

Relationship Between School Management-Teacher Relations and Teacher Job Performance in Public Senior Secondary Schools in North West Zone, Nigeria

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Abstract

This study investigated School Management-Teacher Relations, Teacher Job in Public Senior Secondary Schools in North Western States of Nigeria. One (1) research question with corresponding One (1) hypothesis were generated to guide the study. The study used correlational survey research design. The population of this study consisted of 19,303 (1,046 Principals and 18,257 teachers) drawn from 1, 046 public senior secondary schools. The sample size of this study constituted 1, 531 from 89 public senior secondary schools. The researcher developed an instrument for data collection from the respondents. The logical consensus of the experts after the validation of the instrument yielded 0.91% as index of rational validity. The instrument yielded 0.87 as reliability coefficient of internal consistency. The study concluded that teacher job performance is highly influenced by the nature of management-teacher relations in public senior secondary schools in North Western zone, Nigeria. The paper therefore recommended that guidelines for management-teacher relations should be clearly spelt out and the guidelines should be integrated into the secondary school administrative policy to enhance management-teacher relations that would facilitate effective job performance among teachers in public senior secondary schools in Nigeria. Government should organise special training through workshops, symposia, seminars and conferences to improve the knowledge of school managers on management-teacher relations since it is the background which effective teacher job performance is hinged on.

Key words: Job performance, Management-Teacher, Relationship, Relations and Teacher.

Introduction

The invaluable roles and contributions of education in the development of an individual and the society cannot be over emphasised. Many countries including Nigeria adopt education as an instrument for the promotion of national development as well as effecting desirable social change National Policy on Education of 1981. The desire to excel has been there since the formal education was introduced in Nigeria at the time of Africa's quest to obtain education like that of Europeans that made them pursue it with a great interest. This called upon the need for good management. On this basis, collaborative effort by stakeholders for the management of schools is necessary to enhance teaching and learning. Such collaboration in secondary schools for instance could be done through a formidable relationship between school management and teachers. Additionally, prompt application of personnel management technique, has an important and influential bearing on teacher productivity.

Management, in Maicibi (2016: 53) is the processed practice through which the objectives of an organisation are executed towards their achievement by optimising the use of both human and non-human material resources in the organisation. By implication, management is the authority relationship that exists at the school level between school managers and teachers to achieve the goal for which the school was established. The proceeding definition further implies that management implies that is the task of getting accomplished through other teachers and non-teaching staff in order to achieve set school goals. School management teams which constitute the managers of group of teachers in the school system have the responsibility of interacting with the teachers in other to improve teaching that would equally facilitate an improvement in students' academic achievement. The role of the school management is to facilitate the implementation of the various learning programmes with the aim of improving teaching and learning situation. The progress and standard of a school to some extent depends on a school's managerial effectiveness. The Principal, Vice-Principals (Administration, Academics), Head of Departments (HODs), Senior Masters, Bursar and holders of posts of responsibility together constitute management team in a secondary school system. Apart from the general management functions of planning, organising, coordinating, directing, reporting and budgeting, management which consists of different officials are charged with the above-mentioned responsibilities.

Daily interpersonal interactions of a school manager with teachers and students are necessary to induce trust and support from them for any policy being formulated in the school system. This means that the task of the school managers is to formulate the goals to be attained, provide the required resources and direct the activities of the school through the engagement of teachers and students to realise such goals. (Edem, 2008). School managers always endeavour to generate good working climate by encouraging interactions among teachers, being sensitive to human factors and needs yet not oblivious of the objectives of the school and encouraging shared responsibility which would foster the exchange of ideas among teachers of the school. These are achievable when there is a rational decision-making process in the school. It will enlist co-operation among teachers and reduce complaints, allegations and disobedience against school managers (Maicibi, 2016: 276-277).

