

**MANAGEMENT OF STAFF MENTORSHIP A CORRELATE OF TEACHERS' EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN OWERRI EDUCATION ZONE I, IMO STATE**

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**Abstract**

The study was carried out to investigate management of staff mentorship as correlate of teachers' effectiveness in public secondary schools in Owerri education zone I, Imo state. two research questions were raised to guide the study and two null hypotheses formulated and tested at 0.05 level of significant. The researcher adopted a correlation research design. The population is 2,309 teachers and principals (which comprised 2165 teachers and 144 principals) in all the seventy-six public secondary schools for the study. The researcher sampled 231 respondents (which comprised 217 teachers and 14 principals) for the study. Proportionate random sampling technique was used to select the number of schools, teachers and principals for the study. The instruments that were used for data collection are: "Staff Mentorship Rating Scale" (SMRS) for Teachers and "Teachers Effectiveness Rating Scale" (TERS) for Principals. The instruments were validated by three specialists from faculty of education and found reliable at the indices of 0.75 and 0.72 respectively. The findings of the study revealed: There is a high significant relationship between offering of expertise advice on students discipline and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State; The relationship between sharing of knowledge on evaluation/report of students' progress and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State is highly significant. It was recommended that: School management should create atmosphere that encourage mentoring for the teachers so as to ensure longevity in the profession and improvement in productivity; Mentors should engage in psychological support and strive to always listen and show their subordinates that they care about their work-life demands for the improvement of job performance.

**Keywords:** Expertise advice, Knowledge sharing, Staff mentorship, Teachers effectiveness

## **Introduction**

The growth and success of every education system depend to a great extent on the work attitude and effectiveness of her teachers that constitute the education system. Categorically, this agrees with the assertion that no education system can rise above the quality of her teachers (FRN, 2013). According to Baba as cited in Ojei (2019), this underscores the relevance of the teacher as a key factor in the education industry that invariably determines national development. Teachers occupy strategic and pragmatic position in the running of the nation's education system and therefore should be placed top in the nation's order of priorities in terms of motivating them to work. By this, the objectives of education would be easily realized since education is the only way to national development.

In most countries of the world, education has been considered very important for personal and societal development. It is in view of this indispensable role of education to man and modern society that various declarations on education have been made at both the national and global levels. Indisputably, education is the fundamental process by which every individual, community or nation and the society in general develop and attain the expected height or set goals, no wonder the FRN (2013) maintained that education is an instrument par excellence for effecting national development. In the light of this, no amount or input in the provision of education could be said to be too much.

The entire education system is narrowed down to the school as a formal organization. The school has administrative heads or managers at different levels namely: Primary, Secondary and Tertiary (Okpe, 2016). At the primary and secondary levels, they are called Head Teacher and Principals, respectively. At the tertiary level, the Head of the University is called the Vice-Chancellor. In the polytechnic, they are called 'Rectors' while in the colleges of education, they are called 'Provosts,' (Okpe, 2016). For the goal of education to be realized according to Opatha (2020), a nation such as Nigeria must fall back to these heads of schools in their management capabilities. This is because the principles and practices of education are carried out in the school and the heads must show high level of managerial competence for the schools to achieve their goals and the goals of education in general.

The successes and failures of the Nigeria education system greatly rely on the management competences of the secondary school heads (Iloabuchi, Abraham, & Afangideh, 2020). The secondary school is a complex social organization and the principals are faced with numerous management tasks. Such management functions include planning, organizing, directing, supervising, evaluating, decision-making, communicating, motivating, selecting people and more importantly is mentorship (Eketu & OgbuEdeh, 2023).

Mentoring has been regarded as one of the learning methods used to enhance individuals learning and development in all spheres of life. The learning process begins from the day we were born, the first steps we took and it continues throughout our lives in order for us to be successful (Klasen & Clutterbuck, 2021). Mentorship is a protected relationship in which a more knowledgeable or experienced person guides and nurtures the professional development or growth of another, outside the normal manager/subordinate line management. Mentorship programs can be found in various settings like educational institutions, non-profit organizations, and community groups (also incorporate mentoring). They can focus on various objectives, from career development and skill enhancement to personal growth and specific life challenges.

The success of a school often hinges on the commitment and compatibility of the mentor-mentee pairing of the management and staff, as well as the support and resources provided by the school to improve its staff. Staff is a group of eligible candidates employed in the organization or company for specific positions (Kalkavan & Katrinli, 2019). In management, the meaning of staffing is an operation of recruiting the employees by evaluating their skills, knowledge and then offering them specific job roles accordingly. Improving the staff efficiency in an organization requires staff mentorship.

