MANAGING OF TEACHING STAFF FOR QUALITY EDUCATION DELIVERY IN SECONDARY SCHOOLS

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ABSTRACT
This research study examined managing of teaching staff for quality education delivery in secondary schools in Jeddah city – Saudi Arabia. Three questions and three hypotheses were answered and examined which adopted the descriptive survey as the working design. The population of this study includes 24 public secondary schools with 48 administrators and 12 supervisors from the secondary education management board from where a sample of 60 participants was selected employing stratified random sampling**.** Respondents of the study responded to a validated instrument titled 'Managing Teaching Staff Scale' (MTSS) with a reliability index of 0.79 designed by the researchers in the modified 4-point Likert scale model. Mean, standard deviation and aggregate mean were used in answering the research questions, while z-test was used in testing the hypotheses at 0.05 level of significance. Findings of the study show among others that the various ways of motivating teaching staff for quality education delivery. Based on the findings, the researchers recommended that school administrators and supervisors should adopt appropriate administrative strategies to countermand the negative effects of the challenges in school management to ensure effective service delivery.
Keywords: Management, Teaching Staff, Quality Delivery, supervision, motivation, Secondary schools.

1. Introduction.

Prompt changes in technology, concepts, knowledge, and philosophies brought radical changes in education and administrations as well. Education is no longer restricted to considering human needs and the requirements of the present, but it seeks to develop future human skills and capacities. **(Hismanoglu, M., & Hismanoglu, S. , 2010)**, One widely held objectives of education are to provide students' with the knowledge, skills, attitudes, and competencies that enable them to deliver useful services to themselves and to the society at large. **(Todaro, M. P , 1992)**, the formal education system of nations is the principal institutional mechanism used for developing human skills and knowledge, education is, therefore, viewed as a needful factor that strongly affects the development and economic wealth and the quality of life of individuals. In this context, nations, organizations, and individuals spend huge sums on the provision and delivery of quality education for the citizens. Education is the largest industry and greatest consumer of public revenues in many developing countries **(Todaro, M. P , 1992)**.

The priority of all countries, especially the developing ones, is to improve the quality of schools and the achievement of students **(De Grauwe, A., 2001)** since learning outcomes depend widely on the quality of education being offered **(Barro, R. , 2006)**. Further Barro notes that higher quality education promotes economic growth and human development. . But quality education to some extent depends on how well teachers' are trained and supervised since they are one of the key inputs to education delivery. **(Lockheed, A. M. & Verspoor, M. E. , 2006)**. **(De Grauwe, A., 2001)**, assumes that national authorities strongly depend on school supervision system to monitor both schools' quality and key measures of its success, such as student achievement. According to **(Madumere-Obike et al , 2013)**, teacher facilitates the acquisition of desirable knowledge and skills and inculcates societally acceptable attitudes into the learners for present and future development. For that, he considered as the most influential person in the lives of others and society overall.

Good teachers possess unique qualities including a passion for their scientific subjects, the ability to transfer into the learners, a sound knowledge, communication skills, and interpersonal skills **(Afangideh, M. E. , 2001).**

Teacher's role does not only limited to teaching but more than that by contributing to the general academic, emotional, research development, economic and cultural development of learners, teaching involves facilitating, articulating and engineering the minds and learners' preparation for socio-economic development **(Eucharia et al., 2016)**. Therefore, successful managing of teachers' by principals and supervisors alike is a vital process for identifying, evaluating and developing their work performance so that the mission and objectives of the school are more effectively achieved which in turn leads to an effective quality education.

Managing teaching staff includes the effective use of human resources in educational institutions through proper management of related activities related to educational process **(Eucharia et al., 2016)**. Because effective management of staff is essential innovative approach and strategic planning to teaching and learning as well as meeting the changeable needs of educational institutions, and emphasizing the importance of managing teaching staff, this research study seeks to investigate the factors affecting managing teaching staff to deliver quality education in secondary schools with focusing on motivating teaching staff, Supervision of teachers' classroom activities, and challenges in managing teachers'. The structure of the paper is as follows: **Sec.2** provides a review of related work about motivating teaching staff, supervision of teachers' classroom activities, and quality education.**Sec.3** describes the theoretical model and hypotheses development of the research. **Sec.4** presents the research methodology. **Sec.5** gives theresults and test of hypotheses, discussion of results and conclusion presented in sec.6 and sec.7 respectively.

