

Management of Secondary School Teachers' Talent and Qualification Heterogeneity and Effective Administration of Secondary Schools in Rivers State

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Abstract

This study investigated management of secondary school teachers' heterogeneity in talent and qualification and effective administration of secondary schools in Rivers State. The Pearson Product Moment Correlation tools was used to answer research questions and for hypotheses testing at 0.05 significance level. The population composed of all the 261 government owned secondary schools with 7619 teachers which were the respondents. A sample of 355 respondents were used which signified 93% of the population. Stratified random sampling method and Taro Yamen Formula were used for sampling. Research instrument titled managing teachers' heterogeneity and Effective Administration Questionnaire (MTHAQ) was used in collecting data. The questionnaire items which yielded a reliability coefficient of 0.89 for heterogeneity management items and 0.78 on administrative performance was used as instrument. Person Product Moment Correlation Statistics and Multiple regression was used for analyzing the research questions and test of hypotheses at 0.05 significant level. Research outcomes indicated that significant relationship exists between teachers' talent and qualification heterogeneity management and effective administration of secondary schools in Rivers State. Based on the findings, the study recommended that education administrators should be given professional

development trainings that will enhance their skills and ability to manage heterogeneity among teachers in Rivers State.

Key words: Management, Teachers Heterogeneity, Talent, Qualification, Effective Administration.

INTRODUCTION

Management of teachers' heterogeneity in educational administration has become a subject which calls for evaluation, judgment and valuation among school administrators at various levels of education. Individual teachers have different attributes, interests, values, personalities, skills etc. and these differences are capable of bringing disruptions that can adversely affect organizational productivity. However, the school administrator must not see these differences as limitations rather as an asset and a lens for looking at, developing, advancing talent for optimal utilization of manpower and increased productivity in the school. Administrators should see teachers' heterogeneity as a competitive advantage to increase the competence of their workforce by bringing their unique identities to work. Such as skills, abilities, values, different perspectives etc. Okorie (2009) revealed that it is this heterogeneity that makes an organization more valuable.

In public secondary schools, teachers' heterogeneity may exist in the form of differences in talent/skill, teachers' qualification and training, leadership style, gender etc. The administrator must understand this individual heterogeneity that matter for teachers behaviour at work place and focus on harnessing a diverse workforce that will enable him assign jobs or responsibilities to each teacher or worker to contribute his/her own unique contributions towards the achievement of the goals of the school thereby giving every teacher a sense of belonging.

Talents/skills are abilities which employees bring to the workplace. When a job requires skills of the employee, such an individual considers the task to have a lot of personal meaning. Employee's talent/skills have been found to play an important role in the service delivery of workers and effective administration of schools because the more skills involved in a task, the more meaningful the

work is likely to be to an employee. In schools, talents are informal credentials which teachers bring to the work place and these talents differ from one individual to another.

Terri (2000) refers to talent as the degree to which a job requires a variety of different activities in carrying out the work and the use of a number of personal skills and talents of the worker. The difference in talent may be in the talent composition or in the areas of application within the school. For instance, a teacher may be proficient in using modern visual aids, typing designing, graphic designs and other ICT related skills. In managing teachers talent in schools, the administrator must create an opportunity for teachers to use their talents in the school as a strategy for enhancing work-life balance and maintenance of teachers' morale in the school system. The school administrator/principal must ensure that the different teaches' talent are assessed and harnessed for delegation of both formal and informal duties to teachers in the school.

Obasi and Asodike (2007) argued that effective management of teacher's talents involves the practice of engaging the teacher's appropriate skills, abilities, knowledge and experience to fill job vacancies in the school system. According to them, in managing teachers' diverse talents in the school system, the school administrator must realize the value in acquiring a diverse workforce, ensure that the different talents are treated as special and relevant to the school and encourage teachers to realize the need for them to use their talents to enhance their performance and service delivery. As Chuu-Uzomah (2014) pointed out, for the school administrators to realize their objectives, the administrators have to consider the different areas a particular teacher needs to be enhanced for him or her to deliver to a maximum in the teaching and learning process. The school principal should ensure that everybody is valued for their unique contributions, no talent should be valued more or less, this will help the teachers achieve their highest potential, and also enhance the delivery of extra-curricular activities in the school as teachers with talents can be assigned to mentor or coach teachers and students who want to acquire such talents, thus the students' total development.

Teacher's heterogeneity in qualification and training is common with the workforce of schools due to the fact that teachers with different areas of specialization are engaged in the teaching service in schools. Education is regarded as the key to sustainable development in a country, the educational system of any country cannot rise above the quality of teachers actively involved in it because teachers occupy an important position in the scheme of activities in the education industry. In the school organization teachers to a large extent determine the success and failure of education programmes.

