

TEACHING MANPOWER RESOURCE PLANNING, JOB PLACEMENT AND PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE

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Abstract

This study investigated teaching manpower resource planning, job placement and performance in public junior secondary schools in Rivers State. Three research questions, two hypotheses was formulated and tested in this study at 0.05 Alpha levels. The study adopted partly descriptive and partly correlational survey design. The population of the study consisted of all public junior secondary schools in Rivers State (257 principals and 8916). A sample of 89 principals and 270 teachers in Rivers State was drawn using the stratified random sampling technique and Taro Yemen formula for representative sample. A structured questionnaire titled "Teaching Manpower Resource Management and Performance Questionnaire (TMRPQ). It was based on the modified 4 point Likert summated rating scale of High, Moderate, Fair and Poor performance. The instrument was properly validated and Reliability was established through Crombach Alpha Method which yielded co-efficient of 0.84. Mean and standard deviation was used to analyze the data and ascertain the research questions, while z-test statistics was used to test the hypothesis at 0.05 alpha levels. The findings revealed that there is a positive and significant relationship between planning, appropriate job placement and teacher performance. The performance of teaching manpower resource has moderate performance. The researcher therefore recommended that adequate plan should be provided guide teacher recruitment, posting and job assignment should be based on teacher qualification to improve on teachers' attitude to work across public junior secondary schools in Rivers State.

Keywords: Teaching Manpower Resource Planning, Job Placement and performance.

Introduction

Managing people in a workplace has been an issue of serious concern ever since the Hawthorne studies of 1960 of Elton Mayo who evaluated the human resources relation practices that existed in an organization. Consequently, managing people in a workplace has played a fundamental role in today's organization. It has been identified as key factor towards the realization of organizational effectiveness, goals and objectives. Managing people is important and applicable to both private and public sectors. The function of peoples' management takes place in an organization. Organization is perceived as a structure or an association put together by two or more people, to accomplish an aim or a common goal. It can be educational, business, public or private, small or large, simple or complex, crave to get knowledgeable people into its fold to produce positive result. They are put in place in order to derive certain objectives and goals.

Resources are categorized under human and material resources. Human resources refer to all classes of workforce, supervisors, and managers, skilled and unskilled in an organization. If adequate plans and proper placement is ensured, it can be said to be the greatest, most imperative, fundamental and critical asset of an organization. The continued existence of an organization, its improved performance and lofty profit margin are contingent on human resources.

The school organization refers to how schools arrange the resources of time, space, and personnel for maximum effect on the students for the achievement of set goals. Similarly, the school is an organization by which educational activities are conducted on a regular basis (Hunt in Mimar, 2014). Also as a social organization, it is discovered by the society to meet up with the educational needs and to sustain the educational activities. As an educational organization, the school enables students to increase their knowledge, ability and attitude in harmony with the principles of the educational organization. The school is a social organization on its own and can be handled within the context of relations and its place within the society. However, this background provides the role of school-heads, teachers, students, authority relations and disciplinary measures in school and how they inter-relate to enhance the achievement of educational goals and objectives.

The policy mandates the education ministries, boards, principals, vice principals teachers, community stakeholders and non-governmental organizations to participate towards improving education and the development of knowledge and skills of school children. The primary function of the principal is to oversee the affairs of the teachers, non-teaching personnel, students and the school plant to ensure that goals are met. The teachers' role is to teach so that knowledge is imparted on students, while the non-teaching personnel and the community stakeholders perform supportive role to the principal and teachers for the achievement of organizational goals. This study therefore focuses on the teaching manpower resource planning, job placement and performance in public junior secondary schools in Rivers State.

Teaching Manpower Resource Planning: Teaching manpower resources are those calibers of employees that possess professional teaching qualification and the right knowledge to impact and transmit to others (learners) in an educational institution in order to achieve set goal and objective. The teaching manpower resources are school principal, vice principals and teachers. They are needed in the school to manage and implement the education policies in the right direction. However, looking at it from a broader perspective, there is no doubt that the effectiveness and efficiency of every organization is dependent on its ability to put in place the required teaching manpower resource with regards to proficiency and appropriateness to match with the job assignment in relation to the achievement of organizational goals.

