

Soft Skills and Mathematics Teacher's Job Performance in Public Senior Secondary Schools in Ikwerre Local Government Area

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DOI: 10.56201/ijee.v9.no7.2023.pg11.22

Abstract

This study was carried out to determine the relationship between soft skills and mathematics teachers' job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State. Three research questions and three null hypotheses were formulated to guide the study. The Correlational research design was used for the study. The population of the study consisted of all the 41 Mathematics teachers in the 14 public senior secondary schools in Ikwerre Local Government Area. Simple random sampling technique was used in selecting 100 SS2 Economics students for the study. Data was collected using a researcher developed two instruments named, Soft skills Questionnaire (SSQ) and Mathematics Teachers' Job Performance Questionnaire" (MTJPQ). The instruments were subjected to face validity by three experts; Each of the experts was from Educational management, Social studies and Measurement and Evaluation. The reliability of the instrument was determined by randomly selecting 9 mathematics teachers who were not part of the study sample to respond to the instrument. Data generated was subjected to Cronbach Alpha Reliability statistics to determine the consistency of the test instrument. The SSQ and MTJPQ had a reliability coefficient of 0.81 and 0.80 respectively. Data analysis was done using Pearson product moment correlation (ppmc) statistics. The findings of the study revealed that there is a significant relationship between teamwork, time management, communication and mathematics teachers' job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State. Recommendations were made among others that Mathematics teachers should always collaborate with his/her colleagues or students to gain new knowledge in his/her area of subject matter.

Introduction

The environment plays a very important role in one's personal growth. A healthy environment creates a perfect individual while the environment that is a less healthy environment will produce problematic society. James, (2020) concludes that positive social environment has been linked to enhancing students' academic achievement, and also teachers' interpersonal skills. Social environment factors can influence and become a source of learning in the process of formulating on behavior through various patterns of social learning (Bassey, 2019). The environment can affect the appreciation of the individual's moral values. Appreciation of moral values is the final stage of the social convergence process formed

through social learning that incorporates elements of social learning fundamental elements such as stimulus, reaction affirmation, compliance, identification, modeling and impersonation. The environment has an important role in the formation of both teachers and students soft skills (Zakaria, John, Douglas and Whitehead, 2012).

Soft skills which is known as common skills or core skills, are a set of people skills, social skills, communication skills, character or personality traits, attitudes, mindsets, career attributes, social intelligence, and emotional intelligence quotients, among other things, that are sought after in all professions. "Soft skills" according to United States Army, (2019) is any skill that does not require the use of machinery. According to them, soft skills involve a wide range of critical activities and its require to lead groups, encourage soldiers, and win battles, which they had not yet cataloged or thoroughly examined. To Chiara, (2016), it is emotional side of human beings in opposition to the intelligence quotient (IQ) related to hard skill. In other words, soft skills are also a cluster of productive personality traits that characterize one's relationships in a social environment such as school. These skills can include social graces, communication abilities, language skills, personal habits, cognitive or emotional empathy, time management, teamwork and leadership traits. A definition based on review literature explains soft skills as an umbrella term for skills under three key functional elements: people skills, social skills, and personal career attributes (National Association of Colleges & Employers, 2021).

The skills are not limited to a single profession but entangled to all. Again, Chiara (2016), explained that the ductility aids people in adapting and behaving positively in order to efficiently deal with the obstacles of their professional and everyday lives. This shows that people with soft skills are more adaptable in an ever-changing world than those without. Soft skills have grown in popularity over time and this has makes the researchers and even the individuals realize its relevance to human existence. Hence, soft skills are predicator of life success, consequences to this, many companies; organizations worldwide are now investing in the training and development of persons in the field of soft skills.

Due to their rising importance, the need to teach soft skills has become a major concern for educators and employers all over the world even with the complexity in its definition and the challenged involve in its teaching (Laker & Jimmy, 2021). Teachers need to overcome the hindrances of teaching and learning process and meet the standards of the 21st century society by exercising their soft skills proficiently in teaching the learners and improving the school performance.

