

PERFORMANCE MANAGEMENT CYCLE AND TEACHERS TASK PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE**BY****Okeowhor, Donatus Odinakachi: Department of Educational Management, Faculty of Education, University of Port Harcourt, Rivers State, Nigeria****Abstract**

The study examined performance management cycle and teachers task performance in public secondary schools in Rivers State. Three research questions were answered and three hypotheses tested in the study. The design used for the study was correlation design. Population of the study consisted of all the 262 Vice Principals Administration in public senior secondary schools in Rivers State out of which 158 Vice Principals Administration who were sampled for the study using randomly sampling technique while the sample size was determined using Taro Yamane minimum sample size determination formula. The instrument used for collecting data was questionnaire. A 30 item questionnaire titled "Performance Management Cycle Questionnaire" (PMCQ) was used to collect data on the independent variable while another questionnaire with 10 questionnaire items titled "Teachers Task Performance Questionnaire" (TTPQ) was used to collect data on the dependent variable. Cronbach Alpha was used to determine the reliability of the questionnaire with the following values; Performance Monitoring (PM) = 0.75, Performance Review (PR) = 0.81, Performance Reporting (PR) = 0.77 as well as Teachers Task Performance Questionnaire (TTPQ) = 0.76. The research questions raised were answered using Pearson Product Moment Correlation co-efficient while the hypotheses were tested using t-test of relationship at 0.05 level of significance. The findings of the study showed that the relationship between performance monitoring, performance review, performance reporting and teachers task performance was $r=0.72$, $r=0.56$ and $r=0.14$ respectively. It was recommended among others that school administrators should embrace modern technological devices for reporting of teachers' performance.

Keywords: *Performance, Management, Administration, Public secondary schools, Rivers State*

Introduction

It is often said that the teaching force in any nation determines the level of development that can be achieved at any point in time. This is why Okoli (2011) pointed out that no nation can develop beyond the quality of its teaching force. There is no doubt that teachers play significant roles in the administration of any school system. However, in addition to this, these teachers also play other administrative roles without which the quality of educational services provided from time to time may be threatened.

Despite the importance of the tasks performed by the teacher both academically and administratively, there is need for adequate management of the performance of the teacher in other to ensure professional task performance. Lane County (2017) opined that for any successful task to take place in the school, the performance management cycle of monitoring, review and reporting must be carefully enforced. This will help to guide the task performance of the teacher and ensure that the best educational service is delivered and at all times. If performance management must be successful in any organization, the activities of all employees must be carefully, consciously and accurately planned whether they are operating from the upper, middle or lower cadre of the organization (Schleicher & Baumann, 2019) and this involves subjecting all workers for test of quality of service delivery from time to time because the essence of performance management is to ensure that the goals and objectives of the organization are achieved in the long run. In the same manner, Awan, Habib, Akhtar and Naveed (2020) noted that performance management determines the effectiveness of all organizations as it takes into consideration issues relating to setting standards, achieving them through regular feedbacks and consolidating on previous accomplishments. This implies that the performance management cycle is a robust set of activities that combine to promote the goals and objectives of an organization optimally.

According to Meira, Nogueira, Aguiar and Machado (2010) performance monitoring is a set of processes and tools put in place to assess how well teachers carry out their duties in line with laid down regulations. It is in the process of monitoring that the strength and weakness of the teacher is being identified and managed for the achievement of the goals and objectives of the school. During the process of performance monitoring, the performance of the teacher is tracked and verified to ensure that the various tasks carried out are in line with the objectives of the school. This is important for the purpose of achieving commitment and professionalism in the task performance of the teacher. According to Willms (nd: 3) the collection of monitoring data also can serve several functions directly pertinent to improving schooling and reducing inequities. Similarly, monitoring data can also motivate administrators and teachers to improve performance and reduce inequities. This is important for teachers' task performance.