The manpower need of an organization is a requirement systematically proposed to match with the job requirement of an organization. This systematic process is achieved through manpower planning. However, Manpower planning which is otherwise regarded as human resources planning consists of putting right number of people, right kind of people at the right place, and right time. Doing the right things for which they are suited for achievement of goals of the organization. It has got an important place in the arena of industrialization (managementstudyguide.com). Fadipe (2011) opined that manpower planning deals with human capital development, distribution and exploitation. Fadipe added that manpower also is the volume of work force accessible for any particular category of work. Specifically, it is the volume of human beings with the germane skills, energies, talents, understanding and manner that can be committed to the fabrication of goods and services (Gbosi, 2003). Yesufu (2000) defines manpower planning as a process of determining and affecting a balance involving the accessible and potential human resources of a nation and their effective disposition and utilization. Thus, the major issue in manpower planning is to ensure that the right people to fit into the job vacancies are developed evenly spread across all areas of need and proper use of the available manpower resource. It further advances

into identifying the available manpower and to ensure that they are reachable in whichever way necessary in other that the capacity of the manpower resource satisfies the desired reason for their existence in the organization.

Fadipe in Obasan and Yomi (2011) identified some manpower planning needs for a systematic manpower planning in Nigeria as lack of unemployment predicament of the school leavers, financial system getting bigger and the accessible manpower abhorrently not enough for development programmes., incidence of surplus of unskilled labour and deficiency of skilled labour, severe drift in the massive number of youths from rural to the urban areas in search of pay employment. This issues highlighted have their own diverse ways in which they affect the economy which is the reason why the need for the planning of education especially the manpower resource becomes necessary to every growing economy like Nigeria. In most cases where the needs are treated with levity, it results to serious lack of unemployment of school leavers. This however could amount total breakdown of law and orders which is presently the case of Nigeria. This situation may as well lead to the inability for the country to conscript adequate number of skills (specialists) necessary for the economy for the reason that they were not accessible as well as negative impact as a result of an imperfect labour market state of affairs.

Teaching manpower resource planning takes a systematic approach. It is carried out in a set of procedure. First is the evaluation of the contemporary manpower inventory. This approach focuses on the current manpower status. For example, before the manager of the organization formulates forecast of future manpower, the current manpower state of affairs has to be analyzed taking cognizance of the following variables; organizational type, number and quality of such departments and workforce in these work units (Vserve Management system, nd). This is crucial because teaching manpower resource planning try to match the organizations forecasted demand for people with the anticipated supply of available workers (Mathis and Jackson in Peretomode and Peretomode, 2005). The manpower planning activity is a continuous process for managers of organizations. Its constant engagement puts the organization on a steady footing with regards to manpower adequacy. This however identifies manpower planning as a must do for every organization for it to achieve its goals and objectives.

Secondly, Predicting Future Manpower Forecasts has also been identified as one of the major problems that affect the future manpower forecasts. The inability to recognize demographic information and improper use of applicable technique for future manpower requirements in most of the work units negates organizational progress which is the reason manpower planning activity is considerable to be undertaking at regular intervals. For this singular reason two manpower planning techniques is identified to address the problems of demographic information and the right applicable techniques used in virtually all organizations across the globe. They include Experts Forecasts and Trend Analysis. The first is concerned with the informal decision, formal expert surveys and Delphi technique while the other concerns with the manpower needs of an organization which can be projected through extrapolation of data (projecting past trends), indexation (using base year as basis), and statistical analysis (central tendency measure).(peretomode and peretomode, 2005).

Thirdly is the Workload Analysis Approach. This analysis is reliant upon the nature of work load in a department, branch or division. This activity is important because it seek to address the worrying issues of teachers work load. For example, Aghenta in Akinsola (2011) identified that there are variations among teacher work load in Nigerian schools systems which in fact results to some teachers been regarded as being over loaded while others are seen as being under loaded. However, to determine work load in secondary schools in Nigeria by ratio is 1:40 according to the (Federal Republic of Nigeria 2013). Also, Oyeka (2002) in his study on analyses of resources management in public secondary schools in Edo State revealed that teachers in urban secondary schools had an average weekly workload per teacher of 20 periods while those in rural secondary schools had an average weekly workload of 24 periods. Similarly, another form of analysis is referred to Workforce Analysis. It is said that wherever production and time

period have to be undertaking, analyses and appropriate financial benefits have to be made in other to get net manpower requirements. If this approach is adequately applied it will be beneficial to both the school management and the teaching staff. On the part of management, it will help to increase productivity through the performance of the staff as well as a motivating force on the part of the teachers.