Staff mentorship is the provision of employees with the opportunity to develop and become more competent in their roles as well as prepare for growth opportunities in the future. It helps organizations attract, retain, and engage their top talent. Staff mentorship also help companies trying to implement new initiatives or recruit diverse talent. It enables staff to acquire skills needed to progress successfully in their work environments. In the view of Okurame (2019), staff mentorship refers to a professional relationship in which an experienced employee (mentor) provides guidance, support, and advice to a less experienced employee (mentee) in an organization. The mentor shares their knowledge, expertise, and experience with the mentees to help them develop their skills, achieve their goals, and advance their careers.

Management of staff mentorship is one of the indicators of maintaining improving quality in school standard and improvement of effectiveness in the discharge of the duties of teaching and non-teaching staff. It is an essential means of ensuring that the improvement attained through the period of mentoring is effectively followed up to achieve a balance in teachers' commitment to their job delivery (Ayşe, Cevdet & Halil, 2018). Iloabuchi, Abraham and Afangideh (2020) opined that management of staff mentorship is the checkmating of the provision of technical support, sharing of knowledge, offering of support, evaluation/report of students' progress, serve as a role model, maintenance of contact, sharing of personal goal, keeping an active line of communication, offering of expertise advice, and open to learning. Thus, drawing from the above assertion, the management of staff mentorship considered in this study are offering of expertise advice, sharing of knowledge, provision of technical support and keeping an active line of communication.

Offering expertise advice means giving guidance or recommendations based on specialized knowledge or skills in a particular field. It involves sharing insights, experiences, and best practices to help others make informed decisions or solve problems. This means providing teachers with expert advice and guidance on how to effectively manage student behavior and maintain a positive learning environment. This could include: Techniques for organizing the classroom, setting clear expectations, and establishing routines; Strategies for rewarding good behavior and motivating students; Methods for addressing and resolving conflicts between students in a constructive way; Strategies for communicating clearly and respectfully with students; Insights into the underlying causes of misbehavior and how to address them and Guidance on implementing school-wide discipline policies and procedures.

Knowledge sharing is the act of exchanging information, insights, and expertise with others. It can be done verbally, in writing, or through digital platforms. The purpose of knowledge sharing is to help people learn and grow, and to foster innovation and collaboration. Tremblay (2024) defined Knowledge sharing as the exchanging of information and expertise from one individual or group to another. It involves both giving information, such as experience, ideas, and data, and receiving it. The primary purpose of knowledge

sharing is to foster innovation and collaboration to improve productivity, increase efficiency, reduce costs, and ultimately achieve organizational goals. In support of the above Adela (2021) opined that knowledge sharing in the workplace can increase productivity, social interaction, and trust among the team.

Teacher effectiveness is the degree to which the teacher is able to engage learners and impact student learning. It is the impact that classroom factors, such as instructional practices, teacher expectations, classroom organization, and use of classroom resources, have on students' achievement. This definition describes what happens in the classroom, but the measure of effectiveness is still student performance. In a simple term, Chisunum (2018) defined teachers' effectiveness as the practical out- puts of teaching. These outputs are quantitative student, learning, as calculated by value-added assessments (which. measure how much a specific teacher improves an individual student). Teacher effectiveness can have a significant impact on a student's social, emotional and academic development. Teachers role is vital in ensuring students achieve the best possible outcomes. It is always cushioned by the support of good schools that creates cultures that prioritize professional development. Anyanwu and Abe (2023) agreed that the one-on-one mentorship programme was common amongst secondary schools in Obio/Akpor Local Government Area, and that mentoring has as great influence on beginning teachers service delivery.

It is on this premise that the researcher carried out the investigation on management of staff mentorship as correlate of teachers' effectiveness in public secondary schools in Owerri education zone I, Imo state.

### **Statement of the problem**

The present-day status of Nigeria educational system seems not to be enjoying the good standard witnessed in the past in terms of staff effectiveness in the discharge of their duties in schools. Some of the staff (teachers) employed in our secondary schools in recent times to work, lack the expertise to carry out their duties diligently. This can be seen in their poor work attitude and their unprofessional work delivery. It is quite unfortunate that in most schools in Imo state visited by the researcher, she noticed that the teachers hardly spend time in the classroom teaching, some that do, do not convey the content of the subject matter effectively, as a result of limited knowledge they have in their job delivery.

