



Management of teachers' psychosocial needs and their job performance in universities in south-south zone of Nigeria

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Abstract

The study investigated the relationship between management of teachers' psychosocial needs and job performance. Three research questions and three null hypotheses guided the study. The study adopted a correlational research design. The population of the study comprised all the 10,160 teachers in all the 268 secondary schools in Rivers State, Nigeria. The sample of the study comprised 2032 teachers. The simple random sampling technique by balloting was used to arrive at the sample representing 20% of the population. Two instruments titled Management of Teachers Psychosocial Needs Scale (MTPNS) and Job Performance Scale (JPS) were used for data collection. Face and content validities were ensured by experts. Cronbach alpha statistics was used to compute the reliability coefficients of MTPNS and JPS to be 0.87 and 0.72 respectively. Simple and multiple regression were used to answer the research questions while t-test and ANOVA associated with simple and multiple regression were used to test the null hypotheses. It was found that management of psychological and social needs of teachers statistically significantly predicted their job performance. It was recommended among others school administrator should use leadership style(s) that have human face in relating and instructing their teachers to carry out some specific functions. Furthermore, the students should be given proper orientation at the beginning of every academic calendar by the school counselors and administrators on the importance to respect their teachers as well as not being provocative to them.

Keywords: management of psychosocial needs job performance

Introduction

Performance is the ability of an employee to achieve results in the areas of responsibilities. Performance is the hall mark of every establishment. The growth of an organization is to a great extent and measured based on the quality and quantity of their products. Organization that is not productive will definitely be out of market. Performance of teachers simply implies the ability of the lecturers to plan their lessons, deliver their lessons, assess the students, provide feedback on students as well as control and manage the classroom. A teacher is a person who instructs to provide the teaching/ learning process and who, in his capacity to do this function at various capacities as an educator, instructor, tutor, counselor, professor, etc. (Afe, 2002) [3]. A teacher that does not perform may be approaching lesson plan, delivery, classroom management and control with difficulties. A teacher that is productive is one that is effective. Mello and Courcelle (2015, 20) as cited in Akani (2018) [1] reported that an effective teacher is a teacher:

- That is committed to students and their learning;
- That knows the subjects they teach and how to teach those subjects to the students;
- That is responsible for managing and mentoring students learning;
- That thinks systematically about their practice and learns from experience;
- That is a member of learning communities;
- Who attends professional development programmes;
- Who desires for improved school performance;
- Who goes for leadership training programmes; and
- Who is a mentor to other teachers;

A productive teacher is one that is saddled with the responsibility of grooming the students as well as improving the reputation of the school. Productivity in school is likened to achieving all the statutory functions of a classroom by a classroom teacher. Job performance of a teacher includes effective leadership, effective supervision, effective monitoring of students' work, motivating students' interest, class control and disciplinary ability of the teachers (Adeyemi, 2011) [2]. Job performance is an intentional act directed towards the desired goals and objectives when properly evaluated. Teacher's job performance could be seen as the duties and responsibilities performed by the teachers based on areas of specialty in the employment terms and reference. Afe (2002) [3] stated that no doubt the teacher is indispensable in any meaningful teaching/learning situation or in the education industry because both teaching and learning depends on him, for there can be no meaningful socioeconomic and political development in any society without teachers. The psychological and social disposition of the teachers may be of a very great importance in their level of performance. Afam (2015) [4] reported that there is a significant relationship between teachers' psychosocial disposition and their job performance. Psychology is the study of mind. The mind is very vital and essential in determining the level of concentration in a particular assignment. It takes a lot of concentration for one to be focused on job responsibilities. Management has to do with directing, coordinating, instructing and assignment of roles according to functional ability. If the teachers are not properly managed in the areas of coordination, instruction, assignment of roles, the teachers may feel bad hence having impediment is

discharging duties. It takes a teacher that is emotionally stable to develop a comprehensive lesson note as well as the delivery of the lesson for effective learning to take place (Afam, 2015) [4]. The school administrators should be polite and use friendly leadership style in instructing and directing of their teachers in order not to get them emotionally tensed-up. In the same vain, Adams (2017) [5] found that proper management of teachers’ emotional needs is highly related to their job performance in secondary schools in Imo State, Nigeria. In a similar development, Akinbola (2013) [8] found that teachers’ psychology plays an important role in their job effectiveness just like that of the students. In addition to the psychological stability of the teachers, there is yet a prominent role played by the teachers’ social life in the school. The social life of the teachers is the ability of the teacher to relate and incorporate with the students, colleagues, principals and the school environment. The social life is inevitable in the enhancement of one’s psychology. Making provisions for the teachers to have access to social events could go along a way in integrating them into the programmes of the day. A cordial relationship of the teachers with their immediate environment as well as their colleagues will in no doubt create an avenue where the teachers can learn more from direct and vicarious experiences. Mbakwe (2012) [6] found that effective socialization between the teachers and their immediate environment is a significant signal to undeniable teaching performance. Obioma (2012) [7] further reported that poor extracurricular activities in the school are the major cause of fatigue displayed by teachers in lesson delivery.