The single factor common to every change initiative is the development and improvement of relationships. If relationships improve, things may get better. If they remain the same or get worse, trust and confidence is lost and such action may hinder the attainment of schools' objectives. Thus, educational managers are expected to be relationship builders in diverse ways with both teachers and students. The most successful teachers are the ones who are inspired by a cordial relationship being developed with the management staff through motivation to put in their best while discharging their official responsibilities. Evans, (2008) posted it is important to note that a school manager does not work in isolation in a school. The kind of interpersonal relationships that are established between the school manager and teachers may determine the kind of collaboration that is practiced and how the school goal could be attained.

Healthy and vibrant interpersonal interactions between school manager and teachers foster good instructional output. They create a climate that helps the school managers and other staff to work closely as a team. The most successful teachers are those who are inspired by the beautiful management-teacher relations developed with their school managers, which motivate them to do their very best. These relationships make teachers project their image of teaching and this inevitably makes them feel good about their role they played. As teachers begin to feel better about themselves and their collective mission, as a result of significant interactions with their school managers, they become more effective and improve their productivity school manager must therefore, work closely with members of staff to achieve the desired goals of the school. He/she is aware of factors that affect the teacher performance (Wada, 2014).

Concept of School Management

School management is seen as the process of encouraging teachers and students to work enthusiastically towards achieving the secondary educational objectives. It is focused on the human aspect which binds a group together and motivates them towards goals attainment by transforming the group's potential into realities (Ezenuwa, 2002). School management is a dynamic process in a school whereby the management team mobilizes resources and work in collaboration with teachers to facilitate the job of teaching and learning in the school system. It is the ability to get teachers and students to do what the school management want them to do when they want it done at particular place and time.

Durojaye (2014) reorganised that the quality of school management is one of the key factors in achieving high quality of teacher job performance and students' academic achievement. Ndu (2009) pointed out that effective school management exercise a direct or indirect but powerful influence on school capacity to implement reforms and improve teachers and students' levels of academic achievement. Ahmad (2013) stressed the fact that participative school management, mediated through teacher activity, facilitates effective teaching and learning. Gambo (2009) maintained that school management of high achieving school performance worked effectively to stimulate professional discussion and to create the networks of conversations that tied teaching subjects together around common issues of instruction and learning. Haruna (2009) believed that students' academic achievement appears to be influenced by the nature of relationship being maintained between the school managers' teachers and students. Teacher job performance directly affects students' academic achievement. Quality of school management matters in determining the quality of teaching and students' outcomes in the school system.

The school management's capacity to build a shared "vision and mission", involving its teachers in the process of "shaping" their school will cause them to be more determined to teach effectively, thus, this process will make a difference to the students' academic performance. Ijaiya (2000) suggested that "transformational" school management has strong direct effects on teacher job performance and students' learning conditions. Adeyemi (2009) supported this claim and suggested that "transformational" school manager is mostly effective within a strong

professional community of teaching and learning. Moreover, the more distributive and consultative school management is throughout the school community in particular to teachers, the better the performance of that school in terms of effective teaching and students' academic achievement. The reference of distributive school management is especially crucial in case of shocks that could leave the school without its leader. To this respect, Ahmad (2013) indicated that school manager's departure could be followed by an unstable period of management detrimental to teachers and students' academic outcome. These indications suggest that school management is a complex phenomenon; it influences teacher job performance and students' academic achievement.

In a secondary school, managerial functions are bestowed on the Principal, Vice-principal Administration, Vice-Principal Academics and Heads of Departments (HODs). The groups of individuals who manage, organise and supervise school activities constitute school management. School management is expected to ensure greater productivity in the school system in a broader perspective through the managerial process of designing and maintaining an environment in which teachers who are work in the school system are integrated together in groups, efficiently accomplish tagged aims and objectives (Stoner, 2012).