Teachers are facing various modifications in their functions and responsibilities in the society. Thus, it is important for the teachers to possess soft skills to achieve success and cope with the changes in the organization Lee & Tien-Tse, (2011). Hart & Mark (2003) believed that the application of soft skills in the workplace could produce sustainable development. Marcial, (2012) highlighted that soft skills are the personal attributes that influence individual's interpersonal relationships, job performance, and career outlook. Further, these skills help mold the personality and professionalism of managers in the working environment. Bhatnagar, (2011) identified that soft skills serve as one of the primary qualifications for getting a job in today's economy. He also recognized that employees with poor soft skills have disadvantages in achieving both personal and professional success. Marcial, (2012) also stressed that gender, civil status, educational attainment and employment status do not affect the soft skills of the teachers. He also found that soft skills help shape the personality and working behavior of the employees. However, employees were always recommended to equate soft skills with technical expertise to be efficient in performing their jobs.

Robles (2012) identified soft skills as the personal qualities of a mathematics teacher such as professionalism, integrity, responsibility and flexibility that are significant in the workplace. Moreover, Deepa & Manisha, (2013) added that soft skills comprise of various interpersonal skills of an individual that are necessary for creating a relationship with others. These skills include teamwork, communication skill and time management. Ward & Dorothy (2014) emphasized that soft skill proficiency plays a very significant role in career-life and must not be overlooked by the employees. Any school can effectively serve the clientele if teachers strengthen these skills and mindfully integrate into daily services.

The school system values the soft skills of the teachers. These skills are pivotal in creating a relationship with the learners to strengthen their emotional competence and advance their academic achievement Majid *et al.*, (2010); Toyama, (2014). Ngang *et al.* (2015) identified that soft skills help the teachers perform their functions successfully amidst the job difficulty. Bhatnagar (2011) also remarked that soft skills proficiency strengthens the confidence of the teachers. Teachers utilize various approaches to teaching the learners. The extent of knowledge of the subject matter enhances the level of students' achievement Liu & Dong, (2016); Metzler & Ludger, (2012). Kunter *et al.* (2013) added that the competence of the teachers such as knowledge of the subject matter, instructional competence and enthusiasm has positive effects on students' learning outcomes.

Teachers' skills such as cognitive and soft skills help shape the behavior of the students and contribute to the efficiency in delivering teaching-learning process (DiPrete & Jennifer, (2012). He added that teachers who perform well in developing behavioral skills also contribute to the improvement of the academic level of the learners. Denham *et al.* (2013) emphasized that the emotional being of the students can be developed through providing various activities for them to experience.

Teamwork

Teamwork comprises of various skills such as sharing opinion and knowledge, considering the suggestion of others, showing respect to other team members and providing help to others Lingard, (2010). Teamwork is significant in the workplace. Ngang *et al.* (2015) added that teamwork skills are the most required competency in the organization. Deepa & Manisha (2013) emphasized that any school needs a series of interaction among its teachers to carry out a certain task. These interactions create a robust and healthy atmosphere required to achieve the goals and objectives. In the field of education, Main, (2010) found that teachers' isolation is one of the hurdles that hinder the achievement of the goals and objectives of the school. Isolation with others prevents teachers from exchanging ideas with others that are vital in widening their skills and performing their duties and responsibilities successfully. Thus, he identified that collaborations with other teachers is a key strategy for better job performance.

However, Crutchfield & Kimberly (2014) highlighted those team members who are identified as free-riders and rely on high performing team members are the pitfalls of teamwork in the organization. This system creates a disproportionate burden on active and dynamic members. Lee & Tien-Tse, (2011) established that effective teamwork needs each member to listen to one another and refrain from making early conclusions. Dixon *et al.* (2010) added that the real essence of teamwork requires sharing of responsibility and commitment of every member to achieve the goals of the group. In the teaching learning process, Maldonado & Elizabeth (2011) posited that teamwork creates strong rapport between learners and teachers and promotes the positive development of the students through improved academic skills and diminished behavioral problems.

Time management

Time management is that which concern the planning and exercising conscious control of time spent on specific activities, especially to increase effectiveness, efficiency, and productivity. It involves a juggling act of various demands upon a person relating to work, social life, family, hobbies, personal interests, and commitments with the finiteness of time. Using time effectively gives the person "choice" on spending or managing activities at their own time and expediency Nweze, (2019). Time management may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects, and goals complying with a due date. Initially, time management referred to just business or work activities, but eventually, the term broadened to include personal activities as well. Time management is usually a necessity in any project management as it determines the project completion time and scope. It is also important to understand that both technical and structural differences in time management exist due to variations in cultural concepts of time.

