

Provision of Teachers Needs for Effective Service Delivery in Public Senior Secondary Schools in Rivets State

Nkechinyere Ndubuisi PhD

Department of Educational Management,
Faculty of Education, Ignatius Ajuru University of Education,
+2348036699379, nkechindubuisi7@gmail.com

Prof. Okai, N. Okai

Department of Educational Management,
Faculty of Education,
Ignatius Ajuru University of Education, +2348035444616

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Abstract

This study investigated provision of teachers needs for effective service delivery in public senior secondary schools in Rivers State. Three research questions and three null hypotheses were used for the study. A descriptive research design was adopted for this study. The population for the study consisted of all the teachers in the 23 public seniors' secondary schools' areas of Rivers State, totaling 6,557 teachers. A sample of this study was 377 teachers representing 17% of the total population of teachers in public senior secondary schools in Rivers State. The Taro Yamane method used to draw out the sample size. Thus, $n = N / (1 + N(e)^2)$. Furthermore, the coefficients index value obtained was 0.86 and therefore the reliability of the instrument was established. The statistical tool used for answering the research questions were Mean and Standard Deviation statistics, while t-test inferential tool was used to test the null hypotheses at 0.05 Alpha level of significance. The findings of the study revealed that to a high extent provision of ICT training and job security enhances effective service delivery in public senior secondary schools in Rivers State. The study concluded that provision of teachers needs facilitates the teachers' effective services. It was recommended that the principals and schools Board should often organize ICT training programs with the aim of equipping teachers with the digital skills needed for effective teachers' service delivery and should provide teachers with job security to provide them with the emotional stability needed to carry out their assigned duties.

Keywords: Teachers, Needs, ICT, Job Security, Service Delivery.

Introduction

The effectiveness of any school is dependent to a large extent on human resources. Although there are many other factors that play major role in the success of a school, the teacher remains the critical element upon which the realization of educational objectives is anchored. The quality of teachers in the educational system determines the learning outcomes of education. The Performance of teachers is partly dependent on how much they have been provided with their needs which will improve their profession for effective service delivery. All over the world, there is a technological revolution in education which in some parts involves the training

of teachers in new methodologies of teaching and learning. Education in the 21st century is very competitive and demanding for quick and long-lasting solutions to societal issues. In today's 21st century education, there is an explosion in knowledge where every struggle to attain the highest level of knowledge geared towards attaining the highest level of service delivery and consequent development remains very paramount, hence; provision of teachers remains imperative. Teachers' needs have attracted enormous attention at all levels of education worldwide. This is because meeting the needs of teachers will spur them for high performances. Teachers remain the most important fulcrum through which investment in education is transformed into reality. Therefore, the importance attached to teachers' effective service delivery has informed the necessity to look into such needs that could be met in order to cope with the demands of the 21st century education. Some of the needs of teachers are in the areas of workshop, job security, environmental security, retraining, promotion, incentive, ICT training and among others. The teacher's ability to efficiently and effectively discharge its responsibilities for the actualization of school goals and objectives are subject to the conduciveness of the environment in which he/she operates. In other words, a secure environment is critical to workers' performance. School and environment cannot be separated, hence; the peace experienced in the school to a large extent determines state of mind of teachers in delivering their duties. Schools are not located in a vacuum but sited in an environment. Therefore, school environment can be described as the location of a school where all school activities are carried out. In this respect, environment connects all human and material resources either negatively or positively. Thus, the environment of the school makes serious impact on teachers' performance. In other words, the state of a school environment whether secure or insecure constitutes tremendous influence on the ability of the teachers to perform optimally or appallingly. Insecurity is a social disorder that features threat to human lives and organizational activities. In recent times, no place can be qualified to be regarded as school if it does not possess basic security measures that will guarantee safety of lives and properties. It is obvious that many teachers and students alike are caught up in conflicts that results to insecurity both to lives and the school properties. Worrisome enough is when an individual does not have control over a situation but has to rely on the cooperation of others that cannot be guaranteed, the result may be frustration or insecurity. Insecurity is a threat to learning and the prevailing peace within and around the schools which often has ripple effects on effective teaching and learning and activities of such schools. Nwiyi, (2016) noted that effective teacher makes sure that chalkboard, seat/desk, ventilation and lightening, and good hygiene are maintained in the classroom for effective teaching and learning to take place Restraining is also a method used to give new or present employees the skills that are required for effective job performance (Khan 2011). The need for ICT training is very indispensable in this 21 century of knowledge explosion, because ICT can enhance teaching and learning through its dynamic, interactive and engaging content, and it can provide real opportunities for individualized instruction. ICT has the potential to accelerate, enrich and deepen skills, motivate and engage students in learning. In most secondary schools, some teachers are not skilled in the use of ICT skills. studies have also been carried out on this, for instance, Ololube (2006), in a study on the impact of professional and nonprofessional teachers' ict competencies in secondary schools in Nigeria, found out that, some teachers in Nigerian secondary schools find it very difficult to effectively tally their ICT instructional materials to the goals of their instructional objectives. Information and Communication Technology consists of various tools and systems that can be exploited by capable and creative teachers to improve teaching and learning situations. The motivation of teacher is therefore very important as it directly affects the students. Incentives used to motivate some teachers may antagonize others. Incentives are sometimes used by government and education leaders to encourage teachers to behave

differently, presumably in ways that promote the ends desired by those giving the incentives. For example, incentives might be designed to attract current teachers to remain in teaching, to accept assignments in remote schools, or to use new teaching methods in their classroom.