School Management-Teacher Relations

Managing teachers is that part of school management which is concerned with teachers at work and their relationship within the educational enterprise. It seeks to bring together and develop into an effective educational organisation, men and women who make up the teaching workforce, enabling each to make his/her own best contribution to its success (Durojaye, 2010). Management of teaching workforce involves a number of strategies that begins and maintain activities toward the achievement of personal and organisational goals. Peter (2008) is of the view that teachers with good relationship with their school management may likely look for better ways to carry out their teaching job; they are more quality oriented and more productive. Management of teachers can be through the adoption of these management strategies; Supervision, in-service training and compensation among others which foster closed relationship between teachers and school management. Hence, any teacher that enjoys the influence of bringing together men and women who make up the teaching workforce, enabling each to make his/her own best contribution to its success is bound to give all his/her best in discharging his or her duty because the teacher would derive the satisfaction of being a teacher. Schools managers provides positive and healthy relationships between the school management, teachers and to delineate those factors that facilitate and contribute to student academic success (Adediran, 2011).

Good teacher job performance is relatively equivalent to good school management as Adeyemi (2009) emphasised that the managerial role of the school management involves directing, controlling and management of all matters pertaining to education enhancement in the school system. Haruna (2009) identifies that schools, which consistently perform well tend to have sound and efficient school management team. Haruna (2009) further stresses that leadership is a crucial factor in the success of a school. The qualities that are expected of a

school management include setting a climate of high expectations for teachers and students, encouraging collegial and collaborative leadership and building commitment by making teachers to carry out their teaching responsibilities effectively.

Statement of the Problem

There has been a growing concern by teachers, parents, researchers and other members of the public about lack of collaboration and team work between school management teams and teachers of public senior secondary schools in north western states of Nigeria. It seems that poor relationships between school managers and their teachers may affect their job performance. School managers serve as links between the government, staff members, students and the community. They constitute the decision-making organ on academic matters in secondary schools in Nigeria and their failure to effectively carry along and interact with their teachers and students may produce negative effects on management-teacher relations, teacher job performance. Management teacher-relations, teacher job performance is a vital tool in the educational objectives for the improvement of teaching and learning which is the sole responsibility of the management team of the school which constitute a great problem in secondary school education. Many reasons have been advanced as likely factors militating academic excellence in secondary schools in Nigeria. The issue of management-teacher relations, which translates to poor teacher job performance, has been a concern to all and sundry. One of the most pressing problems confronting secondary education in Nigeria is that of managerial issue. There have been problems of how to create or install a high-quality management in secondary schools that could facilitate teacher performance. Considering the above problems confronting the position of school managers, the researcher therefore, investigated management-teacher relations and teacher job performance in public senior secondary schools in North Western zone, Nigeria.

Purpose of the Study

The study examined the relationships that exist among management-teacher relations and teacher job performance in public senior secondary schools in Nigeria.

Specifically, the study set out to:

1. determine the relationships that exist among management-teacher relations and teacher job performance in public senior secondary schools in north west zone, Nigeria.

Research Questions

The study was guided by the following research questions:

1. What is the relationships that exist among management-teacher relations and teacher job performance in public senior secondary schools in north west zone, Nigeria?

Research Hypotheses

The following hypotheses have been formulated to guide the study:

1. There is no significant relationship between management-teacher relations and teacher job performance in public senior secondary schools in North West zone, Nigeria.

Significance of the Study

The outcome of the study is expected to make significant contributions to the Federal Ministry of Education, school principals, and other educational stakeholders like the school management teams, principals of senior secondary schools in the north western states, the Zonal Inspectorate of Education Officers (ZIE) in the states, the States' Education Resource Centers, States Education Quality Assurance Officers, Decision/policy makers in training, monitoring and evaluating management teams of public senior secondary schools in north western zone, Nigeria, fellow researchers and students.

Scope of the Study

The study examined the relationship between management-teacher relations, teacher job performance in public senior secondary schools in North Western zone, Nigeria. The geographical areas of this study were the six states of the North, Western zone of Nigeria which are Jigawa, Kano, Katsina, Kebbi, Sokoto and Zamfara states. Kaduna state was not captured in the study because of the insecurity in southern part of the state.

