

# PERFORMANCE MANAGEMENT SYSTEMS FOR TEACHERS QUALITY SERVICE DELIVERY IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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## ABSTRACT

This study investigated performance management systems for teachers' quality service delivery in public senior secondary schools in Rivers State. Four research questions and four corresponding null hypotheses were used for the study. A Descriptive Survey Research Design was used for the study. The population of this study comprised 6,893 teachers in public senior secondary schools in Rivers State. A sample of 689 teachers representing 10% of the 302 public senior secondary schools in Rivers State was used for the study. Stratified random sampling technique was used for the study. The research instrument that was used in this study was a 20 items self-structured questionnaire titled: Performance Management Systems for Teachers' Quality Service Delivery Questionnaire (PMSTQSDQ). The instruments were validated and reliability index was determined by the use of Cronbach alpha reliability statistics tool which yielded 0.87. The statistical tools used for answering the research questions was Mean and Standard Deviation; while t-test was used to test the null hypotheses at 0.05 Alpha level of significance. The findings of the study shows that; Goal setting and Monitoring, Feedback Mechanisms, Professional development opportunities and Recognition and Rewards as performance management systems to a very high extent enhance teachers' quality service delivery in public senior secondary schools in Rivers State. Based on the findings, the study therefore concluded that the performance management systems are very pivotal for enhancing teachers' quality service delivery in public senior secondary schools in Rivers State. The study therefore recommended that; Rivers State School Administrators should endeavor to clearly define performance expectations aligned with school goals, curriculum standards, and student needs. Ensure that teachers understand what is expected of them in terms of instructional practices, student engagement, and professional responsibilities. Also, Rivers State School Administrators should implement regular monitoring of teacher performance through classroom observations, student assessments, and feedback mechanisms. Offer timely and constructive feedback to teachers, focusing on strengths and areas needing improvement.

**Keywords:** Performance, Management Systems, Teacher Quality, Service Delivery, Public, Senior Secondary, Rivers State.

Reference to this paper should be made as follows:

Atuboinoma, A. J. (2025). Performance management systems for teachers quality service delivery in public senior secondary schools In Rivers State. *International Journal of Institutional Leadership, Policy and Management*, 7(1), 77-93.

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## INTRODUCTION

Education stands as a cornerstone in the path of a nation's progress, serving as a catalyst for individual empowerment, societal development, and economic growth. The pivotal role of education in national progress lies in its capacity to cultivate a skilled, informed, and innovative populace capable of addressing the challenges and seizing the opportunities of an ever-evolving world. A well-educated populace becomes the driving force behind advancements in science, technology, arts, and humanities, propelling the nation toward innovation and competitiveness on the global stage (Agi, 2017). In this comprehensive view, education emerges not merely as a process of acquiring knowledge but as an indispensable driver of national progress. Thus, in the educational setting, public senior secondary schools stand as crucibles of knowledge and growth, each echoing the aspirations of a community aspiring for educational excellence. For the actualization of educational goals in public senior secondary schools, teacher quality service delivery is paramount.

Teachers are the beacon in educational paradigm. If so, the implementation of effective performance management systems for teachers is essential to ensure the delivery of quality services. These systems provide structured mechanisms to evaluate, support, and enhance the performance of educators, with the ultimate goal of improving student outcomes. Incorporating elements such as goal setting, regular assessment, feedback channels, professional development opportunities, and recognition programs, performance management systems aim to cultivate a culture of excellence and continuous improvement among teachers. In public senior secondary schools in Rivers State, the implementation of effective performance management systems to ensure quality service delivery by teachers faces challenges related to inconsistency in evaluation criteria, inadequate feedback mechanisms, limited professional development opportunities, underutilization of data, and lack of recognition and incentives for exemplary performance. Addressing these challenges is essential to enhancing teaching effectiveness and improving student outcomes in the state. A well-designed performance management framework can serve as a cornerstone in elevating teaching standards, fostering student growth, and advancing the overall educational landscape of the state. Performance management systems are structured frameworks designed to evaluate, support, and enhance the performance of individuals or groups within an organization. These systems typically involve processes such as setting clear goals, regular assessment, providing feedback, and offering opportunities for professional development.

