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MANAGEMENT SUPPORT AS CORRELATE OF TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The study investigated management support as correlate of teachers' job performance in public secondary schools in Anambra State. The study was guided by one research question and hypotheses. The study adopted a correlational research design. The population of the study comprised 7,027 teachers in 266 public secondary schools in Anambra State. The sample size is 1450 and 20.6% of the entire population was drawn using simple and proportionate stratified random sampling techniques. The items are in two sections of structured instruments titled "Management Support Questionnaires (MSQ)" and "Teachers Job Performance Questionnaire (TJPQ)", which were used for data collection. The instruments were subjected for face and construct validation. Three experts validated the instrument for the study. One expert is from Educational Foundations, measurement and evaluation unit and the other two from the Department of Educational Management and Policy all from Nnamdi Azikiwe University. The reliability of the instruments were tested using Cronbach Alpha method and the instrument yielded an overall coefficient of values of 0.78 and 0.77 for MSQ and TJPQ respectively. The researcher together with the help of six assistants who are secondary school teachers administered the instrument to the respondents through direct approach. A total of 1450 copies of questionnaire were administered and 1438 were properly filled and successfully retrieved indicating 99% returned rate. Data were analyzed using Pearson Product Moment correlation and multiple regression analysis. Hypotheses were tested using T-test correlation at 0.05 level of significance. Findings revealed that management support has Low and positive correlation on teachers' job performance in secondary schools in Anambra State, among others, it was recommended that both the government and the principals of public secondary schools in Anambra State should implement initiatives that incorporate both management support and organisational justice to maximize their impact on teachers' performance.

Keywords: Secondary education, management support and teachers' job performance.

Introduction

Education is the act or process of imparting general knowledge, developing the power, reasoning, judgment and generally preparing oneself or others intellectually for mature life. The development of any nation is dependent on the efficiency of education available to the country, this is because education is universally upheld as an investment geared

towards transformation of both human and material resources which ultimately contribute to national development. Education has some roles in solving problems affecting the society, for this reason, it should be noted that the accomplishment of the goal of education in attaining standard and maintaining effective control of service delivery is something that should start from primary through secondary school to tertiary level. The researcher has to emphasize on the secondary level of education.

Secondary education according to Ofojebe (2018) is education received subsequent to primary education and prior to tertiary stage. It is a link between primary and tertiary education. Secondary education is considered a strategic subsection of the education industry, according to Akudo and Ibeh (2021), this is because it is at this level that youths consolidate the basic knowledge gained in primary school and also acquire the necessary culture to become useful citizens in the society. According to these authors, secondary school is a stepping stone for higher education. It has a six-year duration, three years upper basic education and three years senior secondary education. The people that work in secondary schools are principals and teachers. The principal is the Chief executive of secondary school whose management support lies in their hands.

Management support, according to Ofojebe (2018), is the ability and the willingness of the management to promote institutional entrepreneurial behavior by championing innovation and innovative ideas to enable the organization to increase competitiveness. Nwite (2016) defined management support as the provision of enabling work environment for teachers to render effectively in the school system. Campbell (2007) opined that management support practices in secondary schools revolve around putting in place an enabling work environment by the principals to foster teachers' morale, performance and professional development. The provision of management support by the principal enables teachers to work with enthusiasm and satisfaction. Management support practices according to Emetarom (2017) include adequate welfare, motivation, feedback, effective communication, delegation, reward, staff development, counseling employees, organisational career planning, and application of other supportive management functions to improve instructional delivery or attainment of school goals and objectives. However, for the purpose of this study, the researcher has to emphasize and focus on the following practices: instructional supervision practices, communication and reward as ways to improve instructional delivery for the attainment of school goals and objectives.

According to Basilio and Bueno (2023), instructional supervision practice is an ongoing, professional and collaborative process for improving instruction. It consists of guidance, idea sharing, assistance and facilitation to assist teachers in improving the learning situation in school. The duty of the principal as a supervisor is to identify the strengths and weaknesses of their supervisees (teachers) in order to guide and assist them professionally to achieve their target and those of the organization as well. Mangor and Olowu (2023) on the other hand see supervision as a task of improving

instruction through regular monitoring and in-service education of teachers. One wonders if the objective of this instructional supervision practice is achieved in public secondary schools in Anambra State. This is because time needed to carry out the Instructional supervision is spent in meeting with either Zonal Director of Education (ZDE) or with secretary or chairman of post primary school service commission (PPSSC) at headquarters, therefore adequate supervision could not be carried out to identify areas of teachers lapses in classroom control, chalkboard management, positioning or handling of the teaching aids, sitting position of students and instructional delivery among others and correct them with good illustration and communication skills in order to improve in their service delivery.