Lastly, other techniques apply in order to make manpower planning more practiceable. For example, the use of statistical models, with the help of computers are used to forecast manpower needs, such as budget and planning analysis, regression, New Venture analysis. Peretomode and Peretomode (2005) explained that forecasting techniques are more often than not mechanical. As a result computer is an extremely functional and effective tool. Forecasting techniques ranges from simple projections to sophisticated methods.

Appropriate Job Placement of Teachers: Placement means to assign an employee position in an organization. Placement on the job on the other hand means sending out of appointment letters to the employee. However, it is pertinent to state that placement of employee on the job starts from the following according Ibekwe in Peretomode and Peretomode (2005) writing out appointment letters, receiving the new staff on assumption of duty, getting them to feel at home and settle down in the organization and on the job, organizing orientation and induction course for the newly employed and assigning the new staff offices or placing them in their work environment and ensuring that they get necessary facilities. Consequently, when selection procedure has been adequately followed and completed, the new employee is reporting to work, entry is under way. Wanou in peretomode and Peretomode (2005) defines organizational entry as the process of moving from the status of “outside” to the status of “inside”.

Adelabu, (2005) explained that education background, professional qualifications, experience and declared interest of teachers are taken into consideration when allocating classes and subjects to them. Furthermore, vacancies are simply not filled by any kind of teacher, but rather teachers subject interests, their level of qualification and their teaching experience are factors which determine who goes to teach where. In addition, Adelabu (2005) further argued that teachers are supposed to be assigned classes and subjects purely on the basis of the vacancies, qualification and area of specialization rather than their interests and experience background. If it is based on qualification and area of specialization, it will perhaps lead to high level of teachers’ performance and student achievement while on interest experience base may only satisfy the teachers’ curiosity to teach without displaying professionalism.

Placing a teacher on the job is not enough deal; rather, providing the teacher with adequate teaching materials for effective lesson delivery is worthwhile. The use of objects and devices are essential teaching material that makes teaching and learning much easier. They are very important tools towards the achievement of teaching and learning. They are materials applied in teaching and learning process to facilitate information from one person to another (Adeoye, 2012). Moreso, instructional materials enhances efficiency of learning by improving the quality of teaching and learning process. For adequate teaching and learning to take place, provision of instructional materials is crucial to enable the teacher deliver his lesson effectively and efficiently. It offers numerous learning experiences individually or in combination to meet different teaching and learning experiences as well as encourage learners to become skilled technicians with and endless passion for learning (Arum, 2015).

Okobia (2011) identified the relevance of using instructional materials during classroom instruction. They include making the area under discussion more tangible, making of complex concepts more understandable, making the learning experience what is being learnt, increasing the level of creative ability of the learners, do away with false impressions and making teaching and learning interesting amongst others. This is obvious because activity of teaching and learning undertaking by the teacher is

simplified and even more realistic when the use of instructional material is involved. It further helps the prospective learner to improve his or her retentive ability.

Teacher performance: Performance can be said to mean the fulfillment of an obligation in a way that pleases the performer and the evaluator. It can also be expressed as the achievement of an assigned task evaluated against current known principles of precision, completeness, cost and speed. Consequently, to assign tasks has two dimensions; firstly, the person who assigns the tasks (the school management) and secondly, the person who accomplishes the task (the teacher). When task is assigned and performed by certificated persons who possess specific skill specialized area of knowledge in line with professional conduct, it is however considered as professional performance. It is expected that there is going to be an expectation of the accomplishment of the tasks assigned which may involve processes to accomplish. The successful actualization of the task assigned following specified procedures and standards is therefore regarded as performance.

To improve teachers' performance in schools, workloads appear to be a major setback which Sichambo (2011) recommended in his study that teachers' workload should be reduced by employing more personnel. Consequently, Calvo, Markauskaite and Trigwell (2000) established that a functional reduction in class size and germane provision of more opportunities for teaching manpower development would improve teachers' performance and increase students' learning experience. The implication is that a significant deficiency in the provision of teachers in schools may be a major setback not only to school but to the education industry in general. In addition, Odumbe, Simatwa & Ayodo (2015) summarized that low teacher-student ratio was one among other factors that boosts teachers performance in today secondary education in Nigeria. Owing to this fact, the Federal Government has made frantic effort to increase the provision of qualified teachers because of lack of qualified teachers in other to boost academic performance of teachers and students in the education system through the introduction of the Bachelors Degree in education in almost all the Universities in Nigeria in a bid to provide more trained teachers for effective teaching and learning. They also made a benchmark that only those who possess Bachelors Degree are to teach in secondary schools in Nigeria to improve academic performance of teachers and students in both urban and rural areas (Federal Republic of Nigeria, 2013).