On the other hand, teacher quality service delivery refers to the provision of effective and impactful teaching by educators to meet the educational needs of students. It encompasses various aspects such as instructional effectiveness, student engagement, classroom management, and fostering a conducive learning environment. Ensuring teacher quality service delivery is essential for promoting student learning, academic achievement, and overall educational success. In the pursuit of academic excellence and student achievement, the implementation of comprehensive performance management systems for teachers in public senior secondary schools in Rivers State stands as a critical cornerstone. These systems represent a multifaceted approach aimed at enhancing the quality of educational service delivery by effectively evaluating, supporting, and developing the performance of educators. According to educational scholars and researchers, performance management systems for teachers' quality service delivery encompass goal setting and monitoring, regular assessment, feedback mechanisms, professional development opportunities, and recognition and rewards. In this study, it should be limited to four (4) of the following: goal setting and monitoring, feedback mechanisms, professional

development opportunities and recognition and rewards. Goal setting and monitoring are foundational components of effective performance management systems in education, particularly for enhancing the quality of service delivery by teachers. Establishing clear, measurable objectives and regularly tracking progress towards them, goal setting and monitoring not only provide teachers with a roadmap for success but also enable educational institutions to assess and improve teaching effectiveness. Feedback mechanisms are critical components of performance management systems designed to enhance the quality of service delivery by teachers in educational settings. Providing timely, constructive feedback, these mechanisms offer valuable insights into teaching practices, student learning outcomes, and areas for improvement. Professional development opportunity plays a pivotal role within performance management systems, offering teachers opportunities to enhance their pedagogical skills, subject knowledge, and instructional strategies. Investing in targeted training programs, workshops, and coaching initiatives, educational authorities in Rivers State can empower teachers to stay abreast of emerging trends in education, leverage innovative teaching methodologies, and adapt to the evolving needs of their students.

Recognition and rewards form another essential component of performance management systems, serving as motivational incentives to inspire and incentivize exemplary performance among teachers. Whether through public commendation, monetary incentives, or professional accolades, recognizing outstanding educators not only acknowledges their contributions but also reinforces a culture of excellence and dedication within the teaching profession. The implementation of performance management systems for teachers in public senior secondary schools in Rivers State is not only necessary but imperative for enhancing quality service delivery. Investing in these systems, the state can harness the potential of its educators, improve student outcomes, and drive socio-economic development. It is this situation that has prompted the researcher to conduct this study performance management systems for teacher quality service delivery in public senior secondary schools in Rivers State.

### **Statement of the Problem**

In public senior secondary schools in Rivers State, the implementation of effective performance management systems to ensure quality service delivery by teachers faces challenges related to inconsistency in evaluation criteria, inadequate feedback mechanisms, limited professional development opportunities, underutilization of data, and lack of recognition and incentives for exemplary performance. Overall, the need to enhance the effectiveness of performance management systems for teachers in public senior secondary schools in Rivers State is paramount to ensure that all students receive high-quality education and have the opportunity to reach their full potential. Addressing these challenges is essential to enhancing teaching effectiveness and improving student outcomes in the state.

### **Aim and Objectives of the Study**

The aim of this study was to investigate performance management systems for teacher quality service delivery in public senior secondary schools in Rivers State. Specifically, the objectives of the study sought to:

- Investigate the extent goal setting and monitoring as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State.
- Assess the extent feedback mechanisms as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State.
- Examine the extent professional development opportunities as a performance management system enhances teacher quality service delivery in public senior secondary schools in Rivers State.
- Investigate the extent recognition and rewards as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State.

### **Research Questions**

The following research questions were raise to guide the study:

- To what extent does goal setting and monitoring as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State?
- To what extent does feedback mechanism as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State?
- To what extent does professional development opportunity as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State?
- To what extent does recognition and rewards as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State?

### **Hypotheses**

The following null hypotheses guided the study at .05 level of significance:

- There is no significant difference between the mean ratings of male and female teachers' on the extent goal setting and monitoring as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State.
- There is no significant difference between the mean ratings of male and female teachers' on extent feedback mechanisms as a performance management system enhances teacher quality service delivery in public senior secondary schools in Rivers State.
- There is no significant difference between the mean ratings of male and female teachers' on extent professional development opportunities as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State.
- There is no significant difference between the mean ratings of male and female teachers' on extent recognition and rewards as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State.

## **CONCEPTUAL CLARIFICATION**

### **Performance Management Systems**

Performance management systems are integral frameworks employed by organizations to systematically assess, develop, and enhance the performance of their employees. Setting clear objectives, providing regular feedback, and offering opportunities for growth and development, these systems aim to optimize individual and organizational effectiveness. Armstrong (2020) saw performance management systems encompass the processes, tools, and techniques used by organizations to set expectations, assess and monitor performance, provide feedback, and facilitate employee development in alignment with organizational goals and objectives. Aguinis (2021) defined performance management systems as formal, structured processes used by organizations to manage, evaluate, and improve employee performance through goal setting, performance feedback, coaching, and developmental interventions.