Communication as part of management support is the exchange of ideas and thoughts between two or more people. Communication can be done through writing, speech, gesture, and symbols. According to Azanni (2021), when the receiver gets the message and replies to it, the communication process becomes complete. JacobOlotu (2018) remarked that communication is like blood stream in peoples' life and as well represents blood stream of any organization of which school is one of them. Therefore, no institution can meet the needs of its people without proper communication. That is why Morgan (2012) stated that the vital and fundamental element in the management process is based on working with people which is done through some form of communication. This communication is a two-way process of passing ideas, feelings and messages from one person to another in the manner that limited resources in terms of materials, funds, time and energy are used judiciously to achieve the set goals in the organization (school). The interrelatedness of the school activities make communication a matter of top priority and the process of teaching in this modern period, has enhanced the use of sophisticated communication techniques such as teleconference, video- conference and electronic mails according to Adeolu, and Oluwatoyin (2020), thus reducing the whole world to a global village. It appears that these modern means of communication are not used in public secondary schools in Anambra State, this is because, most of the principals and teachers especially the senior staff teaching in the rural areas of public secondary schools in Anambra State still use crude and archaic method to communicate in their daily dealings, like pasting announcement on the notice board and walls, briefing after assembly, passing circulars and letters instead of using android phone to ease them in communication. However, one wonders how the principals will be able to relate emergencies and important information to teachers after school. Perhaps they are going to wait till they come to school the next day in order to relate the information to the teachers. Even the principals and teachers working in urban areas do not check their phones promptly for immediate feedback due to insufficient or lack of data thereby creating communication gaps and breakdowns. If the government and the principals want teachers to be productive, communication strategies must be improved for the achievement of educational goals. It is imperative for the government to fund the teachers through schools to enable them to buy better phones,

subscribe for data and airtime in order to participate in online meetings for updates at any point in time. Teachers are the hubs on which the education system rest upon and their role cannot be underestimated if quality education is to be delivered. Funding by the government to get most of these things required for easy circulation of information is essential and will put a smile on teachers faces because it is part of reward.

Reward According to Amewugah, Anku, and Glover (2018) is the total amount of financial and non-financial resources and compensation or remuneration provided to an employee in return for labour or services rendered at work. According to Schultz (2006), reward increases the possibility and intensity of behavioural actions. It generates approach and consummatory behaviour and constitutes the outcome of economic decision making and induces objective feelings of pleasure. According to Medhi (2023), reward is divided into three, intrinsic versus extrinsic reward, financial versus non-financial reward, membership versus performance reward. Upon all these various forms of rewards mentioned, probably not up to 10% exist in public secondary schools in Anambra State (Ezeonye, Personal interaction, 20/11/2023). For instance, the staff rooms appear to be congested and poorly ventilated, facilities used by teachers especially chairs and tables are in bad condition, no incentive, no teachers quarter, even some resources such as palm nuts, mangoes, cashew, cassava and corn obtained from the school farms are sold to teachers whereas other government workers in the ministries have their offices with air condition, refrigerator, and the likes to better their lives, it seems nothing impresses teachers to improve in their services in public secondary schools in Anambra State. From the interaction the researcher had with some of the teachers, the presence of rewards could be of help in boosting their motivation, job satisfaction and overall effectiveness in the classroom. When teachers receive recognition and rewards for their handwork, they feel valued and appreciated, leading to increased enthusiasm and dedication to their profession. These rewards foster a sense of accomplishment and pride, encouraging teachers to strive and continually improve in their teaching practices, which in turn enhance student learning outcome and academic achievement. Rewards also promote a positive school culture, encourage collaboration and teamwork among teachers. They also help to reduce stress and burnout and increase teachers' overall wellbeing. These rewards lead to teachers' retention, as educators are more likely to remain in their roles when they feel appreciated and recognised.

In essence, rewards have a transformative effect on teachers' performance, inspiring them to reach new heights and make a lasting impact on the students' lives. By acknowledging and celebrating their achievements, teachers can be empowered to excel and create a brighter future for not only students but the entire school community. Speaking on this, Nwite (2016) stated that the provision of management support by the government and principals of public secondary schools in Anambra State is essential in building effective and high-performance teachers.