1.1. Problem statement. Quality education delivery in all educational stages levels is a source of concern for parents, governments and those involved in the educational process. Improper managing of teaching staff may negatively influence job performance, reduce the quality of education delivery, and then, fail to achieve the desired objectives of the entire educational process. This observation should be taken seriously. Therefore, this research study was conducted to investigate the factors that lead to quality education delivery, taking into account the important role of management in motivating teaching staff, as well; the challenges faced managing teachers in this regard.

1.2. Research aim and objectives. The aim of this study is to investigate the factors that lead to quality education delivery, taking into account the important role of management in motivating teaching staff, as well; the challenges faced managing teachers. More specifically, the study seeks to:
First rresearch objective: Study the various styles that motivate teaching staff for quality education delivery in secondary schools.
Second Research Objective: Emphasize that effective supervising teachers' classroom activities will improve quality education delivery in secondary schools.
Third research Objective: Identify the challenges facing managing of teachers which hinder delivery of quality education in secondary schools.

1.3. Rresearch questions: In line with research objectives, the research questions were formulated as follows:
First Research Question: What are the different styles that motivate teaching staff to deliver quality education in secondary schools?
Second Research Question: what methods do the supervision of teachers' classroom activities for enhancing quality education delivery in secondary schools?
Third Research Question: What are the challenges in managing teachers for effective service delivery in secondary schools?

2. Lliterature background and hypotheses development
2.1. Motivating Teaching Staff. Motivation is the set of attributes that prompt an individual to do or not to do something **(Broussard, S. C., and Garrison, M. E. B. , 2004**). Teachers' motivation plays an important role in the promotion of teaching and learning excellence. In general, motivated teachers are more likely to motivate students to learn in the classroom, and ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. While teachers' motivation is fundamental to teaching and learning process, many teachers are not highly motivated. **(Broussard, S. C., and Garrison, M. E. B. , 2004),** motivation is positively associated with teacher productivity and therefore with the quality of education. It is a process by which people are equally managed to satisfy their perceived needs and personal goals which push forward the personal development and human behavior. Also, motivation may also be seen as the willingness to exert high levels of efforts towards organizational goals conditioned by the efforts to satisfy some individual and societalneeds.

In the education field, motivation is a management task that stimulates staff to accomplish laid down institutional goals. It is purposive, designated and goal-oriented as well as involves certain factors acting with academic staff in order to initiate, sustain and direct their teaching activities. Motivation of teaching staff represents a managerial force that would reduce stress, tension, worries and frustration arising from the academic environment for quality service delivery; also, this enhances their tasks for effective curriculum implementation **(Eucharia et al., 2016)**. According to **(Iyeke, P. O. , 2013)**, motivation is a management function that motivates individuals to fulfill their desired institutional objectives. It is the process of instigating and sustaining goal directed behavior **(Pintrick, P.R. & Schunk, D. H. , 2002)**. **(Bahago, B. A. , 2008)**, supports these claims by noting that it is a purposely designated goal-oriented behavior that involves certain forces acting on or within the

individual in order to initiate, sustain or direct behavior. It is an explanatory concept that helps us understand why people behave as they do **(Schunk, S , 2008)**.

2.2.   Supervision of teachers' classroom activities. Achieving effectiveness is not a simple task, giving the subordinates daily instructions, guidance, and discipline, as required to be able to accomplish their duties and responsibilities, are the major problems that a supervisor faces. Classroom supervisory practices should promote teacher effectiveness to achieve the best maximal effects in quality education delivery. As a result, this makes the teacher likes the work environment. Good supervisory practices increase teaching/ learning effectiveness as it facilitates teachers to develop competencies according to specified effectiveness behavior in several classroom activities.