Performance management systems play a pivotal role in organizations across various sectors by providing structured frameworks to monitor, evaluate, and enhance individual and organizational performance. These systems are designed to align employee goals with organizational objectives, facilitate ongoing feedback and coaching, and drive continuous improvement (Boxall & Purcell, 2016). Establishing clear expectations, providing regular assessments, and offering developmental opportunities, performance management systems aim to optimize employee performance, enhance productivity, and ultimately contribute to the achievement of organizational goals.

### **Teacher Quality Service Delivery**

Teacher quality service delivery is a critical component of education systems worldwide, encompassing the effectiveness, professionalism, and commitment of educators in facilitating student learning and development. Defined by the competence, dedication, and impact of teachers in the classroom, quality service delivery goes beyond mere instructional delivery to encompass factors such as pedagogical skill, classroom management, student engagement, and the fostering of a conducive learning environment. Darling-Hammond (2017) defined teacher quality service delivery as the provision of effective, equitable, and engaging instruction that meets the diverse learning needs of all students, fosters their academic and socio-emotional growth, and prepares them for success in an ever-changing world. Danielson (2013) described teacher quality service delivery as involving the systematic planning, implementation, and assessment of instruction to ensure that students acquire the knowledge, skills, and attitudes necessary for success, while also promoting equity, diversity, and inclusivity in the classroom. In an era where educational outcomes are increasingly emphasized as drivers of societal progress, the importance of ensuring high-quality service delivery by teachers cannot be overstated.

### **Goal Setting and Monitoring and Teacher Quality Service Delivery**

Goal setting and monitoring serve as foundational pillars within performance management systems for ensuring quality service delivery by teachers in educational settings. Establishing clear objectives and continuously tracking progress, educators can enhance their effectiveness, address student needs, and strive for continuous improvement. This approach fosters

accountability, promotes professional growth, and empowers teachers to align their practices with the overarching goals of educational institutions, ultimately contributing to enhanced student outcomes and overall educational excellence. Goal setting provides teachers with clear objectives to guide their instructional practices and professional development. Locke and Latham (2002) emphasized that setting specific, challenging goals enhances motivation and performance. In education, this translates to teachers setting instructional goals aligned with curriculum standards, student needs, and school improvement objectives.

Hattie (2009) emphasized the significance of teachers setting learning goals that are specific, measurable, attainable, relevant, and time-bound (SMART). Effective goal setting helps teachers focus their efforts, prioritize instructional strategies, and track progress towards improving student learning outcomes. Darling-Hammond (2012) underscored the importance of ongoing formative assessment and feedback in supporting teacher growth and development. Monitoring enables educational leaders to identify areas of strength and areas needing improvement, tailor professional development initiatives, and provide targeted support to teachers. Latham and Locke (2007) emphasized the role of feedback and task complexity in optimizing the effectiveness of goal setting, offering insights applicable to teacher performance management. Guskey and Yoon (2009) examined effective professional development practices. They highlighted the significance of setting clear goals and providing ongoing monitoring and support to enhance teacher effectiveness and student learning. Goal setting and monitoring are integral strategies for enhancing teacher quality service delivery in educational settings. Setting clear instructional goals, monitoring progress, and providing feedback and support, educators can improve teaching effectiveness, student outcomes, and overall educational quality.

## **Feedback Mechanisms and Teacher Quality Service Delivery**

In the realm of education, feedback mechanisms serve as essential components of performance management systems aimed at enhancing the quality of service delivery by teachers. These mechanisms involve the systematic provision of constructive feedback to educators, offering insights into their instructional practices, student engagement, and overall effectiveness in the classroom. Receiving timely and targeted feedback, teachers can identify areas for improvement, refine their teaching strategies, and ultimately elevate the learning experience for their students. Feedback mechanisms have a positive impact on teacher development and instructional quality. Hattie and Timperley (2007) found that feedback has a significant effect size on student achievement, with feedback interventions leading to substantial improvements in learning outcomes. More-so, Joyce and Showers (2002) highlighted the importance of feedback in supporting teachers' implementation of new instructional strategies and fostering a culture of continuous improvement within schools.