Time management has to do with planning and scheduling activities, organizing tasks in a prioritized order and allocating time to the tasks according to their order of importance and helping one achieve desired objectives (Bassey, 2019). Time management is the ability to manage and control time (Lakein, 2021). Time management is the art of arranging organizing, scheduling and budgeting one's time for the purpose of generating more effective work and productivity. (Lakein, 2021). Since time management is important for everyone therefore, time management books and seminars often focus on business leaders and corporations, time management is also crucial for students, teachers, professionals of all kinds and home makers. One may be right to say that time management is the ability of an individual or group of individuals to make proper use of their time in order to achieve set goals.

Communication skills

Conrad & Robert, (2011) highlighted that good communication skills are significant factors in increasing performance and relationship in the workplace. Further, Tang *et al.*, (2013) emphasized that the way the administrators' converse with their employees determines the level of trust they received from them.

In the field of education, Lee & Tien-Tse (2011) posited that communication skills are one of the soft skills that must be acquired by the teachers. They believed that teachers could improve their roles by sharing insights through various forms of communications and learn from them. The communication skills of the teachers are salient features in dealing with the learners and in their academic advancement Majid *et al.*, (2010). Further, Keller *et al.* (2014) highlighted that the enthusiasm of the teachers boosts the interest of the learners and increases the level of motivation towards the learning process. Also, Conrad & Robert (2011) claimed that teachers perceived communication competence as essential in the organization. The skills such as using information technology (IT), creating group synergy and demonstrating respect were given greater importance by schools administrators and parents. These skills help the teachers in promoting the affective domain of the learners, especially in creating bond necessary for emotional development (Majid *et al.*, 2010; Toyama, 2014).

Through communication skills, teachers can persuade, train, present, inspire, and teach the learners. Thus, Rao (2010) remarked that communication skill is the core of soft skills. Without this skill, other soft skills become irrelevant. Training (2012) stressed that non-verbal communication such as tone of voice and nonverbal gestures matters even more than spoken words. He found that people believed non-verbal communication compared to verbal communication when two are contradictory during face-to-face interaction. Similarly, Dede, (2010) posited that teachers should be skillful in dealing with complex communication that requires vast amounts of verbal and non-verbal information. In this way, they can improvise answers and manage unpredictable and chaotic classroom discussion.

Amini *et al.* (2010) highlighted that communication skills positively influence educational performance. Thus, the school should include training courses that will boost the communication skills of the teachers for effective teaching.

Teachers' job performance

Teachers' job performance can be defined as the actions teachers perform in schools in order to achieve educational goals. In the past years, the influence of teachers was reflected on the productivity of school by producing seasoned students who can thrive in the society. But now, smartness is needed on the part of the teachers for possible job performance. Teachers nowadays do not motivate, guide and supervise the students to learn. These occurrences seem to be against the roles of a teacher as stated by Ukpong, (2018).

The teacher shapes the direction and influences to a great extent other educational inputs to achieve the stated goals of the educational sector. The extent to which this can be done depends on the soft skills possessed by the teachers since the quality of educational outcomes depends on the teachers' job performance to a great extent. Teachers' Job performance can also be defined as the set of behaviours teachers perform toward achieving the goals of an organization. Sampson, (2021) indicated that the development of students in terms of the quality of education is dependent on teachers' job performance. All over the world, there is a technological revolution in education which according to Etim, (2018) that teachers must necessarily be part of the revolution through soft skills possession. There are numerous activities teachers carry out which determine how effective and productive their jobs might be. Such activities include the drawing of scheme of work, lesson plan, delivery of lesson, evaluation of students, reporting of students' progress. Other activities carried out by teachers include maintenance of discipline among students, keeping of attendance registers of students, participation in staff meetings, conduction of morning devotion, counselling, participation in sports, games and club activities. These job areas which relate to the individual teacher's job performance need adequate soft skills back up. Therefore, this present study was designed to determine the extent of prediction of soft skills on mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State.