According to **(Madumere-Obike, C. U, 2004)**, the supervisor or principal organizes to visit a class session which may or may not be announced before. Classroom supervision is a process by which a supervisor organizes to visit a school to watch teachers and students in action according to **(Nwaogu, J. I, 1980)**. This suggests that it is procedures by which the educational leader who possesses wisdom and vision can be of great assistance in aiding the teacher improves both his instructional techniques and the learning of the students. Supervision can contribute significantly to the growth of both the school and the teacher alike, which is positively reflected in the delivery of quality education. Good supervision will provide the teacher the opportunity to study the effects of the supervisory activities, and improve his knowledge and management of the classrooms successfully.

Supervision gives reputation and recognition to the teachers and generates a friendly working environment based on warm human relations **(Peretomode, V. F., 2000)**. Furthermore, it creates a safe environment in which the teacher can work through the developmental challenges of the teaching/learning process in order to gain the necessary motivation, autonomy, and self-awareness **(Pierce, R. A, 2011)**, the scholar furthers that this leads to a greater sense of self-confidence in teachers' ability to both understand and complete the responsibilities of their job. All and above, supervision, therefore, is intended to ensure that the general guidelines as provided in the curriculum are followed by the teachers to deliver a good quality educational service.

2.3.   Challenges in Managing teachers. There are many challenges to managing teachers according to **(Giwa, M. & Illo, C. O. , 2000)** like weak management systems and decision-making, insufficient or inappropriate management of workforce skills, poor or ineffective systems of development, supervision, supporting roles of administrative staff, and limited capacity as well as quality of instruction of teacher training institutions. Furthermore, at the secondary school level, where teacher managers are not sufficiently trained and prepared for management tasks, teaching staff may not commit to punctuality and good quality teaching and learning as well as the provision of an appropriate level of continuing professional development **(Eucharia et al., 2016)**. Training and teachers' development, supervisory problems, and managerial problems are the factors that influence the management of teaching staff for effective job performance in schools **(Nakpodia, E. D, 2010)**. However, weak management systems and decision-making, inappropriate management of teachers constitute serious challenges to teachers' managing.

2.4.   Quality Education .The concept of quality education may be context-dependent and is subject to numerous definitions **(Barrett et al., , 2006)**. **(Barrett et al., , 2006)**, emphasize that the quality education in low income countries may need different indicators to assess quality education. Research on the importance of quality education shows that there are a number of factors that determine the quality of education; cognitive achievement; teacher qualifications and motivation; pupil-teacher ratio; school effectiveness; years spent in school; instructional time; efficient supervision and education spending **(Barrett et al., , 2006)**. In summary, Quality education is a critical issue in all different education stages which includes: teacher characteristics; teacher motivation, pre-service and in-service education of teachers; curriculum and teaching/learning materials, classroom processes/ activities, students evaluation, monitoring, and supervision; availability and quality of infrastructure; and support services and instructional time in the school, etc.