Statement of the Problem

Teachers’ productivity in public secondary schools in Nigeria is on the decrease. The case of secondary schools in Rivers State is not an exemption. Low productivity of teachers may be evidential in the low morale of lesson preparation, poor lesson delivery, and incompleteness of work as well as poor classroom management and control. This situation may have resulted in the manifestation of high level of indiscipline among the students. Most of the students consistently change schools in search of quality education. Unworthy disposition in character and in learning of students may depict low productivity in teachers’ tasks responsibility. If Nigeria as a third world country continues to graduate students who did not receive quality education from productive teachers, it will almost be impossible for Nigeria to develop.

Aim and Objectives of the Study

The study aimed at investigating the relationship between management of psychosocial needs and teachers job performance in secondary schools in Rivers State, Nigeria. Specifically, the study sought to:

1. Determine the independent prediction between management of psychological needs and teachers job performance in secondary schools in Rivers State, Nigeria.
2. Ascertain the independent prediction between management of social needs and teachers job performance in secondary schools in Rivers State, Nigeria.
3. Establish the joint prediction between management of psychosocial needs and teachers job performance in secondary schools in Rivers State, Nigeria.

Research Questions

The following research questions were answered to guide the study.

1. What is the independent prediction between management of psychological needs and teachers job performance in secondary schools in Rivers State, Nigeria?
2. What is the independent prediction between management of social needs and teachers job performance in secondary schools in Rivers State, Nigeria?
3. What is the joint prediction between management of psychosocial needs and teachers job performance in secondary schools in Rivers State, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 alpha level of significance.

1. Management of psychological needs does not independently significantly predict teachers’ job performance in secondary schools in Rivers State, Nigeria.
2. Management of social needs does not independently significantly predict teachers’ job performance in secondary schools in Rivers State, Nigeria.
3. Management of psychosocial needs does not jointly significantly predict teachers’ job performance in secondary schools in Rivers State, Nigeria.

Methodology

The study adopted a correlational research design. The population of the study comprised all the 10,160 teachers in all the 268 secondary schools in Rivers State, Nigeria. The sample of the study comprised 2032 teachers. The simple random sampling technique by balloting was used to arrive at the sample representing 20% of the population. Two instruments titled Management of Teachers Psychosocial Needs Scale (MTPNS) and Job Performance Scale (JPS) were used for data collection. Face and content validities were ensured by experts. Cronbach alpha statistics was used to compute the reliability coefficients of MTPNS and JPS to be 0.87 and 0.72 respectively. Simple and multiple regression were used to answer the research questions while t-test and ANOVA associated with simple and multiple regression were used to test the null hypotheses at 0.05 alpha level.

Results

Research Question 1: What is the independent prediction of management of psychological needs on teachers’ job performance in secondary schools in Rivers State, Nigeria?

Table 1: Simple regression on the independent prediction of management of psychological needs on teachers’ job performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.632 ^a	.399	.351	1.42039

a. Predictors: (Constant), psychological needs

Table 1 revealed that the regression (R) and regression square coefficients are given as 0.632 and 0.399. This showed that management of psychological needs has a high relationship with job performance. The coefficient of

determinism of 39.9% (0.399 *100) is the prediction of management of psychological needs on teachers' job performance in secondary schools in Rivers State, Nigeria. This implied that the management of psychological needs predicts teachers' job performance by 39.9%.

Research Question 2: What is the independent prediction between management of social needs and teachers job performance in secondary schools in Rivers State, Nigeria?

Table 2: Simple regression on the independent prediction of management of social needs on teachers' job performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.505 ^a	.255	.205	1.45214

a. Predictors: (Constant), social needs

Table 2 revealed that the regression (R) and regression square coefficients are given as 0.505 and 0.255. This showed that management of social needs has a high relationship with job performance. The coefficient of determinism of 25.5% (0.255 *100) is the prediction of management of social needs on teachers' job performance in secondary schools in Rivers State, Nigeria. This implied that the management of social needs predicts teachers' job performance by 25.5%.

Table 4: Simple regression on the independent prediction of management of psychological needs on teachers' job performance

Coefficients ^a							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision
		B	Std. Error	Beta			
1	(Constant)	28.520	2.080		13.709	.000	Hypothesis rejected
	Psychological needs	.227	.056	.632	4.055	.000	

a. Dependent Variable: psychological needs

Table 4 revealed that the calculated t-value associated with simple regression was 4.055 is significant at 0.000 when subjected to an alpha level of 0.05 level of significance. Therefore, the null hypothesis was rejected. By implication, management of psychological needs independently significantly predicted teachers' job performance in

Research Question 3: What is the joint prediction between management of psychosocial needs and teachers job performance in secondary schools in Rivers State, Nigeria?

