



Principal's Mentoring as Correlates of Mathematics Teachers' Job Performance in Senior Secondary Schools in Adamawa State, Nigeria

Badamasi, Abubakar Barde

Department of Physical Sciences Education, Modibbo Adama University of Science and Technology, Yola, Nigeria.

Abstract: *The study investigated the relationship between mentoring and teachers' job performance in senior secondary schools in Adamawa State, Nigeria. One objective, two research question, and a hypothesis was formulated to guide the study. In chapter two the study reviewed literatures related to the study. In chapter three the researcher adopted a correlational research design. The area of the study was Adamawa State located in the North Eastern part of Nigeria; the target population is all the mathematics teachers (1,554) and principals (337) in senior secondary schools within the five education zones in Adamawa state, in this study, the sample size is 407 comprising 387 mathematics teachers, 20 principals, which was statistically determined using Taro Yamane formula for finite population. The instruments for data collection in this study were three questionnaires. Teachers' Satisfaction Base on Mentoring (TSBM) and Teacher's Job Performance (TJPQ). The instruments were validated by three experts; one professor, two associate professors and the reliability score was computed using Cronbach alpha method for establishing internal consistency coefficient reliability (α). Reliability coefficients of 0.75 for the TSBM 0.80 for the TSBM and 0.79 for (TJPQ) were obtained respectively. All the distributed questionnaires were distributed with the help of five research assistants trained by the researcher's for this purpose in 10 days. Descriptive statistics of mean and standard deviation is used to answer the research questions using. The Pearson Products Movements' Correlation Coefficient is used.*

Keywords: *Mentoring and Teachers' Job Performance.*

INTRODUCTION

The administration of secondary schools in Nigeria rests on the shoulders of principals who are the leaders, controllers and custodians of both academic and non-academic activities of their schools. The principal is the chief executive of the school, who provides instructional leadership by coordinating curricular, co-curricular programmes and also responsible for the general administration of his school. As leaders, principals are responsible for the supervision, mentoring, assessment, evaluation and dissemination of current information on academic and modern teaching techniques to teachers leading to effective teaching and learning process. As school managers, principals are expected to effectively guide and control administrative process for the purpose of achieving predetermined secondary education objectives as enshrined in the National Policy on Education (FGN, 2014). Secondary education is designed to prepare students for higher education and useful living in the society. The attainment of this objective rests on the managerial ability of the school principal

who is the overall leader, motivator, coordinator, adviser, planner, and supervisor of school activities. Babayemi (2006) opined that principals owe it a duty to modify the attitude of the staff by motivating and mentoring them to put in their best at achieving educational goals. The quality of managerial ability of principals to a large extent determines their successes or failures in the school system. The principals provide teachers with basic managerial techniques for effective teaching and learning to take place geared towards changing the behavioural pattern of the learner.

Basically mentoring, as a social learning model, is based on the practice of stressing the importance of positive reinforcement on behavior change. The act places emphasis on learning from other people through models of expected behavior norms (Agunloye 2008). The central focus of mentoring is learning through knowledge and skills acquisition. The process requires that responsibilities be shared between mentee and mentor (Zachary, 2000). Mentoring is a process of consciously building a mutual relationship between two or more professional colleagues for the purpose of promoting personal and professional growth. The professional colleagues usually have differentials in position, knowledge, skills, and experiences in the practice of the trade. The more experienced and skilled professional (Mentor) guides and nurtures the less experienced (Mentee) to foster professional growth and development (Deresh, 2001). The actions in mentoring are focused on providing support through modeling, teamwork, questioning, observations, and critical constructive feedback. This allows practice-embedded professional development through synergy and leveraging of professional knowledge and skills at minimal cost to the organization. In a null shell mentoring plays a significant role in bridging the relationship between supervisors and subordinates. According to Knippenberg and Steensma (2003), the expectation of a future interaction between the supervisors and subordinates would reduce the usage of hard influence tactics as this may endanger the relationship and make it less attractive. Previous researches have evidenced the impact of mentoring in professional and personal development of young members in different organizations. Extant research has shown that mentoring is one of the best ways in organizational learning and has demonstrated positive results with support and job satisfaction.

As a way to promote nurturing in collegial relationships, educational reformers have created professional development models in which experienced teachers share their expertise with less experienced teachers (Sargent, 2003). Sargent described the idea of an experienced teacher guiding and supporting for teachers by the principal and more experienced teachers as a popular professional development model. During the course of teaching, a more experienced teacher guides, counsels, coaches, and becomes a role model for the inexperienced teachers. The guiding, counseling, and coaching of practicing teacher is a model of mentoring that many researchers have attributed to increase job performance quality among teachers (Black, 2001). However, the mentorship process may not only consist of the formal mentoring processes that have been established and monitored by schools and districts, but may also include the informal or secondary mentorship experiences that occurs on a daily basis. Informal mentoring can fill the gaps that might exist within the more formal mentoring programs. The qualities attributed to the formal mentorship can be just as evident in the informal mentor, increasing the likelihood that their combined efforts will meet more fully the developmental needs of practicing educators (Wong, 2004). Generally, it is assumed that adequate motivation and mentoring may influence the quality of teacher's job performance with respect to gender, which may also pose as militating factor to job performance.