Chidi & Victor, (2017) conducted a study on the relationship between teachers' soft skills and job performance in secondary schools in Ebonyi State. The objective of the study was to determine the extent of relationship between teamwork and teachers' job performance in Ebonyi State. The study adopted a correlation research design. The study population comprised 4,368 secondary school teachers in Ebonyi State. Stratified proportionate sampling technique was used to sample 1005 respondents from the population of the study. The researchers developed two sets of instruments titled "Teamwork Questionnaire (TQ)" and "Teachers Job Performance Questionnaire (TJPQ)" were used for data collection. The reliability of TQ and TJPQ are 0.76 and 0.77 respectively. Pearson product moment coefficient was used in answering the research questions and t-test was used in testing the hypotheses. The findings of the study revealed among others that there is a high positive correlation between teamwork and teachers' job performance in secondary schools in Ebonyi State. Based on the findings, conclusion was drawn and it was recommended among others that government should provide opportunity for teachers to attend conferences, workshops, seminars and colloquiums on soft skills acquisition at least once a year both nationally and internationally for more acquisition of skills and knowledge for effective performance in order to keep them at par with their foreign counterparts.

Ekpoh & Eze, (2015) also conducted a study to investigate the relationship between soft skills and teachers' job performance in Ikom Education Zone of Cross River State, Nigeria.

Ex-post facto research design was adopted for the study. The sample was 86 principals, 344 teachers and 1,376 students drawn from a population of 86 principals, 1829 teachers and 35,359 students in public senior secondary schools in the study area. Data collection was carried out with the use of two research instruments titled “Soft skills Questionnaire (SSQ)” and “Teachers' Job Performance Questionnaire (TJPQ)”. The reliability of SSQ and TJPQ are 0.74 and 0.78 respectively. Pearson Product Moment Correlation Analysis (r) was used for data analysis at .05 level of significance. Results obtained revealed that a significant relationship exist between soft skills in terms of teamwork, flexibility, time management and teachers' job performance. Based on the findings, it was concluded that job performances of teachers would be enhanced when teachers possessed necessary soft skills.

Obilor (2020) conducted a study to investigate the influence of teachers' communication skills on students' academic achievement in senior secondary school in Rivers State. The research design was a descriptive survey with simple random sampling techniques to select a sample of 990 Senior Secondary (SS 2) students from a population of 6420 students in the three Senatorial Districts of Rivers State. Data collected through a researcher – developed, structured questionnaire entitled “Teachers' Communication Skills and Student Academic Achievement (TCSSAA), with a reliability coefficient of 8.86, was analyzed with mean, standard deviation and one-way Analysis of Variance (ANOVA). While mean and standard deviation were used to answer the research questions, the ANOVA was used to test the hypothesis at the 0.05 level of significance. It was found that speaking, listening, gestures and facial expressions as compounds of teachers' communication skills influenced students' academic achievement to a greater extent. Based on the findings, it was recommended amongst others that parents, teachers and education authorities should ensure that children, student teachers, and teachers were properly cultured on effective communication skills.

1.2 Statement of the Problem

Despite the role of mathematics in the life of every individual and society, there have been some challenges in mathematics education. The state of mathematics teachers' job performance in Ikwerre Local Government Area of Rivers State has persistently been poor, for this reason; there has been many drop-out and touts all over the place especially in the local communities, thus, making life very unbearable for the citizenry. Consequence to this, many stakeholders of education such as the researchers and government have pounder on the causes of these challenges and have venture into salvaging the situation by training and re-training of mathematics teachers, provision of infrastructures and materials to aid the effectiveness of teaching of mathematics and also engaging many researchers to find out factors behind this. Despite all these efforts, the problem kept persisting. Based on this, the researchers consider it thoughtfully if soft skills could be the reason for the challenges. Hence, the topic: Soft skills and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area.

Objective of the Study

The main purpose of the study was to determine the relationship between soft skills and mathematics teachers' job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State. Specifically, the objectives of the study were to determine:

1. The relationship between teamwork and mathematics teachers' job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State.
2. The relationship between time management and mathematics teachers' job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State.

3. The relationship between communication and mathematics teachers' job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State.

Research Questions

The following research questions were raised to guide the study.

1. What is the relationship between teamwork and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State?
2. What is the relationship between time management and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State?
3. What is the relationship between communication and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State?

Hypotheses

The following null hypotheses are formulated for the study:

1. There is no significant relationship between teamwork and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State.
2. There is no significant relationship between time management and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State.
3. There is no significant relationship between time management and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State.