Teachers' job performance, as defined by Limon and Nurtgun (2020), is all behavior in which teachers engage at work or as measurable actions, behavior and output directly engaged or indirectly caused by teachers to serve in an organization (school) objective. As opined by Akintolu, Damilola and Temitayo (2019), teachers' job performance is the ability to skillfully control the right behavior towards the achievement of a goal in school. Teachers play a crucial role in ascertaining whether or not the desired educational results have been achieved. Observations over the past decade showed that the enthusiasm and devotion of teachers to their duties in school are no longer the traits that characterized the teaching profession. According to Sule, Ameh, and Agbai (2015) teachers have in recent times manifested an unwholesome attitude towards discharging their duties, like going late to school, late to class, exhibiting rudeness to the school authority and trading at the expense of teaching. According to the immediate authors, when teachers teach, they manifest poor knowledge of their subject areas, do not provide regular assessments for students nor keep proper students record, showing laxity to duties and cases of indiscipline have continually caused setback not only to the attainment of educational objectives, but also to the kind of education provided to the students. Secondary education ultimately succeeds or fails based on the performance of teachers.

Aspects of teaching as stated by Akintolu, Adalore, Nzima (2019) include use of instructional materials, mastery of subject matter, class control, teaching method, marking and computation of results among others. From researchers' observations and personal interaction with teachers, it seems that the schools where management support is observed tend to perform better but where
it is not practiced, teachers' perform poorly. It could be that management support is poor in Anambra state public secondary schools since teachers do not work with satisfaction thereby performing poorly. This could be as a result of unfair treatment, poor remuneration and incentives, communication gap and break down, disrespectfulness and insincerity received from the principals, non-involvement of teachers in decision making which result in lateness to school, irregularity, transfer, withdrawal from decision making among others. This becomes worrisome to the researcher and makes her put the problem of the study in question form, "How does management support correlate with teachers' job performance in public secondary schools in Anambra State".

Research Question

This research question guided the study:

1. What is the correlation between management support and teachers' job performance in public secondary schools in Anambra State?

Hypothesis

This null hypothesis was tested at 0.05 level of significance.

1. There is no significant correlation between management support and teachers' job performance in public secondary schools in Anambra State.

Population of the Study

The population of the study consists of 7,027 teachers in all the 266, state government owned schools. They include 1064 teachers in Aguata, 1709 teachers in Awka zone, 1130 teachers in Nnewi zone, 1125 teachers in Ogidi zone, 1338 teachers in Onitsha zone and 66 teachers in Otuocha zone. The data were obtained from the Post Primary Schools Services Commission (PPSSC) Awka, 2024.

Sample and Sampling Techniques

The sample for the study was 1450 teachers (90 males and 1360 females). The sample was drawn using proportionate stratified and simple random sampling techniques. 20.6% of the entire population was used for the study. The sample composition included Aguata Zone 220 teachers, Awka zone 353 teachers, Nnewi Zone 233 teachers, Ogidi zone 232 teachers, Onitsha zone 276 teachers, and Otuocha 136 teachers and a grand total of 1450 teachers.

Instrument for Data Collection

The instrument used to collect data was questionnaire. This instrument was a structured questionnaire developed by the researcher and guided by the research questions. The questionnaire has three sections. Section (A) is Management Support Questionnaire (MSQ) and (B) is Teachers' Job Performance Questionnaire (TJPQ). The two sections of the questionnaire have 12 and 20 items respectively. All together contained 32 items structured on a four-point scale of Strongly Agree, Agree, Disagree and Strongly Disagree and weighted 4,3,2, and 1.

Validation of the Instrument

To ascertain the face validity of the instrument for the study, the researcher submitted the items together with the objective/purpose of the study, research questions and hypotheses to three experts. Two experts are from the Department of Educational Management and Policy while the other expert is from the Department of Educational Foundations (Measurement and Evaluation unit). These experts are all lecturers in the Faculty of Education, Nnamdi Azikiwe, University, Awka. These experts were requested to validate the instruments relative to the appropriateness of the structure, instructions, the statements and content coverage and freely modify the sections as they deem fit. These experts made necessary corrections and adjustments such as, the three specific purposes were merged as one and moderator variable added. The researcher adhered to the experts observations and suggestions before the final production of the instruments. The validators' comments were incorporated in the final version of the instruments.

Reliability of the Instrument

In order to establish the reliability of the instruments, copies of the instrument were trial -tested with 20 public secondary school teachers in four secondary schools in Imo state. Imo state was chosen for the test because it is a state in the Eastern region and the Education Commission in Imo state has similar educational characteristics with Anambra State, for instance, they have the same curriculum and administrative structure. The data was analyzed using CronBach Alpha to measure the internal

consistency of the items in the instrument and the reliability coefficient values were obtained 0.78 and 0.77 were obtained from MSQ and TJPQ.

These reliability coefficients were considered sufficient for the study with Haradhan (2017), who says that the reliability coefficient interpretation is simple in that the higher the number, the better the reliability.

Method of Data Collection

The researcher adopted a direct administration of the questionnaire to the respondents with the help of six research assistants who are teachers. Teachers were used because they are more likely to share and retrieve the questionnaire to and from their fellow teachers as quickly as possible. 1450 copies of the questionnaire were administered but 1438 were retrieved which made the total return rate to be 99%. Before the administration of the instruments, research assistants were briefed on how to administer and retrieve the questionnaire successfully.

