State.
2. Examine the extent career orientation predicts teachers' job performance in Demonstration Secondary Schools in Rivers State.
3. Determine the extent written documentation predicts teachers' job performance in Demonstration Secondary Schools in Rivers State.
4. Assess the extent impersonal orientation, career orientation and written documentation jointly predict teachers' job performance in Demonstration Secondary Schools in Rivers State.

Research Questions

The following research questions guided the study

1. To what extent does impersonal orientation predict teachers' job performance in Demonstration Secondary Schools in Rivers State?
2. To what extent does career orientation predict teachers' job performance in demonstration secondary schools in Rivers State?
3. To what extent does written documentation predict teachers' job performance in Demonstration Secondary Schools in Rivers State?
4. To what extent does impersonal orientation, career orientation and written documentation jointly predict teachers' job performance in Demonstration Secondary Schools in Rivers State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance in this study

1. Impersonal orientation does not significantly predict teachers' job performance in Demonstration Secondary Schools in Rivers State.
2. Career orientation does not significantly predict teachers' job performance in Demonstration Secondary Schools in Rivers State.
3. Written documentation does not significantly predict teachers' job performance in Demonstration Secondary Schools in Rivers State.
4. impersonal orientation, career orientation and written documentation do not significantly predict teachers' job performance in Demonstration Secondary Schools in Rivers State

METHODOLOGY

The design of the study is correlation design; the research was conducted in Rivers State of Nigeria. The population of this study comprised all the 6 Demonstration Secondary Schools under the following higher institutions Ignatius Ajuru University of Education Rumuolumeni, Rivers State University Nkpolu, Oroworukwo, Federal Collage of Education Technical Omoku, University of Port Harcourt, Port Harcourt, Ken Saro wiwa Polytechnic Bori and Captain Elechi Amadi Polytechnic Rumuola Port Harcourt, Rivers State; These schools has a total of three hundred and ninety-seven (397) teachers. The entire population of 397 teachers was used for the study. It was a census study as the entire population was studied due to the manageable size. Therefore, there was no sampling for the study. The instrument for data collection was titled: Impersonal Orientation, Career Orientation and Written Documentation as Predictors of Teachers' Job Performance Scale (IOCOWDPTJPS). The instrument was validated by 3 experts in the field of educational management and measurement and evaluation; the internal consistency of the instrument was established through the application of Cronbach Statistic. The researcher administered 30 copies of the instrument once to 30 public senior secondary school teachers in Rivers State who share the same characteristics (minimum 3 years experience, qualified). The reliability coefficients obtained was 0.81. The subscale of impersonal orientation was 0.81, career orientation was 0.79 and written documentation was 0.82. In all, 397 copies of the instrument administered, 385 copies were retrieved which represented 97% success. Simple regression analysis was used to answer research questions one to three (1-3), while multiple regression was used to answer research question four (4). Hypotheses one to three (1-3), were tested using z-test associated with simple regression and hypotheses four (4) was tested with ANOVA

associated with multiple regression using statistical package of social science (SPSS). Elendu (2010) guide for interpreting nature of the prediction was adopted. Thus:

- 0.00 – 0.19 or 0%--19% Very low extent
- 0.20 – 0.39 or 20%--39% Low extent
- 0.40 – 0.49 or 40%--49% Moderate extent
- 0.50 – 0.79 or 50%--79% High extent
- 0.80 – 1.00 or 80%--100% Very High extent

DATA PRESENTATION AND ANALYSIS

Research Question 1: *To what extent does impersonal orientation predict teachers’ job performance in Demonstration Secondary Schools in Rivers State?*

Table 1: Simple regression on the extent impersonal orientation predict teachers’ job performance in Demonstration Secondary Schools in Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.384 ^a	.122	.119	2.67137

a. Predictors: (Constant), impersonal orientation

Table 1 revealed that the regression correlation coefficient (R) was 0.384 while the R square and adjusted R square were .122 and .119 respectively. The coefficient of determinism was calculated to be 12.2%. This showed that impersonal orientation predicted 12.2% of teachers’ job performance in Demonstration Secondary Schools in Rivers State. This means there was very low extent of prediction of impersonal orientation on teachers’ job performance in Demonstration Secondary Schools in Rivers State.

Research Question 2: *To what extent does career orientation predict teachers’ job performance in Demonstration Secondary Schools in Rivers State?*

Table 2: Simple regression on the extent career orientation predict teachers’ job performance in Demonstration Secondary Schools in Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.503 ^a	.253	.251	2.46358

a. Predictors: (Constant), career orientation

Table 2 revealed that the regression correlation coefficient (R) was 0.503 while the R square and adjusted R square were .253 and .251 respectively. The coefficient of determinism was calculated to be 25.3%. This showed that career orientation predicted 25.3% of teachers’ job performance in Demonstration Secondary Schools in Rivers State. This means there was low extent of prediction of career orientation on teachers’ job performance in Demonstration Secondary Schools in Rivers State.