Accordingly, a teacher is someone who transmits knowledge and directs the learning process. Some of the fundamental functions of a teacher are: teaching, attending to parents, examining students, awarding marks, settling conflicts between students, punishing students when necessary, and acting as a role model to students. All these roles cannot be performed by teachers effectively if adequate and reliable training is not given to them. The obvious fact remains that the quality of education and learning outcome of students rest heavily on quality training given to teachers to perform their duties effectively.

Specialized teacher's capacity must be built for the new instructions to be effective. Suffice it to say that, there is need for teachers and students to become excellent life-long learners, individually and collectively. To this end, the teacher accept responsibilities as a resource specialist and they are willing to support the students (Okai, 2021). So the collective effort of the teachers through effective teaching and learning is highly imperative. The teacher is that person whose duty is to co-ordinate, control and organize the activities in the classroom. Teachers have the ability to ensure that classroom activities are well conducted. The FRN (2014) described teachers as the most important human resources in the development and sustenance of any system of education and achievement of pre-determined educational goal. Also, FRN (2014) posited that no education system can rise above the quality of its teachers gave the values and accorded to teachers from time immemorial. Policy statement which opined that the quality of education in Nigeria and in any other country is determined by the quality of teachers that are available for the programmes of education. This implies that teachers are very important in teaching and learning. Amaele (2012) described a teacher as the person who performs the act of teaching, possess the necessary knowledge, skills and information well enough to impact to the learner. He/she must have professional competence and training in order to be morally up-right as to be able to nurture the students entrusted into their care. The teacher should be able to understand the individual differences of the students so as to carry every learner along. Intensive learning requires teachers to be provided with their needs to build capacity for designing and mastering the new methodology for effective development and high competencies. The educational success and failure of its activity to a great extent depends on the effective service delivery of teachers. It is in this course that Adiele (2017) asserted that teaching profession is a mother to other professions but became worried why it is not remunerated like other professions. He went further to express his dismay that teachers are the least paid; yet, they are expected to deliver quality service. This expectation, of course remains utopian in nature. Thus, meeting the needs of teachers in secondary education is very paramount, so long as secondary education is to equip school leavers with skills, competencies and knowledge adequate for self-sustenance, and contribution to National development thereby reducing unemployment, illiteracy and poverty (Agi & Yellowe). Therefore, meeting up with the needs of teachers is very imperative and requires the urgent attention of all and sundry for effective teaching and learning to take place in secondary schools in Rivers State.

Statement of the Problem

Teachers has been a very useful factor in increasing and optimizing effective service delivery in Nigeria. With this trend, it is imperative to acknowledge that in secondary schools at this present time, teachers need are are critical to the increased service and quality of teaching and learning. These efforts can be achieved through improved attitude, behaviour, knowledge and skills on the job by the administrators. The importance of provision of teachers needs includes;

increased in knowledge, skills and the development of positive attitude to work, increased personal and organizational productivity and quality service. Most teachers have not lived up to their expectations due to inability of the secondary school administrators to expose thee ICT training, job security, provision of incentives, etc; which would have resulted to effective service delivery. It is feared that, most of the teachers in secondary schools are not being regularly trained in some innovations, some are still teaching with outdated methods of teaching while some are not well skilled in their various disciplines which affects their effectiveness. This inevitably may have dire consequences on the academic performance of the teachers and consequently student performance. Lack of job security may hinder effective service of teachers because teachers needs to be assured that the job are secured. Teachers with less knowledge on their teaching job, with absence of skills on new trends, innovation, and new ideas, are less informed on their subject specialization. These conditions may result in ineffective delivery of teaching and learning experiences thereby, dwindling effective job performance in public secondary schools in Rivers State. The researcher is puzzled by this situation which may have led to ineffective job service delivery and consequently general poor academic performances of the students. It is as a result of this that the study investigates provision of teachers needs for effective service delivery in public senior secondary schools in Rivers State.

Aim and Objectives of the Study

The overall aim of this study is to examine provision of teachers needs for effective service delivery in public senior secondary schools in Rivers State. Specifically, this study seeks to:

1. Determine the extent provision of ICT training contributes to effective service delivery in public senior secondary schools in Rivers State.
2. Ascertain the extent provision of job security effectively contributes to service delivery in public senior secondary schools in Rivers State

Research Question

The following research questions guided the study:

1. To what extent does the provision of ICT training contribute to effective service delivery in public senior secondary schools in Rivers State?
2. To what extent does the provision of job security contribute to effective service delivery in public senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the mean ratings of male and female teachers on the extent provision of ICT training contributes to effective service delivery in public senior secondary schools in Rivers State.
2. There is no significant difference between the mean ratings of male and female teachers on the extent provision of job security contributes to effective service delivery in public senior secondary schools in Rivers State.