Effective feedback mechanisms not only identify areas for improvement but also provide teachers with actionable strategies, resources, and support to enhance their teaching practices (Guskey & Yoon, 2009). Shute (2008) explored the role of formative feedback in promoting student learning and achievement. It discussed the characteristics of effective feedback, strategies for providing feedback in educational settings, and the potential benefits of incorporating technology-mediated feedback systems. Nicol and Macfarlane-Dick (2006) examined the relationship between formative assessment, feedback, and self-regulated learning. It discussed how feedback can support students' self-monitoring, goal setting, and self-evaluation processes, leading to improved learning outcomes.

Carless (2006) explored factors that influence the effectiveness of feedback, such as clarity, relevance, and timeliness, and discusses strategies for bridging the gap between students' and teachers' perceptions of feedback. Feedback mechanisms are integral components of teacher quality service delivery, supporting educators in their continuous professional growth and contributing to the overall improvement of educational outcomes. Providing timely, specific, and constructive feedback, fostering collaboration and dialogue, and promoting equity and inclusivity, feedback mechanisms empower teachers to excel in their practice and create positive learning experiences for all students.

### **Professional development opportunities and Teacher Quality Service Delivery**

Professional development opportunities serve as integral components of performance management systems aimed at enhancing the quality of service delivery by teachers. These opportunities encompass a wide range of activities, including workshops, seminars, coaching, and mentoring programs, designed to support educators in improving their instructional practices, staying abreast of new pedagogical approaches, and addressing the diverse needs of their students. Professional development in education encompasses a continuum of learning experiences designed to enhance educators' knowledge, skills, and attitudes, ultimately contributing to improved teaching practices and student learning outcomes (Hargreaves & Fullan, 2012). Effective PD programs are characterized by their alignment with teachers' needs, active engagement, sustained duration, and provision of ongoing support (Garet et al., 2001).

Professional development serves as a cornerstone of effective performance management systems for teachers. Hill and Beatty (2010) found that PD opportunities provide teachers with the knowledge and skills necessary to meet performance expectations and adapt to evolving educational contexts. Addressing areas of improvement identified through performance evaluations, PD interventions facilitate targeted professional growth and contribute to enhanced teacher efficacy (Yoon et al., 2007). The high-quality professional development has a positive impact on teacher quality service delivery and student outcomes. Darling-Hammond et al. (2009) found that professional development programs focused on subject-specific content knowledge, pedagogical strategies, and student engagement led to improvements in teaching effectiveness and student achievement.

Moreover, Guskey and Yoon (2009) highlighted the importance of sustained, job-embedded professional development that is aligned with school goals and teacher needs. Effective professional development opportunities not only provide teachers with new knowledge and skills but also support the implementation of evidence-based practices in the classroom, leading to lasting improvements in teaching quality and student learning outcomes. Professional development opportunities are essential for enhancing teacher quality service delivery and driving continuous improvement within educational settings. Providing teachers with access to research-based strategies, collaborative learning communities, and culturally responsive practices, these opportunities empower educators to excel in their practice and positively impact student outcomes.

### **Recognition and Rewards and Teacher Quality Service Delivery**

Recognition and rewards serve as powerful incentives within the realm of performance management systems for enhancing teachers' quality service delivery in education. In an era

where attracting and retaining talented educators is paramount, acknowledging and celebrating their contributions becomes instrumental. Recognition and rewards serve as powerful motivators for educators, affirming their dedication, commitment, and achievements (Ololube, 2024). Intrinsic rewards, such as acknowledgment and appreciation, complement extrinsic incentives, including financial bonuses and professional advancement opportunities, to reinforce desired behaviors and outcomes (Hanushek & Woessmann, 2012). Moreover, recognition and rewards serve as powerful tools for retaining and attracting high-quality educators. Ingersoll and Strong (2011) found that job satisfaction and intrinsic motivation are key factors in teacher retention and job commitment.

Furthermore, recognition and rewards can have a direct impact on teacher effectiveness and student outcomes. Ololube (2024) found that recognition programs contribute to improved teacher morale, motivation, and job satisfaction. In turn, motivated and engaged teachers are more likely to create positive learning environments, implement innovative instructional strategies, and foster strong relationships with students, leading to enhanced academic achievement and socio-emotional development.