Research Question 3: *To what extent does written documentation predict teachers’ job performance in Demonstration Secondary Schools in Rivers State?*

Table 3: Simple regression on the extent written documentation predict teachers’ job performance in Demonstration Secondary Schools in Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.482 ^a	.232	.229	2.49815

a. Predictors: (Constant), written documentation

Table 3 revealed that the regression correlation coefficient (R) was 0.482 while the R square and adjusted R square were .232 and .229 respectively. The coefficient of determinism was calculated to be 23.2%. This showed that written documentation predicted 23.2% of teachers' job performance in Demonstration Secondary Schools in Rivers State. This means there was low extent of prediction of written documentation on teachers' job performance in Demonstration Secondary Schools in Rivers State.

Research question 4: *To what extent does impersonal orientation, career orientation and written documentation jointly predict teachers' job performance in Demonstration Secondary Schools in Rivers State?*

Table 4: Multiple regression on the extent impersonal orientation, career orientation and written documentation predict teachers' job performance in Demonstration Secondary Schools in Rivers State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.708 ^a	.502	.492	2.02805

a. Predictors: (Constant), written documentation, career orientation, impersonal orientation

Table 4 revealed that the regression correlation coefficient (R) was 0.708 while the R square and adjusted R square were .502 and .492 respectively. The coefficient of determinism was calculated to be 50.2%. This showed that impersonal orientation, career orientation and written documentation jointly predicted 50.2% of teachers' job performance in Demonstration Secondary Schools in Rivers State. This means there was high extent of joint prediction of impersonal orientation, career orientation and written documentation on teachers' job performance in Demonstration Secondary Schools in Rivers State.

Test of Hypotheses

Hypothesis 1: Impersonal orientation does not significantly predict teachers' job performance in Demonstration Secondary Schools in Rivers State.

Table 5: z-test associated with simple regression on the independent prediction of impersonal orientation on teachers' job performance

Model	Df	F-ratio	Unstandardized Coefficients		Standardized Coefficients		p-value Sig.	Decision
			B	Std. Error	Beta	Z		
1 (Constant)	1		54.711	2.602			21.028	Hypothesis rejected
	384	43.346						
Impersonal orientation			-.468	.071	.384		-6.584	.000

a. Dependent Variable: teachers' job performance

Table 5 revealed that the regression analysis showed that scores of impersonal orientation significantly predicted scores of teachers' job performance as degrees of freedom were 1 and 384, F-ratio of 43.346, standard beta value and z-test were .384 and -6.584. The p-value of 0.000 is below the level of significance of 0.05 therefore, the null hypothesis is rejected. By implication, impersonal orientation significantly predicted teachers' job performance in Demonstration Secondary Schools in Rivers State.

Hypothesis 2: Career orientation does not significantly predict teachers’ job performance in Demonstration Secondary Schools in Rivers State.

Table 6: z-test associated with simple regression on the independent prediction of career orientation on teachers’ job performance

Model	Df	F-ratio	Unstandardized Coefficients		Standardized Coefficients		p-value Sig.	Decision	
			B	Std. Error	Beta	Z			
1 (Constant)	1		63.450	2.514		25.241	.000	Hypothesis Rejected	
	384	105.996							
			Career orientation		-.705	.068	.503	-10.295	.000

a. Dependent Variable: teachers’ job performance

Table 6 revealed that the regression analysis showed that scores of career orientation significantly predicted scores of teachers’ job performance as degrees of freedom were 1 and 384, F-ratio of 105.996, standard beta value and z-test were .503 and -10.295. The p-value of 0.000 is below the level of significance of 0.05 therefore, the null hypothesis is rejected. By implication, career orientation significantly predicted teachers’ job performance in Demonstration Secondary Schools in Rivers State.

Hypothesis 3: Written documentation does not significantly predict teachers’ job performance in Demonstration Secondary Schools in Rivers State.

Table 7: z-test associated with simple regression on the independent prediction of written documentation on teachers’ job performance

Model	Df	F-ratio	Unstandardized Coefficients		Standardized Coefficients		p-value Sig.	Decision	
			B	Std. Error	Beta	Z			
1 (Constant)	1		55.824	1.879		29.706	.000	Hypothesis rejected	
	384	94.479							
			written documentation		-.504	.052	.482	-9.720	.000

a. Dependent Variable: teachers’ job performance

Table 7 revealed that the regression analysis showed that scores of written documentation significantly predicted scores of teachers’ job performance as degrees of freedom were 1 and 384, F-ratio of 94.479, standard beta value and z-test were .482 and -9.720. The p-value of 0.000 is below the level of significance of 0.05 therefore, the null hypothesis is rejected. By implication, written documentation significantly predicted teachers’ job performance in Demonstration Secondary Schools in Rivers State.

Hypothesis 4: Impersonal orientation, career orientation and written documentation do not significantly jointly predict teachers’ job performance in Demonstration Secondary Schools in Rivers State.