The Federal Republic of Nigeria (2013) stressed that government shall regulate the establishment of schools, supervise and inspect schools regularly and ensure that all schools follow approved curricula and conform to the National policy on education. It further added that the teacher-pupil ratio at this level of education shall be 1:40. This implies that maintaining approved standard in teaching through evaluation of instruction has positive implication to the school system most especially if it reflects the adequacy of school plant facility as well as the quality and quantity of teaching manpower resource provided for the actualization of the set goal and objectives. The approved standards for teachers' qualification in junior secondary schools in Nigeria are Bachelors Degree in education (Bed), Bachelor of Science Education Degree (BSC(ED)), Bachelors of Arts Education (BA(ED) etc. (Federal Republic of Nigeria, 2013). The use of this category of teachers would indeed provide opportunity for enhancing high level of performance of teachers in schools.

The essence of teaching manpower resource assessment is to evaluate the extent to which the principal, members of the teaching staff or any relevant body contributes to the development and effectiveness of the school system and most importantly to check mate the effectiveness of the teaching manpower resource. However, Gold-Haber in Michael (2013); Hanusheik and Riukim in Micheal (2013) pinpointed that the focuses of individuals in various school organization is attempting to turnaround low-performing schools has face value, given the education production literature identifying teacher effectiveness as the most significant schooling input in student learning. An emerging literature on principal effectiveness also signals principals as having a large effect on student learning, second only to teachers (Clerk; Branch, in Michael, 2013).

Statement of Problem

The performance of public junior secondary schools in Rivers State like in many states of the federation has continued to attract poor comments by major stakeholders. Many believe that this performance (productivity) explains why many parents choose to send their children to fee paying private schools instead of the free public school. Some even go further to assert that the poor performance is largely traceable to poor management of the teaching manpower resources and the school plant facilities (teachers and material resources) in such public schools.

The researcher is therefore bothered about how public schools are performing based on some performance parameters, how well teaching manpower resources are planned and placed on the job in these schools as well as identifying whether there is any significant correlates of public school performance in Rivers State.

Aim and Objectives of the Study

The objective of this study is to assess the performance of teaching manpower resource planning, job placement in public junior Secondary Schools in Rivers State. Specifically, the study is designed to achieve the following objective:

- i. Determine the relationship between teaching manpower resource planning and teacher performance in public Junior Secondary Schools in Rivers State.
- ii. Determine the relationship between appropriate job placement of teaching manpower resource and teacher performance in public Junior Secondary Schools in Rivers State.
- iii. Assess the performance level of teaching manpower resource in public Junior Secondary Schools in Rivers State.

Research Questions

For the purpose of this research, the following research questions were addressed:

- i. What is the relationship between teaching manpower resource planning and teacher performance in public Junior Secondary Schools in Rivers State?
- ii. What is the relationship between appropriate job placement of teaching manpower resource and teacher performance in public junior secondary schools in Rivers State?
- iii. What is the performance level of teaching manpower resource in public junior secondary schools in Rivers State?

Hypotheses

The hypotheses was formulated and tested at 0.05 alpha level:

H₀₁. There is no significant relationship between teaching manpower resource planning and teacher performance in public Junior Secondary Schools in Rivers State.

H₀₂. Appropriate job placement of teaching manpower resource is not significantly related to teaching manpower resource performance in public Junior Secondary Schools in Rivers State.

Methodology

The study design is partly descriptive and partly correlational. The population of this study included all the public junior secondary schools in Rivers State (257 principals and 8916 teachers). The stratified random sampling technique was adopted which consisted of 89 principals and 356 teachers. A structured questionnaire titled "of Teaching Manpower Resource Management and Performance Questionnaire (TMRMPQ). It was based on the modified 4 point Likert summated rating scale. The instrument was properly validated and Reliability was established through Crombach Alpha Method which yielded co-

efficient of 0.84. Mean and standard deviation was used to analyze the data and ascertain the research questions, while z-test statistics was used to test the hypothesis at 0.05 alpha levels. The agreement or disagreement of any of the item depends on the criterion mean, which are 2.50.

Results

Research Question One: What is the relationship between teaching manpower resource planning and teaching manpower resource performance in public junior Secondary Schools in River State?