Teachers who receive recognition and rewards are more likely to feel valued and invested in their profession, leading to higher retention rates and reduced turnover (Ololube, 2024). Rewards linked to professional development opportunities encourage teachers to pursue continuous learning, acquire new skills, and engage in reflective practice, ultimately enhancing their effectiveness in the classroom (Rivkin et al., 2005). Recognition and rewards represent integral components of performance management systems designed to support teachers' quality service delivery in education. Acknowledging educators' contributions, incentivizing desired behaviors, and fostering a culture of excellence, recognition and rewards play a vital role in motivating, empowering, and retaining talented teachers. As educational institutions continue to prioritize teacher development and student success, investing in robust recognition and rewards programs becomes essential for cultivating a thriving learning community committed to excellence in teaching and learning.

## **METHODS**

The research design used in this study was descriptive survey research design. The population of this study comprised 6,893 teachers in public senior secondary schools in Rivers State (Source: Planning, Research Statistics Department; Rivers State Senior School Board). A sample of 689 teachers representing 10% of the 302 public senior secondary schools in Rivers State. Stratified random sampling technique was used for this study. Three (3) public senior secondary schools were selected from each of the twenty three (23) local government areas, totaling (69) public senior secondary schools were used in this study that represent 22% of the 302 public senior secondary schools in Rivers State. The research instrument that was used in this study was a 20 items self-structured questionnaire titled: Performance Management Systems for Teachers' Quality Service Questionnaire (PMSTQSDQ). A 4point modified likert rating scale was used, in the format of; Very high extent (VHE)=4, High extent (HE)=3, Low extent (LE)=2 and Very low extent (VLE)=1.

The instruments were validated and reliability was carried out using Cronbach Alpha reliability statistics. The reliability coefficient of Performance Management Systems for Teachers' Quality Service Delivery Instruments gave 0.87 respectively. Out of the 689 copies of the questionnaire that were distributed, 400 copies were retrieve giving a return rate of 58% and



was used for analysis. The data collected from the respondents was analyzed using SPSS package, Mean and Standard Deviation statistics tools were used to answer the research questions. The decision rule for interpretation of the mean scores was classified using real limits of numbers. Any value from 3.50-4.00 regarded as Very High Extent, any value from 2.50-3.49 regarded as High Extent, any value from 1.50-2.49 regarded as Low Extent, and any value from 0.50-1.49 regarded as Very Low Extent. For hypothesis testing, the null hypothesis was accepted if the calculated t-value (t-cal) was less than the tabulated t-value (t-tab), and rejected if the t-cal value was greater than the t-tab value.

## RESULTS

### Answer to Research Questions

**Research Question 1:** To what extent does goal setting and monitoring as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State?

Table 1: Mean ratings and standard deviation of the respondents on the extent goal setting and monitoring as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State

S/N	Items	Mean	SD	Decision
1	Setting clear and specific goals is essential for improving teacher quality service delivery.	3.45	.69	High Extent
2	Aligning teachers' goals with organizational objectives enhances quality service delivery.	3.59	.66	Very High Extent
3	Communicating performance expectations effectively contributes to better teacher quality service delivery.	3.47	.55	High Extent
4	Monitoring teachers' progress towards their goals is necessary for maintaining quality service delivery.	3.65	.57	Very High Extent
5	Regularly reviewing and adjusting teachers' goals enhances service delivery effectiveness.	3.43	.82	High Extent
<b>Grand Mean</b>		<b>3.52</b>	<b>.66</b>	<b>Very High Extent</b>

Table 1: shows the mean ratings and standard deviation of the respondents on the extent goal setting and monitoring as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State. The table above showed; Setting clear and specific goals is essential for improving teacher quality service delivery (Mean = 3.45, SD =.69), Aligning teachers' goals with organizational objectives enhances quality service delivery (Mean = 3.59, SD =.66), Communicating performance expectations effectively contributes to better teacher quality service delivery (Mean = 3.47, SD =.55), Monitoring teachers' progress towards their goals is necessary for maintaining quality service delivery (Mean = 3.65, SD =.57), and Regularly reviewing and adjusting teachers' goals enhances service delivery effectiveness (Mean = 3.43, SD =.82). The grand mean of (3.55 and SD of .66) that is above the criterion mean of 2.50, which means that to a very high extent goal setting and monitoring as a performance schools management system enhance teacher quality service delivery in public senior secondary schools in Rivers State

**Research Question 2:** To what extent does feedback mechanism as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State?