Table 3: Simple regression on the independent prediction of management of psychosocial needs on teachers' job performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.711	.505	.511	1.41886

a. Predictors: (Constant), psychological, social needs

Table 3 revealed that the regression (R) and regression square coefficients are given as 0.711 and 0.505. This showed that management of psychosocial needs have a high relationship with job performance. The coefficient of determinism of 50.5% (0.505 *100) is the prediction of management of psychosocial needs on teachers' job performance in secondary schools in Rivers State, Nigeria. This implied that the management of psychosocial needs predicts teachers' job performance by 50.5%.

Hypothesis 1: Management of psychological needs does not independently significantly predict teachers' job performance in secondary schools in Rivers State, Nigeria.

secondary schools in Rivers State, Nigeria.

Hypothesis 2: Management of social needs does not independently significantly predict teachers' job performance in secondary schools in Rivers State, Nigeria.

Table 5: Simple regression on the independent prediction of management of social needs on teachers' job performance

Coefficients ^a							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision
		B	Std. Error	Beta			
1	(Constant)	33.720	1.798		18.749	.000	Hypothesis rejected
	Social needs	.088	.049	.505	1.797	.003	

a. Dependent Variable: social needs

Table 5 revealed that the calculated t-value associated with simple regression was 1.797 is significant at 0.000 when subjected to an alpha level of 0.05 level of significance. Therefore, the null hypothesis was rejected. By implication, management of social needs independently significantly predicted teachers' job performance in secondary schools in

Rivers State, Nigeria.

Hypothesis 3: Management of psychosocial needs does not jointly significantly predict teachers' job performance in secondary schools in Rivers State, Nigeria.

Table 6: ANOVA associated with multiple regression on the joint prediction of management of psychosocial needs on teachers’ job performance

ANOVA ^b							
	Model	Sum of Squares	df	Mean Square	F	Sig.	Decision
1	Regression	36.439	2	18.220	9.050	.000 ^a	Hypothesis rejected
	Residual	579.787	2029	2.013			
	Total	616.227	2031				

a. Predictors: (Constant), psychology, social
 b. Dependent Variable: teachers performance

Table 6 revealed that the calculated F-ratio associated with multiple regression was 9.050 is significant at 0.000 when subjected to an alpha level of 0.05 level of significance. Therefore, the null hypothesis was rejected. By implication, management of psychosocial needs jointly significantly predicted teachers’ job performance in secondary schools in Rivers State, Nigeria.

Summary of findings

The findings of the study are presented as shown below:

1. There is a statistically significant prediction of management of psychological needs and teachers job performance in secondary schools in Rivers State, Nigeria.
2. There is a statistically significant prediction of management of social needs and teachers job performance in secondary schools in Rivers State, Nigeria.
3. There is a statistically significant prediction of management of psychosocial needs and teachers job performance in secondary schools in Rivers State, Nigeria.

Discussion of Findings

The discussion of the findings is presented as shown below:

Management of Teachers’ Psychology Needs and Job Performance

The finding revealed that there is a statistically significant prediction of management of psychological needs and teachers job performance in secondary schools in Rivers State, Nigeria. The finding of this study did not bit the researcher’s imagination because of the prominent and noble importance attached to one’s psychological state in the face of tasks delivery. It takes a teacher that is emotionally stable to develop a comprehensive lesson note as well as the delivery of the lesson for effective learning to take place (Afam, 2015) [4]. The school administrators should be polite and use friendly leadership style in instructing and directing of their teachers in order not to get them emotionally tensed-up. In the same vain, Adams (2017) [5] found that proper management of teachers’ emotional needs is highly related to their job performance in secondary schools in Imo State, Nigeria. In a similar development, Akinbola (2013) [8] found that teachers’ psychology plays an important role in their job effectiveness just like that of the students.

Management of Teachers’ Social Needs and Job Performance

The study showed a statistically significant prediction of management of social needs and teachers job performance in secondary schools in Rivers State, Nigeria. A cordial relationship of the teachers with their immediate

environment as well as their colleagues will in no doubt create an avenue where the teachers can learn more from direct and vicarious experiences. Mbakwe (2012) [6] found that effective socialization between the teachers and their immediate environment is a significant signal to undeniable teaching performance. Obioma (2012) [7] further reported that poor extracurricular activities in the school are the major cause of fatigue displayed by teachers in lesson delivery.

Conclusion

Based on the findings of this study, it was concluded that proper management of psychological and social needs of the teachers are indispensably valid and significant approach to notable job performance in public secondary schools in Rivers State, Nigeria.

Recommendations

Based on the conclusion, the following recommendations were made:

1. The school administrator should use leadership style(s) that have human face in relating and instructing their teachers to carry out some specific functions. Furthermore, the students should be given proper orientation at the begging of every academic calendar by the school counselors and administrators on the importance to respect their teachers as well as not being provocative to them.
2. State and local government as well as the parents should subscribe to the idea of providing need extracurricular facilities that can enhance socialization in the school.

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