However, these lapses draw the researcher's interest to ask the question, could it be that the teachers are not well mentored on the ethics of the teaching profession? Could it be that the school management do not give room for staff mentorship? These questions necessitated the researcher's interest to ask how does management of staff mentorship relate to teachers' effectiveness in public secondary schools in Owerri education zone I, Imo state.

### **Scope of the study**

This study was carried out in public secondary schools in Owerri Education Zones I of Imo State. It focused on management of staff mentorship as correlate of teachers' effectiveness. The study sought to address some variables of management of staff mentorship such as: offering of expertise advice and, sharing of knowledge, as it correlates to teachers' effectiveness.

### **Purpose of the Study**

The general purpose of this study is to investigate management of staff mentorship as correlate of teachers' effectiveness in public secondary schools in Owerri education zone I, Imo state. Specifically, the study was set out to:

1. ascertain the coefficient of correlation between offering of expertise advice on students discipline and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State.
2. examine the coefficient of correlation between sharing of knowledge on evaluation/report of students' progress and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State.

### **Research Questions**

The following research questions guided the study.

1. What is the coefficient of correlation between offering of expertise advice on students discipline and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State?
2. What is the coefficient of correlation between sharing of knowledge on evaluation/report of students' progress and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State?

### **Hypotheses**

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

- H0<sub>1</sub>:** The coefficient of correlation between offering of expertise advice on students discipline and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State is not significant.
- H0<sub>2</sub>:** The coefficient of correlation between sharing of knowledge on evaluation/report of students' progress and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State is not significant.

### **Methodology**

The design for this study is correlation research design. The sample for the study is 231 respondents (which comprised 217 teachers and 14 principals) for the study. This represents 10% of the population of teachers and principals from Owerri zone I for the study. The researcher used proportionate random sampling technique to select the number of schools, teachers and principals for the study. The instruments that were used for data collection are: "Staff Mentorship Rating Scale" (SMRS) for Teachers and "Teachers Effectiveness Rating Scale" (TERS) for Principals. The instrument for SMRS was used to rate teachers, while the TERS instrument was used to rate principals. To ensure the reliability of the instruments, 40 copies of the rating scales were distributed to 20 principals and 20 teachers across 5 public secondary schools in Imo State, who were not part of the sample. The responses from the participants were compiled and analyzed to calculate the reliability coefficient using Pearson's correlation ( $r$ ). The findings revealed reliability indexes of 0.75 and 0.72 for the SMRS, demonstrating a high level of internal consistency for the research instrument. Research questions were answered using Pearson ( $r$ ) statistics thus indicating the coefficient of

relationship between the variables in the study while the hypotheses were tested with t-test of significance of simple correlation statistics thus indicated the “significance” or “non-significance” of the extent of relationship existing between the variables. The hypotheses were tested at 0.05 level of significance.

## RESULTS

**Research Question 1:** What is the coefficient of relationship between offering of expertise advice on students discipline and teachers’ effectiveness in public secondary schools in Owerri Education Zone I, Imo State?

**Table 1: result of coefficient of relationship between offering of expertise advice on students discipline and teachers’ effectiveness in public secondary schools**

	n	r	LR	DR	Remark
Teachers’ effectiveness	231	0.679	high	positive	high relationship
Offering of expertise advice	231				

**Sample Size (n), Pearson (r), Level of Relationship (LR), and Direction of relationship (DR)**

Table 1 revealed the coefficient of relationship between offering of expertise advice on students discipline and teachers’ effectiveness in public secondary schools in Owerri Education Zone I, Imo State. Also, the sample size of 231 and a correlation result of 0.679 were revealed. Hence, it shows that there is a high coefficient of relationship between offering of expertise advice on students discipline and teachers’ effectiveness in public secondary schools in Owerri Education Zone I, Imo State.

**H0<sub>1</sub>:** There is no significant coefficient of relationship between offering of expertise advice on students discipline and teachers’ effectiveness in public secondary schools in Owerri Education Zone I, Imo State is not significant.

**Table 2. Summary of t-test of significance of Pearson (r) analysis**

N	r	$\alpha$	df	t <sub>cal</sub>	t <sub>tab</sub>	Decision
231	0.679	0.05	229	20.61	1.96	Reject H <sub>0</sub>

Table 2, revealed that the sample size of the study was 231, the mean score was 0.679 with a degree of freedom of 229. The t-test of significance of Pearson (r) analysis with t-calculated of 20.61 and t-tabulated of 1.96 at 0.05 level of significance revealed that t-calculated is greater than t-tabulated. Hence, the null hypothesis is rejected. The result indicates that there is high significant coefficient of relationship between offering of expertise advice on students discipline and teachers’ effectiveness in public secondary schools in Owerri Education Zone I, Imo State.