Method of Data Analysis

Pearson Product Moment correlation coefficient was used to answer research question 1 to 6 and multiple regression analysis was used to answer research questions 7. Pearson Product Moment correlation is used by finding the relationship between the two variables. In taking decisions in research questions, Nworgu (2015) suggestions are used. Thus, the correlations coefficient R with scores:

0.00 - 0.20 = Very low relationship
0.20 - 0.40 = Low relationship
0.40 - 0.60 = Moderately relationship
0.60 - 0.80 = High relationship
0.80 - 0.100 = Very high relationship.

Testing of hypotheses was done using t-test correlation at 0.05 alpha level, in taking decisions regarding the hypotheses, a null hypotheses was not accepted if the probability value (P-value) is less or equal to significant value of 0.05, if otherwise (p=0.05), the null hypotheses has to be accepted.

Results Presentation

In this chapter, the data collected from the field for this study were analyzed and the summaries were presented in table to highlight the finding. This was followed by the discussion of the result.

Research Question 1: What is the correlation between management support and teachers job performance in secondary schools in Anambra state?

Null Hypotheses I: There is no significant correlation between management support and teachers job performance in secondary schools in Anambra state.

Table 1: Pearson r on the management support and teachers job performance in secondary schools in Anambra state

Source of Variation	N	Mgt Support r	Teachers Job Perf.	Cal t @ 0.05		Remark
Mgt Support	1438	1.00	0.294	8.58	0.000	Low positive
relationship		Teachers Job Perf.	1438	0.294	1.00	

In table 1, it was observed that there is low positive correlation of 0.294 existing between management support and teachers job performance in secondary schools in Anambra state.

Also, it was observed that at 1436 df and 0.05 level of significance, the calculated t 8.58 with p-value 0.000 which is less than 0.05, the first null hypotheses is not accepted. Therefore, there is significant correlation between management support and teachers job performance in secondary schools in Anambra state.

Discussion of Finding

The finding of this study revealed that a low positive and significant relationship existed between management support and teachers' job performance in secondary schools in Anambra State. This means that a unit increase in the level of management support is associated with a unit increase in teachers' job performance in the State. This shows that the prevalence of management support by the principals will greatly enhance teachers' job performance. That is to say that an increase in the level of management support has a relationship with an increase in teachers' level of performance.

The findings of this study indicated that management support has a low positive and significant relationship on teachers' job performance in secondary schools in Anambra State. This low relationship is therefore consistent with Okoye (2021), who found that principals in public secondary schools in Anambra State did not provide adequate management support for their teachers. A positive and significant relationship was found between management support and teachers' job performance. The findings of Nwite (2015), Unachukwu and Odumodu (2015) strongly support this position. According to the researchers, when teachers perceive management support to be low, they may not consider themselves valued and part of the school thereby leading to ineffective teaching and learning, low job satisfaction, low job performance and low job involvement on the side of the teachers.

This is likely to be so because neglectfulness and strictness on the part of the principals in providing management support to the teachers may be perceived by the teachers as abuse of power and despotic. All these may lead to displeasure, frustration and above all, neglect in taking part in any school activities.

Conversely, increase in communication, supervisory practices, staff training and motivation may increase job performance. This is consistent with that of Tushuba (2020), that regulative communication which is management support creates an understanding between administration and members of the academic staff, emphasizes rules and regulations within the school system and make communication to specific aspects easy which has significant effect on teachers' performance. In other words, the place of management support such as effective communication to teachers' performance cannot be over-stressed. Corroborating the findings of the current study, Uzokife and Mbonu (2023), found that principals' motivation, supervisory practices, staff training and development strategies have

higher influence on teachers' job performance in secondary schools in Anambra State. The extent to which teachers have access to management support is the extent to which teachers perform their jobs.

Conclusion

Based on the interpretation of the data collected, analysis and discussion of result, it is concluded that management support has a low positive and significant relationship to teachers' job performance in public secondary schools in Anambra State. Finally, there is indication that management support correlate with teachers' job performance. Thus, principals' effective provision of management support in school administration significantly make a contribution to teachers' job performance.

Recommendations

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

1. The principal has to foster a fair and just work environment by promoting transparency, equity and fairness in the decision-making process to improve teachers' performance.
2. The principal should regularly assess the effectiveness of implemented strategies and data driven decisions to optimize teachers' performance.
3. Both the government and the principals should implement initiatives such as teacher's empowerment programs, professional development, fair performance evaluation, commensurate remuneration, fairness, justice and reward that incorporate both management support and organizational justice to maximize their impact on teachers' performance.

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