Table 8: ANOVA associated with multiple regression on the joint prediction of Impersonal orientation, career orientation and written documentation on teachers’ job performance

Model		Sum of Squares	Df	Mean Square	F	p-value Sig.	Decision
1	Regression	1276.175	3	212.696	51.713	.000 ^a	Hypothesis rejected
	Residual	1266.797	382	4.113			
	Total	2542.971	385				

a. Predictors: (Constant), impersonal orientation, career orientation and written documentation

b. Dependent Variable: teachers’ job performance

Table 8 revealed that the regression analysis showed that scores of bureaucratic principles significantly predicted scores of teachers’ job performance as degrees of freedom were 3 and 382 with F ration value of 51.713. The significant value of 0.00 is less than the level of significance of 0.05

therefore, the hypothesis was rejected. By implication, impersonal orientation, career orientation and written documentation significantly jointly predicted teachers' job performance in Demonstration Secondary Schools in Rivers State.

DISCUSSION OF FINDINGS

Impersonal Orientation and Teachers' Job Performance

The finding of the study revealed that impersonal orientation predicted teachers' job performance by 12.2% in Demonstration Secondary Schools in Rivers State. This is in agreement with Okorie (2012) that in a classroom situation, impersonality orientation would not allow the teacher to give more attention to backward children and others who may need assistance. The implication of impersonal orientation is that it ignores persons which are the most vital element in an organization. The view is that impersonality orientation would not permit the teachers to devote more time to slow learners and to other individual who might need their help, in guiding and directing them to solve a problem.

Okunamiri (2010) believed that impersonal orientation is a guideline for secondary education management to ensure goal achievement. That impersonal orientation procedures are significantly progressive, saying schools that used progressive impersonal orientation procedures usually have higher level of academic performance. Besides, most schools preferred the adoption of participative decision making in the administrative process and procedure of secondary education management. He added that there should be proactive decision on complex issues rather than reaction measures. Therefore, impersonal orientation significantly predicted teachers' job performance in Demonstration Secondary Schools in Rivers State.

Career Orientation and Teachers' Job Performance

The finding of the study revealed that career orientation predicted teachers' job performance by 25.3% in Demonstration Secondary Schools in Rivers State. This is in agreement with Ajuzieogu (2008) who postulated that career orientation provides a sense of employee loyalty and motivation to maximize efforts. Nnabuo (2001) was of the view that promotion should be based on seniority, achievement or both. It is equally expected that in the process of discharging ones' duties, competence and rationality must go to work, since ones' employment is based on technical knowledge, competence and qualifications. It is important to note that the principals who manage the schools are professional officials, not the real owners of the school. Paterson (2015) said that career orientation geared towards organizational productivity.

Paterson (2015) maintained that career orientation is needed for organization productivity in Nigeria secondary schools and that career orientation for organizational productivity should be offered to newly employees to synchronize them into the organizational system and also provide in-service training programme for those who are already in the system. Therefore, career orientation significantly predicted teachers' job performance in Demonstration Secondary Schools in Rivers State.

Written Documentation and Teachers' Job Performance

The finding of the study revealed that written documentation predicted teachers' job performance by 23.2% in Demonstration Secondary Schools in Rivers State. This is in agreement with Osaat (2013) that record keeping is one of the life wires of the school system. Abraham (2013) mentioned that all official dealings of the school organisation must be documented in writing, clear and unambiguous, up to date, and well arranged in orderly form. Shebu (2009) identified two methods of storage and retrieving records in schools, which include manual and electronic method, the manual storage involves keeping school record in written form using files, shelves/cupboards and cabinets/draws. While electronic storage system includes handsets, personal computers (desktops, laptops, notebooks, palmtops etc.) and microfilms.

However, in this globalized and digital era, it is imperative that school principals, have the full knowledge of the usefulness of proper record keeping. The school principal can also organise an elegant programme for all school personnel through workshops, seminars, and conferences on the need for good school record keeping using information and communication technology (ICT). Hence school as a bureaucratic organisation requires proper record keeping for smooth running. The findings of this study was supported by Onyedimma (2011) who said that government subventions, school fees, consultancy services, endowments constitute sources of funding available to both state and federal institutions were relatively documented without too many errors. However, there was judicious control/management of the available fund. He added that school heads should be trained on

documentation of financial activities for proper accountability. Therefore, written documentation significantly predicted teachers' job performance in Demonstration Secondary Schools in Rivers State.

CONCLUSION

Based on the research finding, impersonal orientation, career orientation and written documentation jointly predicted teachers' job performance by 50.2% and also significantly jointly predicted teachers' job performance in Demonstration Secondary Schools in Rivers State.

Education implications

The study has established that impersonal orientation, career orientation and written documentation jointly predicted teachers' job performance by 50.2%. The implications are that impersonal orientation, career orientation and written documentation enhance school effectiveness through teachers' job performance.

RECOMMENDATIONS

Based on the findings, the following recommendations are proffered:

1. The school principals should treat all teachers equally irrespective of their genders, personal relationship and religious affiliations to ensure proper impersonal orientation.
2. The school management should employ only teachers with certification and give them periodic in service training in line with career orientation.
3. The administrators should document school activities for easy retrieval and to ensure administrative continuity.
4. Therefore, impersonal orientation, career orientation, and written documentation should be emphasized by the school management in order to achieve teachers' job performance in Demonstration Secondary Schools.

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