Table 2: Mean ratings and standard deviation of the respondents on the extent feedback mechanisms as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State

S/N	Items	Mean	SD	Decision
6	Regular feedback improves my overall teaching performance.	3.76	.47	Very High Extent
7	Constructive feedback enhances my professional growth as a teacher.	3.67	.53	Very High Extent
8	Teachers are receptive to feedback.	3.45	.81	High Extent
9	The feedback I receive adequately addresses my strengths and weaknesses.	3.61	.55	Very High Extent
10	Ongoing feedback is more beneficial than periodic evaluations.	3.47	.79	High Extent
<b>Grand Mean</b>		<b>3.59</b>	<b>.63</b>	<b>Very High Extent</b>

Table 2 shows the mean ratings and standard deviation of the respondents on the extent feedback mechanisms as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State. The table above showed; Regular feedback improves my overall teaching performance (Mean = 3.72, SD =.44), Constructive feedback enhances my professional growth as a teacher (Mean = 3.67, SD =.53), Teachers are receptive to feedback (Mean = 3.45, SD =.81), The feedback I receive adequately addresses my strengths and weaknesses (Mean = 3.61, SD =.55), and Ongoing feedback is more beneficial than periodic evaluations (Mean = 3.41, SD =.76). The grand mean of (3.57 and SD of .62) that is above the criterion mean of 2.50, which means that to a very high extent feedback mechanism as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State.

**Research Question 3:** To what extent does professional development opportunity as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State?

Table 3: Mean ratings and standard deviation of the respondents on the extent professional development opportunities as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State.

S/N	Items	Mean	SD	Decision
11	Job-embedded professional development, such as coaching, positively influences teacher motivation.	3.72	.44	Very High Extent
12	Regular workshops and seminars positively impact teacher motivation and satisfaction.	3.67	.53	Very High Extent
13	Online courses and virtual training programs are effective in supporting teacher professional development.	3.45	.81	High Extent
14	Mentorship programs positively influence teacher job satisfaction.	3.61	.55	Very High Extent
15	Providing opportunities for teachers to attend conferences positively impacts job satisfaction.	3.41	.76	High Extent
<b>Grand Mean</b>		<b>3.57</b>	<b>.62</b>	<b>Very High Extent</b>

Table 3 shows the mean ratings and standard deviation of the respondents on the extent professional development opportunities as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State. The table above showed; Job-embedded professional development, such as coaching, positively influences teacher motivation. (Mean = 3.76, SD =.47), Regular workshops and seminars positively impact teacher motivation and satisfaction (Mean = 3.67, SD =.53), Online courses and virtual training programs are effective in supporting teacher professional development (Mean = 3.45, SD =.81), Mentorship programs positively influence teacher job satisfaction (Mean = 3.61, SD =.55), and Providing opportunities for teachers to attend conferences positively impacts job satisfaction (Mean = 3.47, SD =.79). The grand mean of (3.59 and SD of .63) that is above the criterion mean of 2.50. Which means that to a very high extent professional development opportunities as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State.

**Research Question 4:** To what extent does recognition and rewards as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State?

Table 4: Mean ratings and standard deviation of the respondents on the extent does recognition and rewards as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State.

S/N	Items	Mean	SD	Decision
16	Financial incentives are the most effective form of recognition for teachers.	3.45	.69	High Extent
17	Public recognition and praise are important forms of acknowledgment for teachers.	3.59	.66	Very High Extent
18	Teachers find value being praised for their dedication to students.	3.47	.55	High Extent
19	Formal recognition through awards positively impacts teacher quality service delivery.	3.65	.57	Very High Extent
20	Opportunities for career advancement are effective rewards for teacher performance.	3.43	.82	High Extent
<b>Grand Mean</b>		<b>3.55</b>	<b>.66</b>	<b>Very High Extent</b>

Table 4 shows the mean ratings and standard deviation of the respondents on the extent does recognition and rewards as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State. The table above showed; Financial incentives are the most effective form of recognition for teachers (Mean = 3.45, SD =.69), Public recognition and praise are important forms of acknowledgment for teachers (Mean = 3.59, SD =.66), Teachers find value being praised for their dedication to students (Mean = 3.47, SD =.55), Formal recognition through awards positively impacts teacher job satisfaction (Mean = 3.65, SD =.57), and Opportunities for career advancement are effective rewards for teacher performance (Mean = 3.43, SD =.82). The grand mean of (3.55 and SD of .66) that is above the criterion mean of 2.50. This means that to a very high extent recognition and rewards as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State.

## Test of Hypotheses

**H<sub>01</sub>:** There is no significant difference between the mean ratings of male and female teachers' on the extent goal setting and monitoring as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State.