Table 1: Mean and r - coefficient of the Relationship between Teaching Manpower Resource Planning and Teacher performance

S/N	Correlated variables	Mean	R	Remarks
1	Teaching manpower resource planning	14.53	.616	Moderate and Positive
2	Teaching manpower resource Performance	28.28		

Table 1. shows that the correlation of teaching manpower resource planning with teaching manpower resource performance has yielded a correlation co-efficient of $r = 0.616$. This is considered a moderate and positive relationship, meaning that the two variables vary directly with each other (see remarks in Table 1). In other words a certain change in teaching manpower resource planning by a certain degree will result in 61.6% change in teaching manpower resource performance in the same direction.

Research Question Two: What is the relationship between appropriate placement of teaching manpower resource and teaching manpower resource performance in public junior Secondary Schools in River State?

Table 2: Mean and r - coefficient of the Relationship between Appropriate placement of Teaching manpower Resource and Teaching manpower Resource performance

S/N	Correlated variables	Mean	R	Remarks
1	Appropriate job placement of Teaching manpower resources	14.22	.578	Moderate and Positive
2	Teaching manpower resource Performance	28.28		

The correlation of the level of appropriate job placement of teaching manpower resource with teaching manpower resource performance has yielded a correlation co-efficient of $r = 0.578$. This is considered a moderate relationship because it shows that a certain level change in one variable will result in 57.8% change in the other. It is also a positive relationship, because the two variables vary directly with each other (see remarks in Table 2).

Research Question: Three: What is the level of performance of the teaching manpower resource in public junior secondary schools in Rivers State?

Table 3: Mean and standard deviation of the assessment of the performance of the management of teaching manpower resource in public junior secondary schools in Rivers State.

S/N	Teaching Manpower Management Variables	Principals		Remarks	Teachers		Remarks
		Mean	SD		Mean	SD	
1	Punctuality and regularity of teachers.	2.39	.76	Fair	3.41	.68	Moderate performance
2	Adequate lesson preparation by teachers.	3.70	.46	High	3.37	.64	Moderate performance
3	Lesson delivery and coverage of scheme of work on schedule.	2.98	.60	Moderate performance	3.52	.74	High
4	Efficient student evaluation and prompt completion of	3.52	.78	High	3.12	.71	Moderate performance

5	students' assessment report.	3.46	.80	Moderate	3.04	.87	Moderate
6	Performance of students in standardized examination.	2.61	.65	performance	2.80	.95	performance
7	Level of discipline among students	3.43	1.02	performance	3.20	.74	performance
8	Management of classroom instructional activity	3.27	1.13	performance	2.73	.91	performance
9	Participation of teachers in extra curricula activities	3.48	.98	performance	2.89	.96	performance
	Moral tone of the school.			performance			performance
	Aggregate Mean	3.21	.61	Moderate	3.12	.61	Moderate
				performance			performance

This question assessed the level of performance of teaching manpower resource in public junior secondary schools in Rivers State using nine (9) performance variables, namely, punctuality and regularity of teachers, adequate lesson preparation by teachers and lesson delivery and coverage of scheme of work on schedule. Other variables used include efficient student evaluation and prompt completion of students' assessment report, performance of students in standardized examination, level of discipline among students, management of classroom instructional activity, participation of teachers in extra curricula activities and moral tone of the school. The result of the data analysis addressing this is presented in Table 3.

Table 1.1 shows that principals' assessment, teaching manpower resource has moderate performance in six (6) variables, high in two (2) and fair in one (1) performance variables. (see respective means and remarks in Table 3.). On the aggregate scale, teachers are performing moderately as assessed by both principals and teachers. This is because the means for these variables fall within 3.00 response mode, which is moderate performance

The standard deviation (SD) ranged between 0.60 and 1.13 for principals and for teachers 0.64 and 0.96. This is a moderate deviation from the aggregate mean deviation of 0.61. This shows that principals and teachers do not differ very much in their assessment of the performance of teaching manpower resource. From the result above, it is obvious that the teaching manpower resource in public junior secondary schools in Rivers State has moderate performance, judging by the response weighting of the nine (9) performance variables used.

Results to Test of Hypotheses

Hypotheses 1: There is no significant relationship between the level of teaching manpower resource planning and teaching manpower performance in public junior secondary schools.