According to Agi (2010) quality teachers should regularly be attracted to the education system since they are critical instrument in the transmission of knowledge, skills, attitude, ideas and worthwhile values appreciated by the society for peaceful co-existence and economic growth. Akinwumiju and Agabi (2008) also observed that education system of any country can yield good or bad results depending on the quality of teachers and their level of performance.

Aitken (2004) says that a teacher is that individual who has had some training to become a teacher in the education industry. Basing on this fact, the teacher intending to teach has to be trained on the effective application of the prerequisite methodologies. There are several subjects taught in secondary schools grouped into various departments which include Arts, Mathematics, Science, Vocation, Social Sciences etc. Due to this, most schools have a pool of teacher's heterogeneity in the areas of specialization. This fact implies that school administrators/principals must ensure that teacher's heterogeneity in the area of qualification/specialization amongst teachers is properly managed to curb unhealthy rivalry and tensions that may arise. Educational administrators must pay attention towards ensuring placing the right person in the right job at the right time by developing and using his skills and to retain him as a satisfied worker. In line with this, Asodike (2010) stated;

In assigning responsibilities to teachers, it is expedient to consider his teaching qualification, experience, and previous training the number of pupils and lessons to be taught daily or weekly, and the amount of preparation required. The length of class period, the nature of the subjects taught with the amount of time required for grading pupils work, and the pupils' characteristics should also be given adequate consideration (p.239).

In managing teacher's heterogeneity in the areas of qualification and training, the various teaching departments in a school should be guided and encouraged to relate interdependently with members of other departments to avoid segregation and discrimination, rather than engage in comparative differentiation, teachers with different qualification and specialization should be involved in all school committees and activities, teachers are more likely to co-operate and work together in groups based on the recognition of the advantages of a heterogeneous staff mix.

Furthermore, teachers should undergo a conscious orientation/induction programme geared towards achieving respect for the individual differences in the area of specialization of their colleagues as this will facilitate an inter-disciplinary approach to problem solving in the school system. The problem solving approach is a holistic approach which view, analyze and tackle problems from different professional perspectives. These problems or challenges could be in the area of classroom management, delivery of certain lessons, preparation of lesson note, test and assignment, keeping attendance diary, preparation of continuous assessment sheet record and any other routine work. These challenges can be effectively managed by engaging the services of a "helping teacher" with relevant knowledge to handle such challenges. Also, older and more experienced teachers should be encouraged to expose the inexperienced teachers to their area of specialization.

Agabi (1999) held that the principle of functional specialization stipulates that people with different qualification and specialization must be allowed to contribute and participate in the educational planning process. The principle of functional specialization provides the framework for the educational planning and problem solving and to maximize teachers' heterogeneity in qualification and training for achievement of educational goals. Sequel to this, those recruited and engaged in teaching services in secondary schools without the required training from a recognized institution awarding teacher education certificates or offering teacher education programmes should not be seen as inferior to those with the requisite credentials but should be put through the various orientations, on-the-job training programmes, seminars, conference, workshops etc. Through these channels, desirable and expertise

knowledge skills, ideas are made known to teachers to improve their competence and effectiveness.

Nnabuo and Onyeike (2007) observed that staff training on-the-job is the solution to low productivity of teachers in secondary schools. For instance those that were recruited in the recent teachers' recruitment exercise by the Rivers State government without certificates in education were advised to run a one year programme in education to obtain a Post Graduate Diploma certificate in education (PGD). In spite of these differences in qualification training every teacher must be respected and treated as a valuable asset for their unique contributions towards achieving effective school administration. Effective administration in education has to do with the ability of the school administrator to coordinate human and material resources available to the school in the right way, the right time and without wastage of resources to achieve educational set goals and objectives.

According to Bratton and Gold (2012) employees (teachers and other personnel) are endowed with a range of abilities, talents and attitudes to influence productivity and maximize profit, therefore, for the educational goals to be attained, the educational managers must possess the skills of effective management styles in carrying out the educational goals and objectives. In the education sector, teachers have different characteristics which can influence the school negatively or positively, so there is need for the school principals or administrator to acquire skills of managing teachers heterogeneity for effective administration of schools. Torrington and Hall (1987) in Bratton and Gold (2012) stated that management is concerned with satisfying employees' work related needs and dealing with their problems thus managers (principals) should not only focus on the job alone, but also on the welfare of their subordinates in order to create a balance between organizational tasks and employee relationship to ensure maximum production as well as belongingness.

