

MANAGEMENT OF TEACHERS' DIVERSITY AS PREDICTORS OF WORK ATTITUDE AND INSTRUCTIONAL DELIVERY IN SECONDARY SCHOOLS IN RIVERS STATE

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Abstract

The study investigated management of teachers' diversity as predictors of work attitude and instructional delivery in secondary schools in Rivers State. The study was guided by two research questions and two hypotheses. The study adopted a correctional survey research design with a population of 8,700 teachers in the 287 public secondary schools in Rivers State, Nigeria. The sample size of the study is 870 teachers representing 10 percent of the population. The simple random sampling technique with replacement was used to arrive at the sample size of the study. Management of Teachers' Diversity Questionnaire (MTDQ) Work Attitude Questionnaire (WAQ) and Instructional Delivery Questionnaire (IDQ) were used for data collection. The instruments were face validated by three experts in the relevant areas. The internal consistency reliability coefficients of 0.72 0.76 and 0.84 were computed for MTDQ, WAQ and IDQ through Cronbach alpha. Linear regression was used to answer the research questions while the hypotheses were tested using t-test associated with linear regression at 0.05 level of significance. The study found that management of diversities to a high extent predicted teachers' work attitude and instructional delivery in secondary schools in Rivers State. It was recommended that the school principals should adopt the principles of equity and equality in the assignment of roles to the teachers with reference to their gender orientations. The school principals should not allow the school academic time table to encroach the religious observation periods in order to enhance proper instructional delivery among teachers.

Keywords: Management of Teachers' Diversity, Work Attitude and Instructional Delivery

Introduction

Instructional delivery in most of the secondary schools in the recent times has become a very serious point of worry for educational stakeholders. The case of some public secondary schools in Rivers state is no difference arising from poor instructional handling by most of the teachers. Instructional delivery can be seen as the process of discharging the teaching contents to the learners in the classroom setting. According to Adzongo, Shir and Hembah (2016), instructional delivery entails guiding, motivating, designing and facilitating interaction in the classroom. Adzongo, Shir and Hembah further stressed that instructional delivery is a deliberate act of making the learners acquire the required attitude, skills, knowledge, ideas, and contents in the learning situation. In the same vein, instructional delivery is the effective use of instructional materials to achieve instructional content coverage in the school system (Adzongo & Olaitan, 2019). Similarly, Aregbeyen (2010) opined that instructional delivery is the act of teaching which involved discharge of instructional content to the learners in a classroom arrangement. The definitions above showed that instructional delivery is a method or methods chosen by the classroom teacher to discharge instructional the content of the lesson or instructions to the students in the classroom setting. Therefore, it is a process that describes what happened in the classroom during the teaching and learning process. Despite the importance attached to instructional delivery, it appears that in the area of the study, most teachers are not doing enough to record effective instructional delivery in the schools.

The study by Ezurike (2024) showed that in every ten teachers sampled in Rivers state, six reported high challenges in accomplishing their instructional assigned statutory responsibilities. Further empirical submission by Iwunna (2024) showed that most of the

teachers in the south east reported low instructional content coverage in every term in the school academic session. Some of the possible reasons for poor instructional content coverage is attributed to the teachers' attitude to teaching practice such as lateness to class, and poor instructional preparation, principals' dysfunctional leadership practices, poor status of instructional and administrative facilities (Ezurike, 2024). According to (Iwunna, 2024), the principals' poor managerial practices on the management of diversities in the school could be a predisposing factor towards effective school management.

Attitude can be seen as the feeling or perception about an individual or something. Attitude can be seen as a set of beliefs, emotions, and behaviors directed on a particular event, object, thing, or a person (Cherry, 2024). Cherry further stressed that attitude can also be described as the way one can evaluate something or someone. Some authors have reported negative work attitude among teachers in secondary schools. It was reported that due to poor remuneration, most of the teachers in secondary schools display negative attitude to work in Rivers State (Ezurike, 2024). It was further discovered that teachers display negative attitude towards their teaching practice (Ola, 2024). Attitude to work may be as a result of issues around poor management strategies by the school principals.