3.   Research theoretical model. Based on the discussion above, this theoretical study combines theory with factors (Motivating, supervision, and managing teaching staff) that have been identified to test the quality education delivery in secondary schools. Accordingly, this study suggests three main hypotheses to measure the effect of each factor on the quality education delivery in secondary schools. The combined hypotheses will form an integrated model as shown in **Figure. 1**.
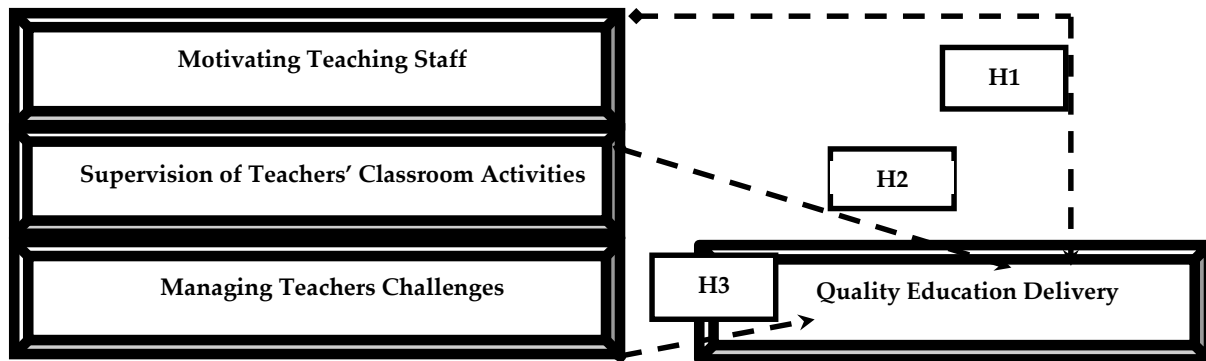
The Suggested hypotheses are:
Figure 1. Proposed Research Model
Hypothesis One (H1): *There is no significant difference between the mean ratings of principals and supervisors on the various ways of motivating teaching staff for quality education delivery in secondary schools.*
Hypothesis Two (H2): *There is no significant difference between the mean ratings of principals and supervisors on the ways the supervision of teachers' classroom activities enhance effective service delivery in secondary schools.* **Hypothesis Three (H3)**: *There is no significant difference between the mean ratings of principals and supervisors on the challenges in managing teachers for effective service delivery in secondary schools.*

4. Rresearch Methodology
4.1.   Research Population and Sample. The populations for this research are the public secondary schools in Jeddah city. While, the sample for this study will be group of principals and supervisors from the secondary education management.The population were 24 public secondary schools, 3 zonal education management boards and the education management board in Jeddah city.These schools and boards have a corresponding number of 48 principals and 12 supervisors. They were selected using the proportionate stratified random sampling technique. To achieve the objectives of the study, the data will be collected through aquestionnaire.

4.2.   Data Collection and Measures. To achieve the objectives of the study, the data will be collected through a questionnaire. The instrument for data collection was a scale titled 'Teaching Staff Managing Scale (TSMS)' designed by the researcher in the modified 4-point Likert scale model**.**

4.3.   Data Analysis. Data will be analyzed quantitatively using the appropriate descriptive analysis. Mean, standard deviation and aggregate mean will be used in answering the research questions, while z-test was used in testing the hypotheses at (**0.05**) level of significance.

5. Results.
5.1.   First Research Question: *What are the different styles to motivate teaching staff for quality education delivery in secondary schools?* **Table 1** indicates that all items had a mean collection above the criterion mean of (2.5), and were classified as different styles to motivate teaching staff for quality education delivery in targeted secondary schools.In sum, with an aggregate mean set of 3.17 above the criterion mean of 2.5, principals and supervisors agreed that the various ways of motivating teaching staff for quality education delivery create an effective classroom instruction in schools, and general motivation of teachers help academic performance.

Table 1. Mean Responses of Principals and Supervisors on the various methods of motivating teaching staff for quality education delivery.

No.	Item	Principals		Supervisors		Mean set	Result
		$\bar{x}1$	SD1	$\bar{x}2$	SD2	$\bar{xx}$	
1.	Promote teaching staff through good services will motivate them to teach effectively.	3.11	1.30	3.17	1.31	3.14	Agree(*)
2.	When teachers' are encouraged continuously by administrators', the learning process is interesting.	3.08	1.26	3.16	1.32	3.12	Agree
3.	Respect teachers by administrative staff will create a friendly relationship between them for effective teaching/learning activities.	3.23	1.38	3.28	1.42	3.25	Agree
4.	Teachers' motivation will help in controlling their classrooms instructions for enhanced students' academic performance.	3.24	1.40	3.31	1.44	3.28	Agree
	Aggregate mean	3.17	1.34	3.23	1.37	3.20	Agree

*scale (1 – 2.49 disagree, 2.5 – 4 agree)

5.2. Second Research Question: *what methods do the supervision of teachers' classroom activities for enhancing quality education delivery in secondary schools? Table* 2 shows that all items had mean sets above the criterion mean of 2.50 and were agreed on as how the supervision of teachers' classroom activities enhances effective service delivery in targeted secondary schools. They disagreed on item "Supervision presents information and knowledge regarding teacher's performance" with a mean set (2.43) below the criterion mean of 2.50. In summary, with an aggregate mean of 3.07 above the criterion mean of 2.50, principals and supervisors agreed that the supervision of teachers' classroom activities enhances effective service delivery.