Theoretical Framework

This paper is anchored with the theory of Strategic Human Resources Management by Storey (1989) as cited in Robert-Okah (2015).

The theory states that the fundamental aim of Strategic Human Resource Management is to generate strategic capacity, ensuring that an organization has the skilled, committed and well-motivated employees it needs to achieve sustained competitive advantage. Its objective is to

provide a sense of direction in an often turbulent environment so that the business needs of the organization, individuals and the collective needs of its employees can be met by the development and implementation of coherent and practical human resource management policies and programmes. It is an approach that involves the plans and intentions of organizations towards employment relationship, recruitment, training, development, performance management, reward and employee relations strategies, policies and practice. Strategic human resource management addresses the extent to which human resource management strategy takes into account the interests of all stakeholders in the organization, employees in general as well as owners and management. Strategic HRM involves both 'soft strategic HRM' and 'hard strategic HRM'. 'Soft strategic HRM' places greater emphasis on job-security of staff, continuous development, communication, participative decision-making, quality work life and work-life balance, whereas 'Hard strategic human resource management emphasizes on what is to be obtained by proper human resource investment by organizations. An ideal strategic human resource management however, attempts to achieve a proper balance between the hard and soft elements. Storey (1989) classified the major focus of HRM as;

- i) It seeks to bring together and develop into an effective organization of men and women who make up the enterprise, enabling each of them to contribute their quota to the success of the system both as individuals or work groups;
- ii) It seeks to provide fair terms and conditions of employment and satisfy work conditions for employees;
- iii) It is concerned with creating, maintaining, stimulating and unifying energies of workers towards effective realization of their pre-determined goals/objectives;
- iv) HRM has the capacity to provide adequate remuneration and rewards that will motivate staff to stay and work productively in organizations.

The relevance of this theory to the paper is that in order to achieve the objectives of secondary education, teachers who are at the fulcrum of curriculum implementation have to be provided with their needs such as ICT skills, job security and among others to enable them put in their effort in achieving the objectives of secondary education. This is in harmony with Victor Vroom Expectancy theory as cited in Nwankwola, (2016, Ololube, 2019, Agi & Adiele, 2009), who postulated that when an employee is rewarded accordingly, such worker will put in more effort for higher performance.

Conceptual Model



Fig. 1: Diagram Showing the Needs of Teachers (Researchers' concept, 2023)
Teacher

A teacher is one who engages in an interactive behaviour with one or more student for the purpose of effecting a change in the behaviour of these students. Teacher is used as a synonym for educator, tutor, instructor, mistress, governess, educationist, preceptor, teacher etc. The teacher is that person whose duty is to co-ordinate, control and organizes the activities of the classroom. He/she has the ability to ensure that classroom activities are well conducted. The teacher is the most important component in any educational programme, and it is the one who is mainly responsible for the implementation of the educational process at any stage, this means that unless there is adequate investment in the preparation and the empowerment of teachers the education system cannot become a suitable and potential instrument of national development (Ibara, 2017). The FRN (2014) described teachers as the most important human resources in the development and sustenance of any system of education and achievement of pre-determined educational goal. Also posited that no education system can rise above the quality of its teachers, gave the values and accorded to teachers from time immemorial. Federal Government of Nigeria (FGN, 2014) listed out the goal of education policy statement which opined that the quality of education in Nigeria and in any other country is determined by the quality of teachers that are available for the programmes of education. This implies that teachers are very important in teaching and learning. Amele (2012) described a teacher as the person who performs the act of teaching; possess the necessary knowledge, skills and information well enough to impact to the learner. He/she must have professional competence and training in order to be morally up-right as to be able to nurture the students entrusted into his/her care. The teacher should be able to understand the individual differences of the students so as to carry every learner along. Unachukwu & Nwosu (2014) asserts that the teacher is responsible to translate national policies aims and objectives, desirable knowledge, skills values, and competencies into practical term for the development of the society. In the assertion of Okeke (2004), teachers are crucial inputs of an educational system no one derives the fact that the teacher is the central process of quality and equality in education; and no school can be stronger than the quality of the teachers. The concept of teacher according to Okeke (2014) embraces all who discover, or order, transmitted disseminate, appraise, or administrator in any learning and teaching process. Thus, a teacher is a person who delivers an educational program, assesses student participation in an educational program, and administers or provides consistent and substantial leadership to an educational program. Several other authorities agree with this view of the teacher today as a person cannot be reduced to routines and skills but who above all these possesses intellectual practical and attitudinal capabilities that most effectively deal with learning situations their respective contexts. Such a teacher recognizes each learning situation as be unique. Bennett (2000) stated that “the teacher who is great is the teacher who makes others believe in greatness. The teacher has emerged as the most crucial factor in the learning process.” Afe (2002) also states that the teacher “in the educational process is the person who instructs to provide the teaching-learning process. He assumes capacities as educator, instructor, tutor, lecturer, counsellor, professor and so on. Be the mainstay or prime mover of the educational system.” The teacher today is expected to be proactive and enquiring professional relentlessly engages in the search for knowledge. The teacher should, indeed. Knowledge and exceed the bounds of common sense. Teachers can even educational reforms (Obanya, 2010). The teacher has to essentially lead knowledge not just conformists. This will drive the profession and learning standards, make learning process more dynamic and bringing about significant positive change within shortest time possible (Murray & Robertson, 2013). Certainly Obanya (2010) opined that the major task of a teacher today is “learning to learn”, thus emphasizing that there is no more place for teachers who see facts as dogma and who use their ideas and lecture notes used during their undergraduate days to teach the children so many years after they had become teachers. Peacock (2013) in her opinion stated that excellent