Aside performance monitoring, there is need for the review of the performance of teachers if quality must be achieved in the tasks performed by the teacher. Performance review is the process of evaluating the work carried out by the teacher by identifying the areas of strength and weakness in overall functions carried out by the teacher. One of the reasons for carrying out performance review is that it provides feedback on the challenges faced by the teacher in the process of discharging their tasks. Khan (2013) also added that it is in the process of performance review that the training needs of teachers are identified. The feedbacks collected are also used for setting the future goals of the school. When teachers are aware that their work will be reviewed from time to time, there is the tendency that they will improve on their level of effectiveness which will also affect the quality and quantity of tasks performed in the school. Aggarwal, Sundar and Thakur (2013) pointed out that performance review process can be either traditional or modern and focus on activities such as work groups, computer simulations, fact finding exercises, role playing and oral presentation exercise which make the review process comprehensive.

Furthermore, reporting of performance on assigned tasks is another important component of the performance management cycle which also influences the quality of work performed by the teacher. In the performance management cycle, monitoring and evaluation activities may be carried out within the school premises. However, there is the possibility that performance reporting will reach the view of external stakeholders and as such, every teacher is likely to put in their best in their task performance to ensure that the best report is documented about their services. The failure to manage the performance of these teachers can affect the quality and quantity of tasks performed leading to unfavourable report. This can have a multiplier effect not only on the students but also on the day-to-day administration of the school. It is therefore important for the performance of teachers to be monitored, reviewed and reported using both modern and traditional devices as well as the services of experts.

Purpose of the Study

The purpose of the study was to examine performance management cycle and teachers' task performance in public secondary schools in Rivers State. The specific objectives of the study were to:

1. ascertain the contribution of performance monitoring to teachers task performance in public secondary schools in Rivers State?
2. find out the contribution of performance review to teachers task performance in public secondary schools in Rivers State?
3. determine the contribution of performance reporting to teachers task performance in public secondary schools in Rivers State?

Research Questions

The following research questions guided the study:

1. What is the contribution of performance monitoring to teachers task performance in public secondary schools in Rivers State?
2. What is the contribution of performance review to teachers' task performance in public secondary schools in Rivers State?

3. What is the contribution of performance reporting to teachers' task performance in public secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- Ho₁: Performance monitoring does not significantly contribute to teachers' task performance in public secondary schools in Rivers State
- Ho₂: Performance review does not significantly contribute to teachers' task performance in public secondary schools in Rivers State
- Ho₃: Performance reporting does not significantly contribute to teachers' task performance in public secondary schools in Rivers State

Methodology

The design adopted for the study was correlation. The population of the study comprised all the 262 Vice Principals Administration in the 262 public senior secondary schools in Rivers State. The sample of the study was 158 Vice Principals Administration who were randomly selected for the study while the sample size was determined using Taro Yamane minimum sample size determination technique. The instrument used for data collection was questionnaire. A 30 item questionnaire titled "Performance Management Cycle Questionnaire" (PMCQ) was used to gather data on the independent variable of the study while another questionnaire with 10 questionnaire items titled "Teachers Task Performance Questionnaire" (TTPQ) was used to collect responses on the dependent variable of the study. They were responded to on a four point modified likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with weighted values of 4, 3, 2 and 1 respectively. The questionnaire was validated by two Measurement and Evaluation experts in University of Port Harcourt. Cronbach Alpha was used to determine the reliability of the questionnaire with the following values; Performance Monitoring (PM) = 0.75, Performance Review (PR) = 0.81, Performance Reporting (PR) = 0.77 as well as Teachers Task Performance Questionnaire (TTPQ) = 0.76. The copies of the questionnaire were administered by the researcher with the aid of five trained Research Assistants. The research questions raised were answered using Pearson Product Moment Correlation co-efficient while the hypotheses were tested using t-test of relationship at 0.05 level of significance. The t-test of relationship was estimated by converting the value of r in each of the research questions using the formula $t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$

Results

Answer to Research Questions

Research Question One: What is the contribution of performance monitoring to teachers task performance in public secondary schools in Rivers State?

Table 1: Pearson Product Moment Correlation Co-efficient of the contribution of performance monitoring to teachers task performance in public secondary schools in Rivers State

Variable	N	r	r ²	Remark
Performance Monitoring Teacher's Task Performance	158	0.72	51.8	High positive relationship

Table 1 showed that with a correlation co-efficient of $r=0.72$, there was a high positive relationship between performance monitoring and teachers task performance in secondary schools in Rivers State. Similarly, with a co-efficient of determination value of r^2 at 51.8, it reveals that performance monitoring contributed 51.8% to teachers' task performance. The remaining percentage was contributed by other factors.