Table 2.mean responses of principals and supervisors on the methods the supervisor of teachers' classroom activities.

No.	Item	Principals		Supervisors		Mean set	Result
		$\bar{x}1$	SD1	$\bar{x}2$	SD2	xx	
5.	Supervision creates a working environment for teachers to pass through the developmental challenges in teaching/ learning process.	3.29	1.22	2.49	0.95	3.12	Agree
6.	Participation of teachers' in supervision will improve their instructional compete.	3.21	1.13	3.25	1.18	3.23	Agree
7.	Teachers' task records are checked regularly for academic improvement.	2.88	0.91	3.92	0.93	3.40	Agree
8.	Supervision is a good mechanism for upgrading teachers to required standard.	3.11	1.06	3.17	1.12	3.14	Agree
9.	Supervision encourages teachers to develop all required skills of teaching methods.	3.08	1.03	3.14	1.09	3.11	Agree
10	Supervision presents information and knowledge regarding teacher's performance.	2.45	0.49	2.39	0.41	2.43	disagree
	Aggregate mean	3.00	1.14	3.06	0.94	3.07	Agree

5.3. Third Research Question: *What are the challenges in managing teachers for effective service delivery in secondary schools?* . Data on **table 3** shows that items had mean sets above the criterion mean of 2.50 and were agreed on as the challenges in managing teachers for effective service delivery in targeted secondary schools.In summary, with an aggregate mean of 3.22 above the criterion mean of 2.50, principals and supervisors agreed that the challenges in managing teachers for effective service delivery.

Table.3: Mean Scores of Principals and Supervisors on the Challenges in Managing Teachers for Effective Service Delivery.

No.	Item	Principals		Supervisors		Mean set	Result
		$\bar{x}1$	SD1	$\bar{x}2$	SD2	xx	
11.	Lack of teachers' motivations.	3.27	1.18	3.21	1.14	3.24	Agree
12.	Problems in supervision processes.	3.41	1.30	3.38	1.26	3.4	Agree
13.	Systems for staff development are ineffective.	3.15	1.10	3.25	1.16	3.2	Agree
14.	Facilities for teaching are inadequate.	3.12	1.09	3.08	1.04	3.1	Agree
15.	Limited capacity building infrastructure in teachers' training institutions.	2.92	0.92	2.94	0.93	2.93	Agree
16.	Management system for decision making is wea	3.48	1.34	3.42	1.30	3.45	Agree
	Aggregate mean	**3.22**	1.14	3.22	1.13	**3.22**	Agree

5.4. Test of Hypotheses.

Hypothesis One (H1): *There is no significant difference between the mean ratings of principals and supervisors on the various ways of motivating teaching staff for quality education delivery in secondary schools.*

Table 4. Summary of hypothesis one analysis

	Respondents' no.(N)	$\bar{x}$	Standard Deviation(S.D.)	Degrees of freedom (DF)	Calculated -Z	Critical value	Decision
Principals	4812	3.11	1.3	267	-0.46	±1.96	Accepted
Supervisors		3.19	1.33				

Data on Table 4 show the summary of z-test analysis on the difference between the mean ratings of principals and supervisors on the various ways of motivating teaching staff for quality education delivery. The result show that the z-calculated value of -0.46 is less than the critical value of ±1.96 at 0.05 alpha significance level. Hence, the null hypothesis is accepted. Therefore, *there is no significant difference between the mean ratings of principals and supervisors on the various ways of motivating teaching staff for quality education delivery in targeted secondary schools.*