Bennett, Gottesman, Rock & Cerullo (2001) opined that gender behaviour of teachers affect their academic skills. Martin and Harsh (2005) opined that academic motivation and job performance are the same for male and female teachers. They averred further that, academic motivation and job performance does not significantly vary as a function of teachers' gender. That is, male teachers do not fare any better than female teachers. On the contrary, The International Rescue Committee (2009) opined that gender is a factor in determining teachers' roles and responsibilities. This contrast between Martins and Harsh (2005) and the International Rescue Committee (2009) could be as a result of human and research methodology factors. Bishay (2002) discovered that job satisfaction and motivation correlated significantly with responsibility

levels, gender, age, and years of teaching, experience and activities. Karabenick & Conley (2011) noted that on the average, teachers reported that they were positively motivated to participate in professional development.

Educational researchers have expended time and energy trying to unravel the possible causes of students' poor attitudes and performance in Mathematics. An area that has not been explored extensively is the influence of teacher attitude on student attitude towards the study of the subject. Research findings indicate that effective teachers facilitate learning by truly caring about their students' engagement and creating the right atmosphere that enhances student learning. They have high yet realistic expectations about enhancing students' capacity to think, reason, communicate, reflect upon and critique their own practice, and they provide students with opportunities to ask why the class is doing certain things and with what effect (Watson, 2012). The relationships that develop in the classroom become a resource for developing students' attitudes and Mathematical competencies and identities. These resources are very essential to the learning of Mathematics.

Attitude as a concept is concerned with an individual's way of thinking, acting and behaving. It has very serious implications for the learner, the teacher, the immediate social group with which the individual learner relates, and the entire school system. Attitudes are formed as a result of some kind of learning experiences students go through. This is mimicry, which also has a part to play in the teaching and learning situation. In this respect, the learner draws from his teachers' disposition to form his own attitude, which may likely affect his learning outcomes (Yara 2009). Yara (2009) avers that teachers with positive attitude towards Mathematics were inclined to stimulate favourable attitudes in their pupils. This immediately puts the teacher in the spotlight as one whose attitude, expressed in their behaviour, has a telling effect on students. Teachers' attitude and beliefs play a very significant role in shaping classroom practices (Bolhuis & Voeten, 2014). Does teacher attitude towards teaching significantly predict student attitude towards the learning of Mathematics and enhance students' achievement? Evidence of the relationship between teacher attitude and student attitude towards Mathematics have been anecdotal hence the need to undertake this study for practical evidence. This study therefore, will investigate the relationship between motivation, mentoring and job performance, considering gender as a moderator variable.

Statement of the Problem

In spite of the awareness of the goals of secondary education by the principals and teachers, it is highly surprising to observe incidences of unacceptable behaviour among teachers such as, absenteeism, lateness to school, teachers doing private business during official time, drug addiction, loitering of teachers. Also managerial malfunctions such as; teachers' salaries not promptly and regularly paid promotion delay and total absence of teacher- teacher / principal teacher mentoring. These show that all is not well with our post primary education and has affected the effective instructional delivery. Thus, one is forced to ask questions such as: are the principals motivating and mentoring teachers through effective leadership for effective teachers' job performance?

Specifically, the concern of this study therefore, is to examine the principals' mentoring techniques as correlates of teachers' job performance considering gender as a moderating variable in Adamawa state.

Purpose of the Study

This study aims at investigating the relationship between motivation, mentoring and teachers' job performance. Specifically this study will examine the relationship between:

1. Mentoring and secondary teachers' job performance in Adamawa state

Research Questions

The following research question was formulated to guide this study.

1. What is the level of teachers' principal mentoring in Adamawa state secondary schools?
2. What is the level of teachers' job performance in Adamawa state secondary schools?

Hypotheses

The following hypothesis is formulated to be tested at 0.05 level of significance in this study:

H0₁: There is no significant relationship between principals’ mentoring and teachers’ job performance in Adamawa state secondary schools.

Methodology

In this study the researcher adopted a correlational research design. The area of the study was Adamawa State located in the North Eastern part of Nigeria; the target population is all the mathematics teachers (1,554) and principles (337) in senior secondary schools within the five education zones in Adamawa state, in this study, the sample size is 407 comprising 387 mathematics teachers, 20 principals, which was statistically determined using Taro Yamane formula for finite population. The instruments for data collection in this study were three questionnaires. Teachers’ Satisfaction Base on Mentoring (TSBM) and Teacher’s Job Performance (TJPQ). The instruments were validated by three experts; one professor, two associate professors and the reliability score was computed using Cronbach alpha method for establishing internal consistency coefficient reliability (α). Reliability coefficients of 0.75 for the TSBM 0.80 and 0.79 for (TJPQ) were obtained respectively. All the distributed questionnaires were distributed with the help of five research assistants trained by the researcher’s for this purpose in 10 days. Descriptive statistics of mean and standard deviation is used to answer the research questions using. The Pearson Products Movements’ Correlation Coefficient is used.