Research Question Two: What is the contribution of performance review to teachers' task performance in public secondary schools in Rivers State?

Table 2: Pearson Product Moment Correlation Co-efficient of the contribution of performance review to teachers' task performance in public secondary schools in Rivers State

Variable	N	r	r ²	Remark
Performance Review Teacher's Task Performance	158	0.56	31.4	Moderate positive relationship

In table 2, the correlation co-efficient of $r=0.56$ showed that there was a moderate positive relationship between performance review and teachers task performance in secondary schools in Rivers State. Furthermore, with a co-efficient of determination value of r^2 at 31.4, it reveals that performance review contributed 31.4% to teachers' task performance while the remaining percentage was attributed to other factors.

Research Question Three: What is the contribution of performance reporting to teachers' task performance in public secondary schools in Rivers State?

Table 3: Pearson Product Moment Correlation Co-efficient of the contribution of performance reporting to teachers' task performance in public secondary schools in Rivers State

Variable	N	r	r ²	Remark
Performance Reporting Teacher's Task Performance	158	0.14	1.96	Low positive relationship

Table 3 indicated that with a correlation co-efficient of $r=0.14$, there was a low positive relationship between performance reporting and teachers task performance in secondary schools in Rivers State. Similarly, with a co-efficient of determination value of r^2 at 1.96, it shows that performance reporting contributed 1.96% to teachers' task performance while the remaining percentage was contributed by other factors.

Test of Hypotheses

Hypothesis One: Performance monitoring does not significantly contribute to teachers' task performance in public secondary schools in Rivers State

Table 4: t-test of relationship of the contribution of performance monitoring to teachers task performance in public secondary schools in Rivers State

Variable	N	df	t-cal.	t-crit.	Level of significance	Decision
Performance Monitoring Teacher's Task Performance	158	156	13.32	1.65	0.05	H ₀ was rejected

From table 4, it was revealed that the value of t-cal. of 13.32 was above the value of t-crit. of 1.65. Therefore, the null hypothesis was rejected and the alternative hypothesis upheld indicating that there was a significant relationship between performance monitoring and teachers task performance in secondary schools in Rivers State.

Hypothesis Two: Performance review does not significantly contribute to teachers' task performance in public secondary schools in Rivers State

Table 5: t-test of relationship of the contribution of performance review to teachers' task performance in public secondary schools in Rivers State

Variable	N	df	t-cal.	t-crit.	Level of significance	Decision
Performance Review Teacher's Task Performance	158	156	8.61	1.65	0.05	H ₀ was rejected

Table 5 showed that the value of t-cal. was 8.61 while the value of t-crit. was 1.65. Since the value of t-cal. of 8.61 was above the value of t-crit. of 1.65, the null hypothesis was rejected and the alternative

hypothesis upheld showing that there was a significant relationship between performance review and teachers task performance in secondary schools in Rivers State.

Hypothesis Three: Performance reporting does not significantly contribute to teachers' task performance in public secondary schools in Rivers State

Table 6: t-test of relationship of the contribution of performance reporting to teachers' task performance in public secondary schools in Rivers State

Variable	n	df	t-cal.	t-crit.	Level of significance	Decision
Performance Reporting Teacher's Task Performance	158	156	1.81	1.65	0.05	H ₀ was rejected

In table 6, it was revealed that the value of t-cal. of 1.81 was above the value of t-crit. of 1.65. Therefore, the null hypothesis was rejected and the alternative hypothesis upheld implying that there was a significant relationship between performance reporting and teachers task performance in secondary schools in Rivers State.

Discussion of Findings

Performance Monitoring and Teachers Task Performance in Public Secondary Schools in Rivers State

The correlation co-efficient r of 0.72 showed that the respondents of the study agreed that performance monitoring has a high positive relationship with teachers' task performance. This implies that the more the tasks carried out by teachers are being monitored, the better they perform on the job. Supporting this position, Atwebembeire, Musaaazi, Sentamu and Malunda (2013) pointed out from the findings of their study that performance monitoring contributes positively to quality teaching and research activities in the sampled schools. School administrators therefore need to know that when they devise the right strategy to monitor the activities of their teachers, more work can be covered. This may not be unconnected with the fact that the process of monitoring comes with some level of team work which helps teachers achieve improved task performance. Atwebembeire, Musaaazi, Sentamu and Malunda (2013) also revealed from their study that staff performance monitoring practices in private universities are coercive and unsustainable in enhancing quality teaching and research. However, care must be taken in the process of monitoring the tasks carried out by teacher as coercing the teacher in the process can reduce their job morale.