STATEMENT OF THE PROBLEM

Heterogeneity in teachers is a normal phenomenon. When it is properly managed, it becomes an asset to performance but when it is poorly managed it can hinder performance and productivity. Interest groups in education hold the opinion that the decline in quality of

service delivery and students' poor performance in the internal and external examinations is due to under-utilization of teachers in school administration and consequently the decline in quality education. The study investigated this area of concern because it is not known whether there is any relationship between management of teachers' talent and qualification heterogeneity and effective educational administration in secondary schools in Rivers State.

AIM AND OBJECTIVES

This study investigated the relationship between teacher's heterogeneity management and effective administration of government-owned secondary schools in Rivers State. Specifically, the study sought to:

- (1) Determine the relationship between talent heterogeneity management in teachers and administrative performance in secondary schools in Rivers State.
- (2) Identify the relationship between qualification heterogeneity management in teachers and administrative performance in secondary schools in Rivers State.

RESEARCH QUESTIONS

The following research questions guided this study;

- (1) What is the relationship between talents based heterogeneity management in teachers and management performance of school administrators in government-owned secondary schools in Rivers State?
- (2) What is the relationship between qualification and specialization based heterogeneity among teachers and management performance of administrators in government owned secondary schools in Rivers State?

RESEARCH HYPOTHESES

- (1) There is no significant relationship between talents based heterogeneity management among teachers and management performance for administrators in government-owned secondary schools in Rivers State.
- (2) There is no significant relationship between qualification based heterogeneity among teachers and management

performance of administrators in government owned secondary schools in Rivers State.

METHODOLOGY

The population of this study comprised two hundred and sixty one (261) public secondary schools in Rivers State. The total respondents are seven thousand six hundred and nineteen (7619) teachers in the 261 public schools that made up the population. A sample of 380 teachers was selected as study participants using stratified random sampling technique and Taro Yamen's formular for selection of representative sample. Firstly, 12 local government areas in (47%) were randomly sampled for the study, secondly, a total of 47% of the schools in the sampled local government areas were randomly sampled to obtain a total of 66 public secondary schools. The Taro Yamen formular was then applied to sample 380 teachers from the 66 sampled schools for the study. A researchers – structured questionnaire titled Managing Teacher Heterogeneity and Effective Administration Questionnaire (MTHEAQ) was used as the research instrument. The rating scale of the instrument was the modified 4-point likert scale. Very High Extent (VHE) – 4 points, High Extent (HE) – 3 points Low Extent (LE) – 2 points, Very Low Extent (VLE) – 1 point. This instrument of the study was validated by experts in the area of measurement and evaluation in the Education Faculty of University of Port Harcourt. The reliability of the instrument was ascertained using the test-retest method and the reliability coefficient was correlated using Pearson Product Moment Correlation Statistics, these yielded a coefficient of 0.98 for management of heterogeneity items and 0.78 for administrative performance.

The researcher engaged four (4) trained research assistants to administer the research instrument to the respondents and a total of 355 out of the 380 copies were retrieved giving a response rate of 93%. The Pearson Product Moment Correlation Statistics was applied to analyze the data and to answer the research questions and to test the null hypotheses at 0.05 significant levels. The criterion mean was 2.5 any item that scores 2.5 and above is accepted while scores below 2.5 was rejected.

RESULTS AND DISCUSSION

Research Question 1: What is the connection between talents based heterogeneity management in teachers and administrative performance of school administrators in government-owned secondary school in Rivers State.

Table 1: Weighted mean (\bar{X}) and r-coefficient of relationship between management of talent heterogeneity and administrative performance of school administrators

S/N	Correlated Variables	N	Mean	R	R ²	Remarks
1	Management of talents heterogeneity	355	11.00	0.50	0.25	Moderate and positive relationship
2	Administrative performance of school administrators		61.14			

The result of correlation data analysis in Table 1 yielded an r-coefficient of 0.50 which is positive. This is considered a moderate relationship, this means that moderate and positive connection exist between management of talents heterogeneity in teachers and management based performance of principal in government-owned Secondary Schools in Rivers State. This means that a change in talent-based heterogeneity management will result in similar change in administrative based performance of principals by 25% (see r²-coefficient and remarks in table 1).

Research Question 2: What is the relationship between management of qualification/training heterogeneity in teachers and administration based performance of principals (school administrators) in government-owned Secondary Schools in Rivers State?

Table 2: Weighted mean (\bar{X}) and r-coefficient of the relationship between qualification/ training heterogeneity and administration-based performance of principals (school administrators)

S/N	Correlated Variables	N	Mean	R	R ²	Remarks
1	Management of qualification/training heterogeneity	355	11.32	0.55	.303	Moderate and positive relationship
2	Administrative performance of school administrators		61.14			

The result of correlation data analysis in Table 2 yielded an r-coefficient of 0.55 which is positive. This means that moderate and positive relationship exist between management of qualification heterogeneity in teachers and administrative performance of principals (school administrators) in government-owned Secondary Schools in Rivers State. The r² in Table 2 shows that management of qualification and training accounts for 30.3% of change in administrative performance of school principals.