Methodology

This study investigated management-teacher relations and teacher job performance in public senior secondary schools in North, Western zone, Nigeria. A survey research design was used in this study. Specifically, correlational survey research was used to carry out the study. The manifestations of the independent variables have already occurred before the commencement of the study; hence, manipulation is not possible. Correlational survey research seeks to establish the relationships which exist between two or more variables. Specifically, the study is a retrospective one, which seeks to establish whether or not association between variables is functional (Anikweze, 2014). The population of the study consists of 19,303 (1046 Principals and 18,257 teachers). The population was drawn from 1,046 Public Senior Secondary Schools in North Western zone, Nigeria. The sample for the study is made up of 89 school principals representing 0.85% of the total population of 19,303 drawn from 1046 public senior secondary schools in the North Western States of Nigeria, 1442 teachers representing 0.85% were sampled out of 18257 teachers. The sample size for the study consisted of 1,531 respondents. Nworgu (2012) noted that a population proportion of 0.85% can be used if the population is large. Multi-stage sampling technique was used to select the respondents. The first stage of stratification was based on states as public senior secondary schools were drawn from each state. The states are Jigawa, Katsina, Kano, Kebbi, Sokoto and Zamfara. The principals of the selected schools automatically form part of the sample of the study. In the second stage, teachers were sampled. Kaduna state was not captured in the study because of the insecurity in southern part of the state. The researcher self-developed questionnaire titled "Management-Teacher Relations, Teacher Job Performance Questionnaire in Public Senior Secondary Schools" (MTRTJQPSSS) was used for data collection. The questionnaire contains sections A, B and C. Section A elicited information on the bio-data of the respondents while section B which contains 25 items was constructed based on management-teachers' relations, teacher performance. Section C of the questionnaire was developed in sentences using the 5-points

rating scale based on the activities that define management-teacher relations, teacher's performance. The respondents were required to rate the items based on: 5 for always; 4 for very often; 3 for often; 2 for Sometimes; and 1 for Not at All (Anikweze, 2014). The content validity of the instrument was established by subjecting the instrument to criticism of experts in Administration and Planning as well as Measurement and Evaluation. The experts judged how the items in the instrument truly represent the content and specific objectives the topic sets to achieve. They judged the items in terms of content relevance, content coverage and content clarity of language and wordings. The validity index of 0.90%, and 0.91% with average validity index of 0.91% was obtained. The reliability of the questionnaire was determined through pilot testing as the researcher sampled 40 teachers' randomly from selected five public senior secondary schools which were not among the sampled schools for the study using the same instrument, that is "Management-Teacher Relations, Teacher Job Performance in Public Senior Secondary Schools" (MTRTJPPSSS). The obtained scores were correlated. The reliability index of the instrument was obtained at correlated coefficient $r=0.83$ using Pearson Product Moment correlation.

Procedure for Data Analysis

The research questions were analysed using mean and simple percentages, while Pearson Product Moment Correlation was used to test the hypothesis in order to arrive at a statistical decision on management-teacher relations and teacher job performance, management-teacher relations and students' academic achievement and teacher job performance and students' academic achievement respectively. The statistical tool was considered more suitable for testing hypotheses that have relationship between or among different variables and when the number of respondents were more than 30.

Findings and Presentation of Results

In this section, means, standard deviations and simple percentages were used to analyse the research questions framed for the study. Results are shown from Tables 1 and 2..

Research Question 1: What is the nature of management-teacher relations in public senior secondary schools in North Western zone, Nigeria? The results of the responses to the above research question are shown on tables below:

Table 1: what is the relationship between management-teacher relations and teacher job performance in public senior secondary schools of North western zone, Nigeria.

| Variables | N | X | r-cal. | Remarks |
|------------------------------|----|-----|--------|----------|
| Management-teacher relations | 89 | 3.0 | 0.62 | Positive |
| Teacher job performance | 89 | 3.0 | | |

Table 1 shows the aggregate mean obtained for management-teacher relations is 3.0 and the mean of teacher job performance is 3.0 while the calculated r is 0.062 This indicates that there is positive relationship between management-teacher relations and teacher job performance in public senior secondary schools of North western zone, Nigeria.