Table 5: Summary of t-test analysis result on the significant between male and female teachers on the extent goal setting and monitoring as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State

Respondents	N (400)	Mean	SD	Df	t-tab	t-cal	P.value	Decision
Male	150	3.14	1.61	398	1.96	.865	0.05	Accepted
Female	250	3.18	1.53					

Table 5 shows the summary of **t-test** analysis result on the male and female teachers on the extent goal setting and monitoring as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State. The result of table above shows that the t-calculated value of **.865** is less than t-critical value of 1.96 at P-value of 0.05 level of significance at the degree of freedom of 398. The null hypothesis was therefore accepted. This implies that there is no significant difference in the mean ratings of male and female teachers on the extent goal setting and monitoring as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State.

**H<sub>02</sub>:** There is no significant difference between the mean ratings of male and female teachers' on extent feedback mechanism as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State.

Table 6: Summary of t-test analysis result on the significant between male and female teachers on the extent feedback mechanisms as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State

Respondents	N (400)	$\bar{X}$	SD	Df	t-tab	t-cal	P-value	Decision
Male	150	3.59	1.95	398	1.96	.756	0.05	Accepted
Female	250	3.50	1.55					

Table 6 shows the summary of t-test analysis result on the male and female teachers on the extent feedback mechanisms as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State. The result of table above shows that the t-calculated value of .756 is less than t-critical value of 1.96 at P-value of 0.05 level of significance at the degree of freedom of 398. The null hypothesis was therefore accepted. This implies that there is no significant difference in the mean ratings of male and female teachers on the extent feedback mechanisms as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State.

**H<sub>03</sub>:** There is no significant difference between the mean ratings of male and female teachers' on extent professional development opportunities as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State.

Table 7: Summary of t-test analysis result on the significant between male and female teachers on the extent professional development opportunities as a performance management system

Respondents'	N (400)	Mean	SD	Df	t-tab	t-cal	P-value	Decision
Male	150	3.81	1.50	398	1.96	.741	0.05	Accepted
Female	250	3.97	1.49					

Table 7 shows the summary of t-test analysis result on the male and female teachers on the extent professional development opportunities as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State. The result of table above shows that the t-calculated value of .741 is less than t-critical value of 1.96 at P-value of .05 level of significance at the degree of freedom of 398. The null hypothesis was therefore accepted. This implies that there is no significant difference in the mean ratings of male and female teachers on the extent professional development opportunities as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State.

**H<sub>04</sub>:** There is no significant difference between the mean ratings of male and female teachers' on extent recognition and rewards as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State.

Table 8: Summary of t-test analysis result on the significant between male and female teachers on the extent recognition and rewards as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State

Respondents'	N (400)	Mean	SD	Df	t-tab	t-cal	P-value	Decision
Male	150	3.60	1.45	398	1.96	.855	0.05	Accepted
Female	250	3.65	1.50					

Table 8 shows the summary of **t-test** analysis result on the male and female teachers on the extent recognition and rewards as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State. The result of table above shows that the t-calculated value of **.855** is less than t-critical value of 1.96 at P-value of .05 level of significance at the degree of freedom of 398. The null hypothesis was therefore accepted. This implies that there is no significant difference in the mean ratings of male and female teachers on the extent recognition and rewards as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State.

## DISCUSSION OF FINDINGS

The findings in table 1 shows that to a very high extent goal setting and monitoring as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State. The findings also shows that there was no significant difference between the mean ratings of male and female teachers' on the extent goal setting and monitoring as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State. Thus, this findings is in corroboration with the research by Hattie (2009) who emphasized the significance of teachers setting learning goals that are specific, measurable, attainable, relevant, and time-bound (SMART). Effective goal setting helps teachers focus their efforts, prioritize instructional strategies, and track progress towards improving student learning outcomes. Also, in agreement with the study by Darling-Hammond (2012) who underscores the importance of ongoing formative assessment and feedback in supporting teacher growth and development. Monitoring enables educational leaders to identify areas of strength and areas needing improvement, tailor professional development initiatives, and provide targeted support to teachers. Furthermore, is in tandem with the study by Latham and Locke (2007) emphasized the role of feedback and task complexity in optimizing the effectiveness of goal setting, offering insights applicable to teacher performance management. Lastly, is in line with the study by Guskey and Yoon (2009) examined effective professional development practices. They highlight the significance of setting clear goals and providing ongoing monitoring and support to enhance teacher effectiveness and student learning.