Hypothesis Two (H2): *There is no significant difference between the mean ratings of principals and supervisors on the ways the supervision of teachers' classroom activities enhance effective service delivery in secondary schools.* **Table.5. Summary of hypothesis two analyses**

	Respondents' no.(N)	$\bar{x}$	Standard Deviation(S.D.)	Degrees of freedom (DF)	Calculated -Z	Critical value	Decision
Principals	4812	3.13	1.07	267	0.07	±1.96	Accepted
Supervisors		3.12	1.06				

Data on Table 5 show the summary of z-test analysis on the difference between the mean ratings of principals and supervisors on the ways the supervision of teachers' classroom activities enhance effective service delivery in secondary schools. The result shows that the z-calculated value of 0.07 is less than the z-critical value of ±1.96 at 0.05 alpha significance level. Hence the null hypothesis in accepted. *There is no significant difference between the mean ratings of principals and supervisors on the ways the supervision of teachers' classroom activities enhance effective service delivery in secondary schools.*

Hypothesis Three (H3): *There is no significant difference between the mean ratings of principals and supervisors on the challenges in managing teachers for effective service delivery in secondary schools.*

Table.6. Summary of hypothesis two analyses

	Respondents' no.(N)	$\bar{x}$	Standard Deviation(S.D.)	Degrees of freedom (DF)	Calculated - Z	Critical value	Decision
Principals	48 12	3.15	1.10	267	0.06	±1.96	Accepted
Supervisors		3.16	1.11				

Data on Table 6 show the summary of z-test analysis on the difference between the mean ratings of principals and supervisors on the challenges in managing school teachers for effective service delivery in secondary schools. The result showed that the z-calculated value of 0.06 is less than the z-critical value of ±1.96 at 0.05 alpha significant level. Hence, the null hypothesis is accepted. Therefore, *there is no significant difference between the mean ratings of principals and supervisors on the challenges in managing teachers for effective service delivery in secondary schools.*

6. Discussion of Results*: The findings of this study in research question one revealed that the various ways of motivating teaching staff for quality education delivery include:* promote teaching staff through good services will motivate them to teach effectively and deliver good quality education. *This finding agrees with* **(Eucharia et al., 2016)** *that proper motivation of teaching staff enhances quality teaching and productivity. The test of hypothesis one exposed that there is no significant difference between the mean ratings of principals and supervisors on the various ways of motivating teaching staff for quality education delivery in secondary schools.* Supervision creates a working environment for teachers to pass through the developmental challenges in teaching/ learning process*. The second finding of the study is that the ways supervision of teachers' classroom activities enhances effective service delivery. The test of hypothesis two shows there is no significant difference between the mean ratings of principals and supervisors how supervision of teachers' classroom activities enhances effective service delivery. The test of hypothesis three showed that there is no significant difference between the mean scores of principals and supervisors on the challenges in managing school teachers for effective service delivery in secondary schools. This finding negates the position by* [**(Nakpodia, E. D , 2010)***;* **(Eucharia et al., 2016)**] *that identifies some challenges in effective teacher management.*

7. Conclusion and Recommendations
Based on the findings of the study, it is concluded that the motivation and supervision of teaching staff enhance effective service delivery in secondary schools though faced with attendant societal and institutional challenges. Furthermore, the proposed conceptual framework for this research study, as depicted in **Figure 1** consists of three independent variables: motivating teaching staff, supervision of teachers' classroom activities, and managing teachers' challenges, and one dependent variable; quality education delivery. The variables were chosen based on relevance to Jordan context. Through this model, school administrators are endeavor to continuously put in place appropriate strategies for motivating their teachers through some efforts may be counter productivity. Supervisors should constantly supervise teachers' classroom activities to create a democratic climate while teaching, proffering solutions to instructional problems, and continuously assess teacher's performance in meeting school goals for institutional development. School administrators and supervisors should adopt appropriate administrative strategies to countermand the negative effects of the challenges in school management to ensure effective service delivery.

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