Research Method

The Correlational research design was adopted in the study. This design is considered appropriate since the researcher is interested in investigating the relationship between soft skills and mathematics teachers' job performance. The population for this study consists of all the mathematics teachers in the fifteen (14) public secondary schools in Ikwerre Local Government Area. The total mathematics teachers' population is 41 (LEC, 2022). The sample size for the study was thirty (30) mathematics teachers. Simple random sampling technique was employed to randomly select three mathematics teachers each of ten (10) public senior schools out of 14 public senior schools in the area. Simple random sampling technique was adopted because it gives all the members of the population equal tendency to be part of the sample size. Two researcher-made instruments titled "Soft Skills Questionnaire (SSQ) and Mathematics Teachers' Job Performance Questionnaire" (MTJPQ) was used for data collection. The instruments consisted of two parts; 1 and 2. Part 1 consisted of 15 items on Soft skills: team work, time management and communication. Part 2: (MTJPQ) contained 10 items on job performance. The instruments were scored using a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instrument was subjected to face and content validity while Cronbach alpha was used to check the internal consistency of the instrument to guarantee the use of the instrument for the study. SSQ and MTJPQ had a reliability coefficient of 0.81 and 0.80 respectively.

Data collected was analyzed using Simple Correlation Statistic in Statistical Package for Social Sciences (SPSS). The r- Value (coefficient) of Simple Correlation Statistic was used to answer the research questions based on the interpretation scale while the null hypotheses was tested using significance value in Simple Correlation Statistic at .05 alpha level of significance.

RESULTS

Answering of Research Questions

Research Question One: What is the relationship between teamwork and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State?

Table 1: Pearson product moment Correlation between teamwork and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State

| Variables | n | r | Remark |
|---------------------------|----|------|------------------------------|
| Teamwork | 30 | .735 | Strong Positive Relationship |
| Teacher's job performance | 30 | | |

From the result in Table 1, it is revealed that r-value is .735. This implied that there is a strong positive relationship between teamwork and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State. This means that as teamwork increase, the mathematics teacher's job performance also increase very strongly. Thus, teamwork could affects mathematics teacher's job performance.

Research Question Two: What is the relationship between time management and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State?

Table 2: Pearson product moment Correlation between time management and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State

| Variables | n | r | Remark |
|---------------------------|----|------|--------------------------------|
| Time management | 30 | .512 | Moderate Positive Relationship |
| Teacher's job performance | 30 | | |

From the result in Table 2, it is revealed that r-value is .512. This implied that there is a moderate positive relationship between time management and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State. This means that as time management increase, the mathematics teacher's job performance also increase very strongly. Thus, time management could affects mathematics teacher's job performance.

Research Question Two: What is the relationship between communication and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State?

Table 3: Pearson product moment Correlation between communication and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State

| Variables | n | r |
|-----------|---|---|
|-----------|---|---|

| | | Remark |
|---------------------------|----|-----------------------------------|
| Communication | 30 | Moderate Positive Relationship |
| Teacher's job performance | 30 | |

From the result in Table 3, it is revealed that r-value is .414. This implied that there is a moderate positive relationship between communication and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State. This means that as communication increase, the mathematics teacher's job performance also increase very strongly. Thus, communication could affects mathematics teacher's job performance.

Testing of Null Hypotheses

Null Hypothesis One (H₀₁): There is no significant relationship between teamwork and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State.

Table 4: Result of Pearson product moment correlation (ppmc) for teamwork and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State

| Variables | n | p-cal. | p-crit. | Decision at .05 alpha level |
|---------------------------|----|--------|---------|-------------------------------------|
| Teamwork | 30 | .000 | .05 | Significant. Reject H ₀₁ |
| Teacher's job performance | 30 | | | |

Significant at .05 alpha level

From the result in Table 4, it is revealed that the p-value of .000 is less than the .05 alpha level of significance at the 28 degrees of freedom. This showed that the formulated null hypothesis one that there is no significant relationship between teamwork and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State was rejected. Therefore, there is a significant relationship between teamwork and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State.

Null Hypothesis Two (H₀₂): There is no significant relationship between time management and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State.