teachers change lives and they create learning without limits. She stated that what teachers today need is pedagogy of principles rather than prescriptions. She further stated that excellence as a teacher means caring more than others think is wise and taking risks more than others think is safe. She stated that “the focus has shifted from teaching to learning, with teachers learning along with their students, and teachers are communicating in now, exciting ways.” The teacher today cannot just be indifferent to on-going learning and professional enquiry rather must be the cornerstone of professional practice. This gives a comfortable avenue for a teacher to see his or her practice as having infinite opportunities for success.

According to Dabove (2010) “Teachers are essential players in promoting quality education, whether in schools or in more flexible community- based programmes. They are advocates for and catalyst of change. No education reform is likely to succeed without the active participation and ownership of teachers. “If you can spell and write your name, thank your teacher.” A teacher, in a professional usage, is a person trained or recognized and employed to help in classroom situation in order to achieve predetermined educational goals. He is a person who attempts to help others to acquire knowledge, some skills or change attitude. A teacher is someone who instructs others in virtue that society cherishes. This then creates connection between the type, quality, and depth of education received for improvement in human life and living in the world. Teachers constitute a critical resource in government’s effort to provide quality education for its citizenry.

Provision of ICT Training for Effective Service Delivery in Secondary Schools

The world has turn into a global village with technology, which enable people to communicate with others across the world as if they are living the next door. Akachi as cited in Nwuke, (2018) stated that information communication Technology focused on understanding the process, and system mechanism that concerns information storage, absorption, transfer, presentation and processing through understanding the scientific principles in recording management. ICT is indispensable tool in modern society, for every institution of learning to make progress in terms of quality delivery in the educational system it must incorporate the use of ICT in the educational system especially in the senior secondary school level in order to be on an increased rate especially regarding records management which is the grass root for the survival and continuity of any institution. Also Nwuke (2018), opined that ICT are used as educational tools to support learning goals. This has become imperative for students at all level in order to allow for better focus on real life problems authentic data. To emphasizes further, Nwankwoala, Daminabo, & Agi (2013) agreed that ICT stimulates the development of intelligence, the ability of solving problems and creativity, hence; offering strategies for change by helping students in to develop more open-minded and flexible attitude

One of the skill developments for teaching goals to use new technology tools to improve the information character skills of the learner by challenging them with problems drawn from curriculum. Therefore, factor which influence such skills development are based on human ability to explore. Confirming the above statement, Onivumere (2008) state that Information and Communication Technology improve learning process and can ensure a significant improvement in the quality of research, teaching and learning. Hence ICTs have the ability to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, strengthening teaching and helping school’s development in a rapidly changing world. Emphasizing the indispensability of ICT Skills Watson (2020) supported that the digital age has increasingly ushered in the growing need for Information and Communication Technology (ICT) application in all facets of life. He went further to assert that technology is now the in-thing and it is penetrating every nook and cranny of human existence and classroom instruction is not left out. In order to be continuously relevant in

teaching profession, every teacher is expected to acquire the necessary skills and competences in the application of ICT resources. Packing and delivery lesson to learners in this technological era, the knowledge and skills for application of ICT resources in teaching should be considered a factor in teacher's effectiveness. However, it is expected that every teacher who has effective teaching at heart should be able to acquire the skills and knowledge relevant to the use of ICT resources in organizing packaging and delivering their lessons. There are many reasons being advanced for this. Firstly, the world has become a global village because of the interactivity of information and communication technology, whatever happen in one end of the world today can be accessed almost immediately in many parts of the world. Information is easily stored, retrieved, disseminated and accessed without difficulty through ICTs. In this regard, teachers and learners need to be aware of what is happening in education sector in both developed and developing countries. Secondly, ICT resources are bundle of necessary skills required by learners for skill of creativity, critical thinking and problem solving. Application of these ICT resources in learning officer's learners' opportunity to learn these skills. Thirdly ICTs are technologies based on the heart of civilization and development in every sector of the economy. Lastly, the use of ICT resources helps teachers to meet student's needs, solve their problems and at the same time achieve the predetermined objectives. This implies that application of ICT resources in teachers' effectiveness is necessary therefore; a teacher who lacks the knowledge and skills for using ICT resources in organizing packaging and delivering lessons will soon be given a rightful place by obsolescence. It is only effective teacher that can-do effective teaching (Santrock, 2000) in Duru, 2016.). Supporting this assertion, Blakes (2004) in Akabogu (2006) states that the computer technology will remain a key component to almost everything one does in this 21st century. Also, ICT in education has become one of the key parts of economic transformation of the 21st century (Nwiyi, 2018). Teachers therefore, should be properly groomed in the use of ICT in order to stress their relevance in the face of growing advances in Information Communication Technology. Interestingly, the federal and state ministries of education have in recent times been acquiring new and outstanding instructional technologies that impact human life. The most important of them is information technology (Kayode, 2010). Since the education system of Nigeria is gradually giving priority to ICT literacy, it is imperative therefore, that the teachers be viewed as the prime engine for this priority. In this regard, all concern should be to re-skill and re-tool the teachers to be able to propel this priority effectively. In other words, ICT learning and utilization should be one of the major concerns of educational authorities both at federal, state and local levels. Thus, ICT training and development agenda for teachers which may be tagged Information Technology Literacy (ITL) for teachers be established by the Education Ministry – starting from the federal, state and down to the local education authorities (Fouts, 2010). The challenge of ICT education for teachers in the Nigeria education system is obvious. The increased number of pupil and students' enrolment, increase in the amount of educational activities being carried out easily through information and communication technologies, changes in the nature of teaching and learning becoming gradually web based, electronic journals, on-line sources of material are among the few challenges for Nigerian teachers (Blurton, 2002).