Willms (2010) in his own study also established a strong relationship between performance monitoring and institutional reforms thereby substantiating the finding of this study. There is no doubt that regular and professional reforms can contribute to improve task performance among teachers. However, this can only be achieved through professional performance monitoring activities where the challenges encountered by the different employees can be spotted and better work strategies recommended and implemented for improved teachers task performance across all schools.

Performance Review and Teachers Task Performance in Public Secondary Schools in Rivers State

The process of performance review is also an important function for individual as well as organizational task performance. According to responses provided by the respondents of the study, there existed a positive relationship of $r=0.56$ between performance review and teachers task performance. It was further revealed that performance review contributes 31.4% to teachers' task performance in the selected schools thereby revealing the vital role that performance review plays in the task performance ability of any formal organization. Khan (2013) revealed why this is possible as the finding of his study showed that a positive review leads to motivation among employees while a negative review does not. This implies that a positive performance review process is bound to motivate teachers and this motivation can in turn contribute to improved task performance among these teachers.

Explaining further, Gadzedzo (2009) pointed out that review process is sometimes characterized by bias and partiality and as a result the need for independent or external reviewers. It is therefore important for the government as well as school administrators to engage the service of independent performance reviewers. Method of review depends on the type and size of organization (Shaout & Yousif, 2014). However, when the performance review process becomes a fault finding procedure, it can hinder the success of the organization. Teachers therefore need to see and understand that the performance review process is for the development of the school and this is when such action will enhance the task performance of teachers in these schools.

Performance Reporting and Teachers Task Performance in Public Secondary Schools in Rivers State

There is no doubt the reporting organizational activities is one of the sure ways of keeping stakeholders abreast with the activities of the organization. The respondents of the study however showed from their responses that performance reporting has a low positive relationship of $r=0.14$ with teachers task performance. Similarly, the study showed that performance reporting predicts 1.96% of teachers' task performance. This development may be as a result of the application of ineffective performance repowering strategies or the wrong use of data collected from the performance reporting process. Establishing the reasons for this, Boyle (2009) observed a low emphasis on cross examination of records in the process of performance reporting. This suggests the need for performance reporting to be carried out using a benchmark which will help to reveal whether progress is made or not. This process will go a long way to build the confidence of teachers and improve on their level of task performance.

Bhattacharyya, McGahan, Mitchell, Mossman, Sohal, Ginther, Cha, Bopardikar, MacDonald, Hayden, Parikh & Shahin (2012) further revealed that output, operational activities, affordability and state of the balance sheet are factors that influence the process of performance reporting. This suggest that school administrators must have a positive goal in mind when carrying out performance reporting activities for improved task performance among teachers especially in public secondary schools in Rivers state.

Conclusion

The study concluded that there existed a significant positive relationship between the various performance management cycles and teachers task performance in public secondary schools in Rivers State. This implies that the process of developing the performance cycles in these schools also helps to develop the task performance of teachers in the same direction.

Recommendations

The following recommendations were made based on the findings of the study:

1. Experts should be assigned to monitor the different academic and administrative tasks assigned to teachers. This is to enable the teachers deliver the best educational service that meets the expectation of all educational stakeholders.
2. School administrators should develop a peer review process in the school where teachers can evaluate the work of one another and provide relevant assistance where necessary before a general review will be carried out so as to modify the quality of work performed by these teachers for meeting the goals and objectives of education in these schools.
3. Measures should be taken by the school administrators to make the report of teachers' performance public and not just for administrative consumption. This will enable these teachers put in more effort in the areas of their service delivery and also get reasonable contributions from the public on how to enhance their task performance.
4. Modern technological devices should also be adopted for teachers performance reporting. This will help to ensure data accuracy and reliability as well as help to improve on the task performance of teachers on the job.

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