Test of Hypothesis

In this section Pearson's product Moment Correlation was employed in testing the hypotheses formulated at 0.05 levels of significance in order to arrive at a statistical decision:

- 1. Research Hypothesis 1:** There is no significant relationship between management-teacher relations and teacher job performance in public senior secondary schools in North West zone, Nigeria.

Table 2: Correlation showing relationship between management-teacher relations and teacher job performance.

| S/N | Items | N | Correlation Coefficient (r) | Table Value (r) | Level of Significance |
|-----|--------------------------------|----|-----------------------------|-----------------|-----------------------|
| | . Management-Teacher Relations | | | | 0.05 |
| | Teacher Job Performance | 89 | 0.62 | 0.062 | Significant |

Table 3 shows the result of Pearson product moment correlation coefficient (r) analysis of the relationship between management-teacher relations and teacher job performance in public senior secondary schools in North western states of Nigeria. The calculated (r) is 0.62 and found to be significantly high when compared with the table value of 0.062. Since the calculated value 0.62 is higher than the table value of 0.062, the null hypothesis is therefore rejected meaning that there is a significant positive relationship between management-teacher relations and teacher job performance in public senior secondary schools of North western states of Nigeria.

Discussion of Major Findings

Finding of study revealed that the nature of management-teacher relations revealed above average in public senior secondary schools in north western states of Nigeria. The nature of management-teacher relations in public senior secondary schools in north western zone is concern with teachers at work and their relationship within the school environment. The best way to manage a school is by involving teachers in decision-making process of the school. Managing teachers are an aspect of management-teacher relations which is a collaborative and cordial relationship which exists between school managers and teachers for the purpose of developing a strong teaching workforce in the school system. Teachers with good relationship with their school managers are quality oriented, more productive and they always look for better ways of carrying out their teaching jobs effectively.

The level of teacher job performance in public senior secondary schools in north western states of Nigeria revealed above average. The nature of teacher job performance entails doing more with less resources, making more from what the teacher has rather than smarter than harder. For a teacher to improve their productivity they must possess a natural ability and the will power to be involved in productivity ventures. Teacher job performance remains an issue of great concern to a school with progressive agenda. Teacher job performance is concerned with the overall effectiveness and efficiency of carrying out their teaching responsibilities and to ensure that students are well taught and prepare them towards achieving good academic results. It is pertinent to note that teacher job performance entails the extent to which teachers carry out their teaching jobs. As a result, it is imperative to examine the various means of encouraging teacher performance in the school system. For a teacher to improve his/her productivity, he/she must possess a natural ability and the will power to be involved in productive ventures. Additionally, prompt application of personnel management technique, has an important and influential bearing on teacher productivity.

Conclusion

The findings of the study show the following conclusions: teacher job performance is highly influenced by the nature of management-teachers' relations in public senior secondary schools in North Western States of Nigeria. The findings of this study maintained that building a cordial working relationship between school management teams with their teachers is a motivating factor which helps to improve the job performance of teachers. Teacher job performance is positively influenced by the nature of management-teacher relations in any school. Positive relationships established by school managers with their teachers are prerequisite for effective job performance by teachers in public senior secondary schools in North Western zone, Nigeria.

Recommendations

Based on the findings of this study, the following have been recommended:

1. Guidelines for management-teacher relations should be clearly spelt out and they should be integrated into the secondary school administrative policy to enhance management-teacher relations.
2. The school managers of the north western zone should maintain cordial management-teacher relations with their teachers to enhance effective teacher job performance in their respective schools.
3. School management teams should encourage good teacher job performance in their respective schools and equip teachers with the necessary skills and knowledge through different forms of training such as workshops, symposia, seminars and conferences to enhance teacher effective job performance.
4. School management teams should improve their personal relationships with the teachers to enable them identify and solve problems associated with students' learning situations that are capable of limiting their academic achievement.
5. School management teams should exhibit good management-teacher relations and Quality Assurance Officers should promote positive management-teacher relations in

all the public senior secondary schools in the north western zone of Nigeria in particular and Nigeria in general.

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