ICTs hold good promises for our education system. It could be both a lever and catalyst in enhancing the education sector. As a lever, the ICT will serve as a means of exerting effective power into the education system. As a catalyst, the ICT is capable of bringing about fast positive changes in the education system. There is no doubt that teachers exposure to ICT will exert a significant and positive impact on students 'achievement, especially in terms of knowledge, comprehension, practical skills, and presentation skills in various subject areas such as science, mathematics, social studies and business related subjects (Oduma & Ile, 2014). Through ICT in education, images can easily be used in teaching and improving the retentive

memories of students. Through ICT education, teachers can easily explain complex instructions and ensure students 'comprehension and through ICT education, teachers are able to create interactive classes and make the lessons more enjoyable, which could improve students 'attendance and concentration.

Provision of Job Security for Teachers' Effective Service Delivery in Secondary Schools

Job security also implies that the roles and responsibilities assigned to staffs in the educational institution should not be done based on any form of bias, favouritism, nepotism, ethnicity or any form of discrimination. This implies that in an institution where there is perceived job security, the institutional administrators should not use any form of bias or discrimination to assign or withdraw responsibilities to/from staffs (Okpan, 2021). Staffs should be treated with equality, fairness and merit. A staff assigned a duty or position where he or she gets some form of incentives should not be removed from the duty or position because the manager wants to assign it as an act of favouritism to another staff. If the administrators assign the duty on favouritism basis, it could lead to resentment from which undoubtedly lead to ineffectiveness in administration of institution. When staff perceive that administrators are bias when it comes to delegation of duties, staff who feel that such bias negatively affects them may become nonchalant as they will expect only the favour ones to contribute their best to the institution. Akpan (2013) pointed out from his study that job security no doubt significantly predicts organizational commitment especially among staff. He suggested that the job security of staffs especially secondary school teacher is relatively stable. It was pointed out that it is this stable career prospect that helps to increase the commitment of these teachers.

Therefore, one can point out with no doubt that job security goes a long way to increase institutional effectiveness and commitment which will continue to rise as staffs feel that their job is more secured. The security of an employee's job is not an intrinsic benefit since it is beyond what the employee can offer for their personal use. The security of an employee's job is therefore an extrinsic reward and as such must be provided for the employee in order to boost their morale. Since job security is not at the prerogative of the employee, the employee is expected to feel more satisfied if he can achieve this important class of reward that is beyond his control. This is why job security contributes more to the commitment of employees to their job. One of the highest expectations of any employee from his place of work is the security of their job (Abdullah & Ramay, 2012). Therefore, employees in any organization will be more committed to their job if they feel secured where they work. Job security therefore promotes commitment as it also goes a long way to create an emotional and mental balance which is required for employees to development commitment in their place of work. Job security refers to a situation where organizations cannot sanction and demote an employee without following legally defined due process (Cole, 2005). Staffs, who contribute towards goal achievement in their school, expect that the school should reward them with job security. This means that the school should in recognition of their input, formulate policies that protects them from losing their job or from demoted to handle responsibilities below their capacity, qualification and experience. There are responsibilities that should be handled by newly employed staff and it may seem unfair to assign such responsibilities experienced teachers who has over the years of their career risen to the ranks of Directors. Job security protects staffs from all forms of unfair labour practices or treatment from employers to their employees. Sometimes, in order to protect the interest of an organization or due to result scarcity or certain unplanned changes in the organization, the management may decide to cut-down on some of the rights and privileges of their employees. In order to ensure that organizations do not do this recklessly or unfairly, employees solicit for job security. Advocating for the members' job security is one of the major focuses of labour unions (Olusegun, et al., 2017). Whether or not there are pressure from labour

union, secondary school managers can reward the teachers with Job security. There are several legal principles that can be adopted by school management to ensure that staffs are rewarded with job security. One of such principles is the principle of vicarious liability.