Table 5: Result of Pearson product moment correlation (ppmc) for time management and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State

| Variables | n | p-cal. | p-crit. | Decision at .05 alpha level |
|---------------------------|----|--------|---------|-------------------------------------|
| Time management | 30 | .000 | .05 | Significant. Reject H ₀₂ |
| Teacher's job performance | 30 | | | |

Significant at .05 alpha level

From the result in Table 5, it is revealed that the p-value of .000 is less than the .05 alpha level of significance at the 28 degrees of freedom. This showed that the formulated null hypothesis one that there is no significant relationship between time management and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State was rejected. Therefore, there is a significant relationship between time management and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State.

Null Hypothesis Three (H₀₃): There is no significant relationship between communication and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State.

Table 6: Result of Pearson product moment correlation (ppmc) for communication and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State

| Variables | n | p-cal. | p-crit. | Decision at .05 alpha level |
|---------------------------|----|--------|---------|-------------------------------------|
| Communication | 30 | .000 | .05 | Significant. Reject H ₀₃ |
| Teacher's job performance | 30 | | | |

Significant at .05 alpha level

From the result in Table 6, it is revealed that the p-value of .000 is less than the .05 alpha level of significance at the 28 degrees of freedom. This showed that the formulated null hypothesis one that there is no significant relationship between communication and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State was rejected. Therefore, there is a significant relationship between communication and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State.

Discussion of the Findings

Teamwork and mathematics teacher's job performance

The result from Research question one shows that there is a strong positive relationship between teamwork and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State. The result of the test of hypothesis one (H₀₁) also revealed that there is a significant relationship between teamwork and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State. The findings agree with the findings of Chidi and Victor (2017) on the relationship between teachers' soft skills and job performance in secondary schools in Ebonyi State who reported that there is a significant relationship between teamwork and teacher's job performance in public secondary schools.

This could be attributed to the fact that when mathematics teachers share knowledge with colleagues or students, that such teachers will definitely be aware of new discovery in his/her subject areas. In addition, anybody that involved in teamwork will also get back outstanding results. In educational system, these result could be teachers' job performance.

Time management and mathematics teacher's job performance

The result from Research question two shows that there is a moderate positive relationship between time management and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State. The result of the test of hypothesis two (H₀₂) also revealed that there is a significant relationship between time

management and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State. The findings agree with the findings of Ekpo and Eze (2015) on investigating the relationship between soft skills and teachers' job performance in Ikom Education Zone of Cross River State, Nigeria who reported that there is a significant relationship between time management skills and teachers' job performance in Ikom Education Zone of Cross River State, Nigeria.

This could be attributed to the fact that teachers need to work according to the time assigned to them by the schools head. The nonchalant attitude that brings about postponement should not cause them not to be time conscious. For instance, classroom learning must be scheduled to fit a particular allocated time. This is because the students' attention towards learning will depreciate as the mathematics teacher prolong his/her time after the normal teaching period. The extension of this time may cause poor performance in the part of the students which be possibly link to the performance of the teacher. Time management is very important in achievement of educational goals.

Communication and mathematics teacher's job performance

The result from Research question three shows that there is a moderate positive relationship between communication and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State. The result of the test of hypothesis three (Ho3) also revealed that there is a significant relationship between communication and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State. The findings agree with the findings of Obilor (2020) on the influence of teachers' communication skills on students' academic achievement in senior secondary school in Rivers State who reported that there is a significant relationship between teachers' communication skills on students' academic achievement in senior secondary school in Rivers State.

The result of this finding could be attributed to the fact that if a teacher carefully implement a particular communication skill when teaching, the academic achievement of his/her students would be enhanced. Mathematics teachers with poor communication skills may cause the failure of students to learn. For students to perform extremely well, they need to know what is right and what is wrong.

Conclusion

Based on the findings of this study, it can be concluded that there is a significant relationship between soft skills such as teamwork, time management, communication and mathematics teacher's job performance in public senior secondary schools in Ikwerre Local Government Area of Rivers State. Mathematics teacher's job performance could be enhance if the issues of teachers' softskills are addressed.

Recommendations

In the light of the conclusion, the following recommendations were made:

1. Counsellors of schools should counsel mathematics teachers on the need and relevance to possess soft skills since its basics of job performance enhancement.
2. Government should put up a committee that will always sensitize teachers on the need to have soft skills.
3. Mathematics teachers should always collaborate with his/her colleagues or students to gain new knowledge in his/her area of subject matter.
4. Teachers should always be able to manage time when engaging with school activities.

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