

## MANAGEMENT OF TEACHERS' PSYCHOSOCIAL NEEDS AND THEIR JOB PERFORMANCE IN UNIVERSITIES IN SOUTH-SOUTH ZONE OF NIGERIA

**Dr. J. Nzokurum**

Department of Educational Management, Faculty of Education, University of Port Harcourt

---

**ABSTRACT:** *The study investigated the relationship between management of lecturers' psychosocial needs and job performance in universities in South-South, Nigeria. 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 9999 lecturers in all the 0000 universities in South-South zone of Nigeria. The sample of the study comprised 999 lecturers. The simple random sampling technique was used to arrive at the sample. Two instruments titled Management of Lecturers' Psychosocial Needs Scale (MLPNS) 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 MLPNS 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.*

**KEYWORDS:** Teachers' Psychosocial, Job Performance, Universities, Nigeria

---

### 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). 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) 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). Robert and Tim (1998) described it as an act of accomplishing or executing a given task. Teacher's job performance could be describe as the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999). Afe (2002: 206) 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) 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). 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) 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) 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 corporate 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) found that effective socialization between the teachers and their immediate environment is a significant signal to undeniable teaching performance. Obioma (2012) 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

scheme 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 9999 lecturers in all the 0000 universities in South-South zone of Nigeria. The sample of the study comprised 999 lecturers. The simple random sampling technique was used to arrive at the sample. Two instruments titled Management of Lecturers' Psychosocial Needs Scale (MLPNS) 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 MLPNS 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**

**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**

**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**

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

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

**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**

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

**Table 6: simple regression on the independent prediction of management of psychosocial needs on teachers' job performance**

## **SUMMARY OF FINDINGS**

### **Discussion of Findings**

The discussion of the findings is presented as shown below:

#### **Management of Teachers Psychology Needs and Job Performance**

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). 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) 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) 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**

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) found that effective socialization between the teachers and their immediate environment is a significant signal to undeniable teaching performance. Obioma (2012) 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.

**REFERENCES**

Akani, C.O. (2018). *Staff mentoring and teaching effectiveness in public universities in Rivers State, Nigeria*. Unpublished Ph.D Thesis, Faculty of Education, University of Port Harcourt.