Employers that appear to be motivated by the actions and policy instrument of the organization tend to be more committed than their colleagues who are not motivated. Job security of employers makes them give their best to the organization. When staffs realize that the institution upholds the principle of vicarious liability, it encourages them to be dynamic, innovative and daring of challenging task. They give their best to the institution because they know that the institution can protect their job. Job security is one's expectation about continuity in job situation. It has to do with employee feeling over loss of job or loss of desirable job feature such as lack of promotion chances, current working conditions, as well as long-term career opportunities. In the same vein, Okpan (2021) noted that job security is an important factor in employee commitment and for an effective administration of institution. Institution staff job security is ensured after confirmation of appointment. In other words, the staff is accorded the tenure status. This means that the staff cannot be dismissed from the job arbitrarily. Tenure, therefore, give the staff a sense of job security (Abdullah & Ramay, 2012). Job security significant has expanded and high light in the previous ten years feedback of employees why they change the organization. Yousaf (2018) found that teacher's commitment is influenced by various factor but there are two major factors, (i) job security and (ii) job satisfaction. Job security is one's expectation related still in job situation. Job security is important part of job commitment (Akpan, 2013).

Methodology

The design that was adopted for this study was a descriptive research design. This was done to find out the opinions of the respondents of the study and interpret them accordingly without biased tendencies. The population of this study comprised all the teachers in the 302 public senior secondary schools in the 23 Local government areas of Rivers State, totaling 6,557 teachers (**Source:** Rivers State Senior Secondary Schools Board, 2022). A sample of this study was 377 teachers representing 17% of the total population of teachers in public senior secondary schools in Rivers State. The Taro Yamane method used to draw out the sample size. Thus, $n = N / (1 + N(e)^2)$. The instrument that was used for data collection in this study was a self-structured questionnaire designed by the researcher titled "Provision of Teachers Needs for Effective Service Delivery in Public Senior Secondary Schools in Rivets State Questionnaire (PTNESSQ)" in Rivers State. The instrument was divided into two parts: A and B. Part A elicited information on demographic data of the respondents, while section B addressed the issues relating to the research questions and hypotheses of the study. The instrument was structured using the modified 4-point Likert rating scale of Very High Extent (VHE) - 4 points, High Extent (HE) - 3points, Low Extent (LE) - 2points, Very Low Extent (VLE) - 1 point. In scoring the questionnaire responses, the weighted point was added as $4+3+2+1=10/4= 2.5$. Thus 2.50 is the Criterion Mean. The instrument was subjected to face and content validity by giving them to the researcher's supervisor and two other experts of Test and measurement. They made their correction and their inputs as well. Their inputs and corrections were reflected in the final draft of the instrument. In order to determine the reliability of the instrument, the researcher adopted the test-retest method. This was done by administering 25 copies of the questionnaire to 25 respondents who were not part of the sample size but will be taken from the study population. After a period of two weeks, another set of questionnaires were re-administered to the same respondents. The scores of the two tests were correlated using Pearson Product Moment Correlation coefficient to obtain the reliability index value of 0.86. 377 copies of the research questionnaire instrument were administered to the

respondents by the researcher with the help of two researches assistant who were instructed by the researcher on how to do so. Out of 377 distributed questionnaires, due to insecurity and unavailability of some of the respondents, only 324 questionnaires were retrieved which gave rise to 86% retrieval rate. Mean ($\bar{X}$), standard deviation (SD) were used to answer the research questions, while t-test statistical tools were used to test the hypotheses at 0.05 level of significance. Criterion mean of 2.5 was used for judgment in accepting or rejecting the mean. Any item that was up to the criterion mean of 2.5 and above was accepted as high extent while any item below 2.5 was accepted as low extent.

Results and Discussion

Research Question 1: To what extent does the provision of ICT training enhances effective service delivery in public senior secondary schools in Rivers State?

Table 1: Mean ratings and standard deviation of male and female teachers on the extent the provision of ICT training enhances effective service delivery in public senior secondary schools in Rivers State.

S/N		Male Teachers (N = 153)		Female Teachers (N = 171)			
	Variables	$\bar{X}_1$	S.D ₁	$\bar{X}_2$	S.D ₂	$\frac{\bar{X}_1 + \bar{X}_2}{2}$	Remark
1	Through knowledge of computer skills teachers' source for information.	2.67	1.22	2.47	1.23	2.57	High Extent
2	Usage of Google classroom promotes effective online classes with students.	2.65	0.97	3.07	1.12	2.86	High Extent
3	The use of internet promotes the effective sourcing of information by teachers for teaching and learning.	2.40	1.16	2.42	1.15	2.41	Low Extent
4	Training of teachers on the use of zoom App equips them with online interactive skill for effective teaching and learning.	2.63	1.16	2.67	1.14	2.65	High Extent
5	Through ICT training the use of laptops, lessons notes are prepared for teaching and learning.	2.59	1.08	2.47	0.99	2.53	High Extent
6	Training of teachers on the use of virtualization ensures for efficiency in teaching and learning.	2.54	1.09	2.83	1.04	2.69	High Extent
Average Mean/Standard Deviation		2.58	1.11	2.66	1.11	2.62	High Extent

Source: Survey Data 2022

Legends:

$\bar{X}$: Mean

S.D: Standard Deviation

n : Number

Scales:

1.00 - 2.49: High Extent

2.50 - 4.00: Low Extent

Data on Table 1 reveals mean ratings and standard deviation of male and female teachers on the extent provision of ICT training enhances effective service delivery in public senior secondary schools in Rivers State. The table shows that majority of the respondents agreed that

to a high extent through knowledge of computer skills teachers source for information, usage of Google classroom promotes effective online classes with students, use of internet promotes the effective sourcing of information by teachers for teaching and learning, through ICT training the use of laptops, lessons notes are prepared for teaching and learning, training of teachers on the use of virtualization ensures for efficiency in teaching and learning as seen on item 1, 2, 4, 5 and 6 with the mean values of 2.57, 2.86, 2.65, 2.53 and 2.69 respectively. But to a low extent on item 3 with mean set value of 2.41. From the grand mean set values of 2.62, the answer to research question 1 is that to a high extent the provision of ICT training enhances effective service delivery in public senior secondary schools in Rivers State.

Research Question 2: To what extent does the provision of job security enhances effective service delivery in public senior secondary schools in Rivers State?

Table 2: Mean ratings and standard deviation of male and female teachers on the extent provision of job security enhances effective service delivery in public senior secondary schools in Rivers State.

S/N	Variables	Male Teachers (N = 153)		Female Teachers (N = 171)		$\frac{\bar{X}_1 + \bar{X}_2}{2}$	Remark
		$\bar{X}_1$	S.D ₁	$\bar{X}_2$	S.D ₂		
7	Job security provides teachers with the peace of mind to focus on their primary responsibilities.	2.69	1.1	2.61	1.24	2.65	High Extent
8	It also provide the teachers the emotional stability needed to carry out their assigned duties as teaching and project supervision of students.	2.06	1.17	2.39	0.94	2.23	Low Extent
9	Assuring teachers of full employment status stabilizes them for effective performances.	2.79	0.95	2.58	1.08	2.69	High Extent
10	Job security fosters a positive organizational culture where teachers feel supported and valued for effective service delivery.	2.67	1.16	2.71	1.05	2.69	High Extent
11	When teachers jobs are secured, they will give their best with the believe that their job is protected.	2.67	1.04	2.49	1.01	2.58	High Extent
12	The feeling of job security ensures that teachers are relieved anxiety for effective performance of their duties.	2.66	1.15	2.5	1.26	2.58	High Extent
Average Mean/Standard Deviation		2.59	1.09	2.55	1.09	2.57	High Extent

Data on Table 2 shows the mean ratings and standard deviation of male and female teachers on the extent provision of job security enhances effective service delivery in public senior secondary schools in Rivers State. The table shows that both male and female teachers to a high extent job security provide teachers with the peace of mind to focus on their primary responsibilities, assuring teachers of full employment status stabilizes them for effective performances, through job security, the teachers are encouraged to continue in their services

for better performances, job security fosters a positive organizational culture where teachers feel supported and valued for effective service delivery, when teachers jobs are secured, they will give their best with the believe that their job is protected, the feeling of job security ensures that teachers are relieved anxiety for effective performance of their duties as seen on item 7, 9, 10, 11 and 12 with the mean ratings values of 2.65, 2.69, 2.69, 2.58 and 2.58 respectively. But to a low extent on item 8 with the mean set rating of 2.23. The grand mean set value of 2.57 indicates that to a high extent provision of job security enhances effective service delivery in public senior secondary schools in Rivers State.

Test of Hypotheses

Hypothesis 1: There is no significant difference between the mean ratings of male and female teachers on the extent provision of ICT training enhances effective service delivery in public senior secondary schools in Rivers State.

Table 3: Summary of t-test analysis of mean ratings of male and female teachers on the extent provision of ICT training enhances effective service delivery in public senior secondary schools in Rivers State.

Groups	N	$\bar{x}$	S.D	Df	t	Level of Sig.	Decision
Male Teachers	153	2.59	1.09	322	0.27	0.05	Accepted
Female Teachers	171	2.55	1.06				No Significance
N=	324						

Level of significance = 0.05

Data on Table 3 show summary of subjects mean, standard deviation and t-test of difference between the mean ratings of male and female teachers on the extent provision of ICT training enhances effective service delivery in public senior secondary schools in Rivers State.

The calculated t-value, used in testing the hypothesis stood at 0.27, which is greater than 0.05 level of significance ($P > 0.05$) using 322 degrees of freedom. Based on the foregoing, the researcher failed to reject the null hypothesis and confirmed that there is no significant difference between the mean ratings of male and female teachers on the extent provision of ICT training enhances effective service delivery in public senior secondary schools in Rivers State.

Hypothesis 2: There is no significant difference between the mean ratings of male and female teachers on the extent provision of job security enhances effective service delivery in public senior secondary schools in Rivers State.

Table 4: Summary of t-test analysis of the mean ratings of male and female teachers on the extent provision of job security enhances effective service delivery in public senior secondary schools in Rivers State

Groups	N	$\bar{x}$	S.D	Df	t	Level. Sig.	Decision
Male Teachers	153	2.58	1.11	322	0.45	0.05	Accepted

Female Teachers	171	2.66	1.03	No Significance
N=	324			

Level of significance = 0.05

Data on Table 4 shows summary of subjects mean, standard deviation and t-test of difference between the mean ratings of male and female teachers on the extent provision of job security enhances effective service delivery in public senior secondary schools in Rivers State.