**Research Question 2:** What is the coefficient of relationship between sharing of knowledge on evaluation/report of students' progress and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State?

**Table 3: result of coefficient of relationship between sharing of knowledge on students evaluation/report of students' progress and teachers' effectiveness in public secondary schools**

	N	r	LR	DR	Remark
Teachers' effectiveness	231	0.723	high	Positive	high relationship
Sharing of knowledge	231				

**Sample Size (n), Pearson (r), Level of Relationship (LR) and Direction of relationship (DR)**

Table 3 shows the relationship between sharing of knowledge on evaluation/report of students' progress and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State. The sample size of 231 and a coefficient of correlation result of 0.723 were revealed. With the coefficient result of 0.723, it shows that there is a high coefficient of relationship between sharing of knowledge on evaluation/report of students' progress and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State.

**H0<sub>2</sub>:** The coefficient of relationship between sharing of knowledge on evaluation/report of students' progress and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State is not significant .

**Table 4. Summary of t-test of significance of Pearson (r)**

N	r	$\alpha$	df	t <sub>cal</sub>	t <sub>tab</sub>	Decision
231	0.723	0.05	229	21.90	1.96	Reject H <sub>0</sub>

Table 4, revealed that the sample size of the study was 231, the coefficient of correlation was 0.723 with a degree of freedom of 229. The t-test of significance of Pearson (r) analysis with t-calculated of 21.90 and t-tabulated of 1.96 at 0.05 level of significance. Since t-calculated is greater than t-tabulated, the null hypothesis is rejected. The result shows that there is a significant relationship between sharing of knowledge on evaluation/report of students' progress and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State.

### **Discussion of Findings**

The findings revealed that there is a high relationship between offering of expertise advice on students discipline and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State. The finding agrees with the investigation of Odunayo (2022) on the effect of mentoring on employee performance of selected small and medium scale enterprises in Lagos State, Nigeria. The study found that through apprenticeship training, the employees are able to improve their productivity. In addition, the study found that coaching had a significant influence on employee commitment. the study also found that through employee orientation, the employees are able to improve their citizenship behaviour in the organization.

It was revealed in this study that there is a high relationship between sharing of knowledge on evaluation/report of students' progress and teachers' effectiveness in public secondary schools in Owerri Education Zone I, Imo State. The finding corroborates with the findings of Opara and Odu, (2019) on mentoring and employees' commitment in manufacturing firms in Port Harcourt. The study revealed that mentoring ignites and sustains employees' commitment. Stona (2017) examined the impact of mentoring on knowledge sharing in the steel manufacturing industry. The findings indicated that people in formal mentoring program enjoy helping others; informal mentoring is positively related to organizational rewards; knowledge sharing was found to be positively significantly related to enjoyment in helping others and knowledge self-efficacy; and that people with high knowledge self-efficacy are more oriented to helping others.

### **Recommendations**

The study recommends as follows:

- i. School management should create atmosphere that encourage mentoring for the teachers so as to ensure longevity in the profession and improvement in productivity.
- ii. Mentors should engage in psychological support and strive to always listen and show their subordinates that they care about their work-life demands by sharing knowledge of idea for the improvement of job performance.

### **Conclusion**

In conclusion, this study has demonstrated a significant correlation between effective mentorship and teacher performance in public secondary schools. Mentorship, as a strategic staff management tool, plays a crucial role in enhancing teacher competence, job satisfaction, and overall instructional effectiveness. By offering expertise advice, sharing knowledge, providing guidance, support, and professional development opportunities, mentors empower teachers to improve their pedagogical skills, classroom management techniques, and student engagement strategies.

The findings of this research highlight the importance of implementing robust mentorship programs in public secondary schools. By investing in mentorship, educational institutions can foster a positive learning environment, improve student outcomes, and elevate the overall quality of education. It is recommended that school administrators prioritize



mentorship initiatives, provide adequate resources, and encourage a culture of continuous learning and professional growth among teachers.

Furthermore, future research could delve deeper into the specific elements of effective mentorship, such as mentor-mentee relationships, the frequency and duration of mentoring sessions, and the impact of different mentoring styles. By gaining a comprehensive understanding of these factors, educators can optimize mentorship programs to maximize their benefits for both mentors and mentees.

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