Findings

Data Analysis and Presentation of Results

Research Question 1

What is the level of teachers’ principal mentoring in Adamawa state secondary schools?

Table 1: Mean and Standard Deviation for the Level of Teachers’ Principal Mentoring in Senior Secondary Schools of Adamawa State?

S/No	Items	N	Mean	S.D	Remark
21	To what level does the principal Involve staff in important organizational decision	407	3.82	1.09	HL
22	To what level does principal relate with employees	407	3.32	1.38	ML
23	To what level does principal’s respond to teachers’ challenges within and outside the school premises	407	2.95	1.36	ML
24	To what level is the principal’s assistance to the development of individual staff	407	3.29	1.38	ML
25	To what level does principal’s hold counseling meetings with teachers	407	2.64	1.25	ML
26	To what level does principal act of counsel to individual staff	407	2.76	1.38	ML
27	To what level is the principal’s reaction to defaulting teachers appropriate	407	2.82	1.03	ML
28	To what level does the principal encourage the teachers	407	3.84	1.31	HL
29	To what level does principal participate in extra curricula activities	407	3.48	1.19	ML
30	To what level is the principal temperamental on official matters	407	3.11	1.36	ML
	Grand Mean		3.20	1.27	ML

Key: SD = Standard deviation, HE= High level, ME= Moderate level

The descriptive statistics in Table 1 above shows the mean and standard deviation of teachers’ responses on the level of teachers’ principal mentoring relates in senior secondary schools of Adamawa state. The table

indicates high level for items 21 and 28; and moderate level for items 22-27 and 29-30, all items concern the level of teachers’ principal mentoring in senior secondary schools in Adamawa state. Finally, the result as indicated on Table 1 by the grand mean of 3.20. This implies that there is a moderate level of teachers’ principal mentoring in senior secondary schools in Adamawa state.

Research Question 2

What is the level of teachers’ job performance in Adamawa state secondary schools?

Table 2: Mean and Standard Deviation for the Level of Teachers’ Job Performance in Senior Secondary Schools in Adamawa State.

S/No	Items	N	Mean	S.D	Remark
31	Teachers come early to work	407	3.27	1.35	ML
32	Teachers participating in extra curriculum activities	407	3.17	1.24	ML
33	Interpersonal relation between employees	407	3.40	1.15	ML
34	Teachers- students relationships	407	2.89	1.17	ML
35	Teacher absenteeism	407	3.22	1.26	ML
36	Teachers complete the scheme of work per term	407	2.41	1.16	ML
37	Teachers utilize improvised instructional materials in the absence of one	407	3.55	1.30	HL
38	To what level does the teacher encourages students to participate in class	407	2.60	1.20	ML
39	To what level does teachers update their lesson notes	407	3.33	1.31	ML
40	In general what is the level of teachers performance in the school	407	3.21	1.21	ML
	Grand Mean		3.11	1.24	ML

Key: SD = Standard deviation, , HE= High level, ME= Moderate level

The descriptive statistics in Table 2 above shows the mean and standard deviation of teachers’ responses on the level of teachers’ job performance in senior secondary schools in Adamawa state. Finally, the result as indicated on Table 2 by the grand mean of 3.11. This implies that there is a moderate level of teachers’ job performance in senior secondary schools in Adamawa state.

Hypotheses Testing

The hypotheses were tested using Pearson Product Moment Correlation at 0.05 level of significance.

H0: There is no significant relationship between Mentoring and teachers’ job performance in Adamawa state secondary schools.

Table 3: Summary of Pearson Product Moment Correlation Statistic for Relationship between Motivation and Teachers’ Job Performance.

Model		Mentoring	Job performance
Mentoring	Pearson Correlation	1	.076
	Sig.(2- tailed)		.833
	N	407	407
Teachers’ Job performance	Pearson Correlation	.076	1
	Sig.(2- tailed)	.833	
	N	407	407

** . Correlation is significant at the 0.05 level (2-tailed).

The relationship between payment of the Mentoring and teachers’ job performance was investigated using Pearson Product Moment Correlation coefficient, which indicated significant relationship, since $p < 0.05$.

Preliminary analyses were performed to ensure no violation of the assumptions of normality and linearity. There was a strong, positive correlation between the two variables, $r_{ho} = 0.83$, $n = 407$, $p < 0.05$, with moderate level of Mentoring and moderate level of job performance.

Conclusion

On the basis of finding of the study it was concluded that mentoring have significant relationship with teachers' job performance in senior secondary schools in Adamawa state.

Recommendations

Based on the outcome of the data analysis, the following recommendations was in improving the teachers' job performance in senior secondary schools in Adamawa state and Nigeria in general.

Principals' mentoring should be paid attention mostly their basic needs to enable them to concentrate on their job for effective delivery.

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