TEST OF HYPOTHESES

Hypothesis 1: no significant connection was observed between talents based heterogeneity management in teachers and administration based performance of principals in government-owned Secondary Schools in Rivers State.

Table 1: Summary of test of relationship between management of talent heterogeneity and administrative performance of administrators

S/N	Correlated Variables	n	(\bar{X}) mean	R	2-tailed Sig. Value	Remarks
1	Management of talents heterogeneity	355	11.00	0.50	0.000	
2	Administrative performance of school administrators		61.14			Significant Ho ₁ rejected

Relationship Significant at 0.05 level

Table 1 revealed that r-coefficient of 0.50 obtained from correlating management of talent heterogeneity and administrative performance

of school administrators is significant at 0.000 (2-tailed). Since this significant level is far lower than 0.05 alpha level used in testing hypotheses, the relationship is considered significant. The null hypothesis which says no significant relationship exists is rejected (see the r-coefficient, 2-tailed significant value and remarks in Table 1). This means that management of talent heterogeneity is positive and significantly related to the administrative performance of principals in government-owned secondary schools in Rivers State.

Hypothesis 2: no significant relationship was noticed between management of qualification heterogeneity in teachers and administration based performance of principals in government-owned secondary schools in Rivers State.

Table 2: Summary of test of relationship between management of qualification heterogeneity and administrative performance of school administrators

S/N	Correlated Variables	N	\bar{X} mean	R	2-tailed Sig. Value	Remarks
1	Qualification training	355	11.32	0.55	0.000	Significant
2	Administrative performance of school administrators		61.14			Ho ₂ rejected

Table 2, revealed that r-coefficient of 0.55 obtained from correlating management of talent heterogeneity and administrative performance of school administrators is significant at 0.000 (2-tailed). This implies that null hypothesis stating that no appreciable connections exist between management of qualification heterogeneity and administration based performance of principals is rejected.

DISCUSSION OF FINDINGS

The result of data analysis which addressed the related question and hypothesis established that management of talent heterogeneity is moderately and significantly correlated with management performance of school principals/administrators. This relationship was even found to be significant at 0.05 alpha level, as it is appreciable at 2-tailed significant value of 0.000. This evidence

supports the view by Chuu-Uzomah (2014) who maintained that when differences in teachers talents are properly managed, it makes teachers achieve their highest potentials, enhance their own instructional delivery performance and the achievement of set goals of school which is among school management performance indicators.

Obasi and Asodike (2007) share in this view when they asserted that effective teachers' talents management enhances overall school goal achievement because the school administrators treats every talent as special and apply them appropriately to enhance performance of teacher workforce. The study also found positive and moderate link between management of qualification and administrative performance of school administrators. This position agree with Akinwumiju and Agabi (2008) who maintained that education system of any country can yield bad or good results depending on teachers quality and their education level and performance. This evidence from this funding further supports the view of Asodike (2010) that the rightful deployment, engagement or assigning of duties to teachers be based on their disciplines and qualifications. This implies that school principals should assign and allow teachers teach subjects in their areas of training and qualification, through assigning teachers to teach subjects in their areas of training and qualification, professional talent, energies, skills and totality of academic teaching work aimed at achieving the educational objectives and goals will be realized. In line with this finding, Asodike (2010: 239) states;

In assigning responsibilities to teachers, it is expedient to consider his teaching qualification, experience and previous training, the number of pupils and lesson to be taught daily or weekly, and the amount of preparation required should be given adequate consideration.

It teachers' abilities, training, energies etc. are well harnessed and applied to performance of goal oriented tasks in school system, it will manifest in effective performance of school, which cannot be separated from performance of principals/administrators.

CONCLUSION

Based on the findings of this study, the paper concluded that the effective utilization of the teaching manpower resources in particular and the overall administration of public secondary schools in Rivers state is largely dependent on the effective management of teachers heterogeneity in talent and qualification. The effective performance of their administrative duties in secondary schools could therefore be tied to the efficient management of teacher's heterogeneities.

RECOMMENDATIONS

Based on the findings and conclusion of this study the following recommendations were made: Educational administrators should be given professional training that will enhance their skills and capacity to manage a diverse workforce. The criteria for employment of teachers should be based on people with diverse qualifications and training on skills, experience and capacity to encourage and enhance teachers' heterogeneity in schools for effective educational service delivery.

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