The findings in table 2 shows that to a very high extent feedback mechanisms as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State. The findings also shows that there was no significant difference between the mean ratings of male and female teachers' on the extent feedback mechanisms as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State. This findings is in line with the study by Hattie and Timperley (2007) found that feedback has a significant effect size on student achievement, with feedback interventions leading to substantial improvements in learning outcomes. Also, in tandem with the study by Joyce and Showers (2002) highlighted the importance of feedback in supporting teachers' implementation of new instructional strategies and fostering a culture of continuous improvement within schools. Effective feedback mechanisms not only identify areas for improvement but also provide teachers with actionable strategies, resources, and support to enhance their teaching practices (Guskey & Yoon, 2009). Furthermore, is in agreement with the study by Shute (2008) explored the role of formative feedback in promoting student learning and achievement. It discussed the characteristics of effective feedback, strategies for providing feedback in educational settings, and the potential benefits of incorporating technology-mediated feedback systems. Lastly, in corroboration with the study by Nicol and Macfarlane-Dick (2006) examined the relationship between formative assessment, feedback, and self-regulated learning. Nicol and Macfarlane-Dick discussed how feedback can support students' self-monitoring, goal setting, and self-evaluation processes, leading to improved learning outcomes.

The findings in table 3 shows that to a very high extent **that** professional development (PD) opportunities as a performance management system enhances teacher quality service delivery in public senior secondary schools in Rivers State. The findings also shows that there was no significant difference between the mean ratings of male and female teachers' on the extent professional development opportunities as a performance management system enhance

teacher quality service delivery in public senior secondary schools in Rivers State. This findings is in tandem with the study by Ololube (2024) found that effective PD programs are characterized by their alignment with teachers' needs, active engagement, sustained duration, and provision of ongoing support. Also, in line with the study by Ololube (2024) found that PD opportunities provide teachers with the knowledge and skills necessary to meet performance expectations and adapt to evolving educational contexts. Addressing areas of improvement identified through performance evaluations, PD interventions facilitate targeted professional growth and contribute to enhanced teacher efficacy (Yoon et al., 2007). Furthermore, is in corroboration with the study by Darling-Hammond et al. (2009) found that professional development programs focused on subject-specific content knowledge, pedagogical strategies, and student engagement led to improvements in teaching effectiveness and student achievement. Lastly, is in agreement with the study by Guskey and Yoon (2009) highlighted the importance of sustained, job-embedded professional development that is aligned with school goals and teacher needs.

The findings in table 4 shows that to a very high extent recognition and rewards as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State. The findings also shows that there was no significant difference between the mean ratings of male and female teachers' on the extent recognition and rewards as a performance management system enhance teacher quality service delivery in public senior secondary schools in Rivers State. This findings is in corroboration with the study by Ololube (2024) found that recognition programs that highlight and celebrate effective teaching practices contribute to improved teacher morale, motivation, and job satisfaction. In turn, motivated and engaged teachers are more likely to create positive learning environments, implement innovative instructional strategies, and foster strong relationships with students, leading to enhanced academic achievement and socio-emotional development. Also, in line with the study by Ololube (2024) found that teachers who receive recognition and rewards are more likely to feel valued and invested in their profession, leading to higher retention rates and reduced turnover. Furthermore, is tandem with the study by Ololube (2007) found that rewards that are linked to professional development opportunities encourage teachers to pursue continuous learning, acquire new skills, and engage in reflective practice, ultimately enhancing their effectiveness in the classrooms.

## **CONCLUSION**

Performance management systems play a vital role in enhancing teacher quality service delivery within educational contexts. Incorporating elements such as goal setting, monitoring, feedback mechanisms, professional development opportunities, recognition, and rewards, these systems provide a structured framework for supporting teachers' ongoing growth, improving instructional practices, and ultimately enhancing student outcomes.

## **Recommendations**

Based on the findings of this study, the following recommendations are made:

- Rivers State School Administrators should endeavor to clearly define performance expectations aligned with school goals, curriculum standards, and student needs. Ensure

that teachers understand what is expected of them in terms of instructional practices, student engagement, and professional responsibilities.

- Rivers State School Administrators should implement regular monitoring of teacher performance through classroom observations, student assessments, and feedback mechanisms. Offer timely and constructive feedback to teachers, focusing on strengths and areas needing improvement.
- Rivers State ministry of education should provide teachers with access to high-quality professional development opportunities tailored to their needs and interests. Offer workshops, seminars, coaching sessions, and online courses focused on instructional best practices, subject-specific content knowledge, and pedagogical strategies.
- Rivers State School Administrators should recognize and reward teachers for their dedication, expertise, and contributions to student learning. Consider various forms of recognition, such as awards, commendations, public praise, and opportunities for career advancement.

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