The calculated t-value, used in testing the hypothesis stood at 0.45, which is greater 0.05 level of significant ($P > 0.05$) using 322 degrees of freedom. Based on the foregoing, the researcher accepted the null hypothesis and confirmed that there is no significant difference between the mean ratings of male and female teachers on the extent provision of job security enhances effective service delivery in public senior secondary schools in Rivers State.

Discussions of Findings

Extent the Provision of ICT Training Enhances Effective Service Delivery in Public Senior Secondary Schools in Rivers State.

The findings of the study indicated that the to a high extent through knowledge of computer skills teachers source for information, usage of Google classroom promotes effective online classes with students, use of internet promotes the effective sourcing of information by teachers for teaching and learning, through ICT training the use of laptops, lessons notes are prepared for teaching and learning, training of teachers on the use of virtualization ensures for efficiency in teaching and learning. This finding is in line with Nwankwoala, Daminabo, & Agi (2013), having agreed that ICT stimulates the development of intelligence, the ability of solving problems and creativity. The employment of ICT in to educational processes enhances the improvement of teachers to effect positive learning outcome among students. ICT makes available numerous and varieties of academic materials that will enable speedy research among academic staff and even among students. The knowledge of ICT skills equips teachers to be highly functional and competent in their service delivery.

Again, the findings of this study gained the support of Olakulehin (2007), who opined that exposure of teachers to different information and communication technologies (ICT) in teaching and learning processes, provides them with varieties of teaching and learning methods, flexible and provision of self-directed learning, increase participation through online communication, access to information, classroom management, increased lifelong learning skills, for teachers and students alike, access to avoid student body in different learning centres across the globe and personal development of the teachers standardized content. It therefore becomes necessary for a regular seminar to be attended by all teachers to continually increase their knowledge about teaching-learning practices. This will make it possible for them to cope with the changes in new technology and methodology as to match modern demands in education. No wonder, Onivumere (2008) maintained that the integration of technology into the classroom instruction allows users to combine text, video, image and animation with visual effects that can facilitate the learning process and improve students' outcomes.

Extent the Provision of Job Security Enhances Effective Service Delivery in Public Senior Secondary Schools In Rivers State.

The findings of the study indicated that to a high extent job security provide teachers with the peace of mind to focus on their primary responsibilities, through job security, the teachers are encouraged to continue in their services for better performances, job security fosters a positive

organizational culture where teachers feel supported and valued for effective service delivery, when teachers jobs are secured, they will give their best with the believe that their job is protected, the feeling of job security ensures that teachers are relieved anxiety for effective performance of their duties. The findings are in line with the opinions of Akpan (2013) who emphasized from his study that job security no doubt significantly predicts organizational commitment especially among staff. He went a step further to posit that job security of staffs especially secondary school teachers is relatively stable, pointing out that it is this stable career prospect that helps to increase the commitment of these teachers. Job security also implies that the roles and responsibilities assigned to staffs in the institution should not be done based on any form of bias, favouritism, nepotism, ethnicity or any form of discrimination. This implies that in an institution where there is perceived job security, the institutional administrators should not use any form of bias or discrimination to assign or withdraw responsibilities to or from staffs. Once more, the results corroborated Abdullah and Ramay's (2012) assertion that job stability has a greater impact on workers' dedication to their jobs. Job security is one of the things that every employee wants most from their place of employment. Employees ought to get equitable, just, and merit-based treatment. One crucial component of a commitment to one's work is job stability (Akpan, 2013). A worker who is given a task or position and receives compensation shouldn't have it taken away because the boss wishes to give it to another worker as a favor. If administrators give tasks based on favoritism, it may cause resentment, which will surely result in poor institution administration. The findings also agreed with Yousaf (2018), having found out that academic staff commitment is influenced by various factor but there are two major factors; job security and job satisfaction. Job security is one's expectation related still in job situation. Advocating for the members' job security is one of the major focuses of labour unions (Olusegun et al., 2017).

Conclusion

Regardless of an employee pre-service training level, there is need for teachers to be competently retrained in optimum ICT skills, which will assist in raising the standard of academic performance of teachers and consequently the students as well. Through the provision of job security, teachers' emotions are at rest for effective services to be delivered accordingly. Exposing teachers to further training is necessary to update teachers who have poor educational background, few teaching skills, and those facing serious challenges as beginners in teaching profession and those who lack classroom management skills. In addition, making provisions for incentives is a unique approach towards spurring the service spirits of teachers for effective service delivery.

Recommendation

Based on the above discussions, the following are recommended:

1. The principals and schools Board should often organize ICT training programs with the aim of equipping teachers with the digital skills needed for effective teachers' service delivery.
2. The school administrators should provide teachers with job security that will give them the emotional stability needed to carry out their assigned duties.
3. School administrators should provide teachers with incentives like extra monetary pay to encourage them to be more effective in their services.

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