Table 1: Summary of correlation analysis of the relationship between teaching manpower resource planning and teaching manpower performance

<i>S/N</i>	<i>Correlated variables</i>	<i>Mean</i>	<i>R</i>	<i>2-tailed sig. value</i>	<i>Remarks</i>
1	Teacher Performance	28.28			
2	Teaching Manpower Resource Planning	14.53	.616**	.000	Positive & Sig. Rel. (Ho rejected)

** Relationship significant at 0.01 level ($P < 0.05$)

Table 1 which summarizes the correlation analysis of the relationship between teaching manpower resource performance and teaching manpower resource planning yielded an r-coefficient of .616, which is significant at 2-tailed value of .000. Since this significant level is far lower than 0.05 which was used in testing the hypothesis. We concluded that the relationship is very significant. The null hypothesis is

therefore rejected. This means that there is positive and significant relationship between teaching manpower resource performance and teaching manpower planning.

Hypotheses 2: There is no significant relationship between the level of appropriate job placement of teaching manpower resource and teaching manpower performance in public junior secondary schools.

Table 2: Summary of correlation analysis of the relationship between appropriate job placement and teaching manpower performance

S/N	Correlated variables	Mean	r	2-tailed sig. value	Remarks
1	Teacher Performance	28.28	.578**	.000	Positive & Sig. Rel. (Ho rejected)
2	Appropriate job placement	14.22			

** Relationship significant at 0.01 level ($P < 0.05$)

Table 2. summarizes the correlation analysis of the relationship between teaching manpower resource performance and teaching manpower resource appropriate job placement yielded an r-coefficient of .578, which is significant at 2-tailed value of .000. Since this significant level is far lower than 0.05 which was used in testing the hypothesis. We concluded that the relationship is very significant. The null hypothesis is therefore rejected. This means that there is positive and significant relationship between teaching manpower resource performance and teaching manpower resource appropriate job placement.

Discussion of Finding

The study found out that there is moderate and positive relationship between teaching manpower planning and teacher performance ($r=0.616$). This result of this study indicates that organizational success depends on adequate planning and job placement of teachers. Mathis and Jackson in Peretomode and Peretomode, (2005) supported by saying that is teaching manpower resource planning try to match the organizations forecasted demand for people with the anticipated supply of available workers to enhance performance. The manpower planning activity is a continuous process for managers of organizations. This however identifies manpower planning as a must do for every organization for it to achieve its goals and objectives.

There is moderate and positive relationship between appropriate job placement and teacher performance ($r=0.578$). This finding explains that teaching manpower appropriate job placement is moderately implemented and that it is capable of enhancing teacher productivity in schools. Ibekwe in Peretomode and Peretomode (2005) enumerated the features of job placement to include writing out appointment letters, receiving the new staff on assumption of duty, getting them to feel at home and settle down in the organization and on the job, organizing orientation and induction course for the newly employed and assigning the new staff offices or placing them in their work environment and ensuring that they get necessary facilities. Consequently, when selection procedure has been adequately followed and completed, the new employee is reporting to work, entry is under way. This provisions provides opportunity for quality input and thereby lead to productivity.

The study also found out that the performance of teaching manpower resource in public junior secondary schools has moderate performance. However, this implies that the performance of teaching manpower is on appreciable degree, but needs significant improvement to match with economic demand pressure since the only thing that is constant is change. Supporting the finding, Michael (2013) reported through a study carried out on teaching manpower resource in school turnaround; a decomposition of improving schools in two states. The result revealed that teachers' performance is crucial and essentially fixed over time. Thus, indicates positive improvement, importance and at regular intervals, towards performance enhancement. Consequently, Gold-Haber in Michael (2013); Hanushek and Riukin in

Michael (2013) identified teacher performance as the most significant school input into student learning. Also, Clark, Branch in Michael (2013) says that, an emerging literature on principals effectiveness signals principals as having a large effect on students learning through the teachers' effort.

Conclusion

Given the moderate level of the performance of teaching manpower resources in the Rivers State public junior secondary school system, it will be difficult to achieve high performance among the teaching work force. This is obvious, since the level of the teachers performance is a significant determinant of school goal achievement.

Recommendations

The researcher recommended the following based on the findings of the study:

- i. Government through the Ministry and other organs, like the Universal Basic Education (UBE) Board needs to overhaul its management machinery to ensure a more effective management of the teaching manpower resources to improve on the productivity of teachers. This can be achieved by creating a more favourable and conducive environment for teaching to encourage hard work.
- ii. At the operational level, school administrators, namely, the school principals, Local Government Education Authorities should strive ensure that jobs assigned to teachers should be based on rational criteria, like qualification and area of specialization and competence.
- iii. There should be regular review of teacher adequacy by education planners to identify the level of teacher performance and take appropriate steps for improvement.

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