Diversity is the presence of a wide variety of different social, cultural, ethnic and orientations. According to (Amadi, 2023), diversity is the differences in the composition of workers or people in the workplace or any setting. In the same vein, diversity is the constitution of differences in characteristics, ideas backgrounds of an individual (Amadi, 2023). Diversity is made of demographic characteristics of people ranging from income status, gender, ethnicity, sexual orientation, political affiliation, religious affiliation, colour, cultural belief and age. The differences in the composition of workers especially the teachers can affect the realization of school goals and objectives not properly managed. Diversity management is an approach to get every worker in a work organization to be equitably and equally included in the work processes irrespective of their colour, age, gender, cultural belief and ethnicity.

Diversity management can enhance peaceful co-existence among workers (Obilor, 2024). Similarly, diversity management is needed to promote synergy, collaboration and team work among workers. Diversity management can result to improved work commitment and instructional coverage (Obilor, 2024). It was also reported that diversity management can cause organization efficiency (Agbo, 2025). Furthermore, Ozioko (2025) reported that diversity management can determine organizational success. Based on this background information, the study investigated management of teachers' diversity as predictors of work attitude and instructional delivery in secondary schools in Rivers State.

Purpose of the Study

The study investigated management of teachers' diversity as a predictor of work attitude and instructional delivery in secondary schools in Rivers State. Specifically, the study sought to:

1. Determine the predictive power of teachers' diversity management on work attitude in secondary schools in Rivers State.
2. Find out the predictive power of teachers' diversity management on instructional delivery in secondary schools in Rivers State.

Research Questions

The following research questions were answered to guide the study

1. What is the predictive power of teachers' diversity management on work attitude in secondary schools in Rivers State?
2. What is the predictive power of teachers' diversity management on instructional delivery in secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested at 0.05

1. Teachers' diversity management does not significantly predict work attitude in secondary schools in Rivers State.

2. Teachers' religious diversity management does not significantly predict instructional delivery in secondary schools in Rivers State.

Methods

The study adopted a correctional survey research design with a population of 8,700 teachers in the 287 public secondary schools in Rivers State, Nigeria. The sample size of the study is 870 teachers representing 10 percent of the population. The simple random sampling technique with replacement was used to arrive at the sample size of the study. Management of Teachers' Diversity Questionnaire (MTDQ) Work Attitude Questionnaire (WAQ) and Instructional Delivery Questionnaire (IDQ) were used for data collection. Management of Teachers' Diversity Questionnaire (MTDQ) has two sections. Section A has the demographic information of the respondents such as designation while section B has 20 items that elicited information on teachers' diversity management. The section B also has two clusters that elicited information on Gender Diversity management and another cluster on Religious Management with each having 10 items respectively. Some of the items are, my religious observation period is not encroached for another school function. Assignment of responsibilities is not based on gender orientation. The MTDQ was structured to have the following response options of Very Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (1) with maximum and minimum response scores of 40 and 10 respectively. The second instrument, Work Attitude Questionnaire (WAQ) was designed to have 10 items that will elicit information from the respondents on teachers' work attitude. The WAQ was structured to have the following response options of Very Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (1) with maximum and minimum response scores of 40 and 10 respectively. The third instrument, Instructional Delivery Questionnaire (IDQ) was designed to have 10 items that will elicit information from the respondents on teachers' work attitude. The WAQ was structured to have the following response options of Very Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (1) with maximum and minimum response scores of 40 and 10 respectively. The instruments were face validated by three experts in the relevant areas of Educational Psychology as well as Measurement and Evaluation. The internal consistency reliability coefficients of 0.72 0.76 and 0.84 were computed for MTDQ, WAQ and IDQ through Cronbach alpha. Linear regression was used to answer the research questions while the hypotheses were tested using t-test associated with linear regression at 0.05 level of significance.

Results

Research question 1: What is the predictive power of teachers' diversity management on work attitude in secondary schools in Rivers State?

Table 1: linear regression the predictive power of teachers' diversity management on work attitude

Model	R	R Square	Adjusted R Square	Decision
1	.82 ^a	.67	.65	High predictive power

Decision rule: 0.00 – 0.20 (Very Low), 0.20 – 0.40 (Low), 0.40 – 0.60 (Medium), 0.60 – 0.80 (High) and 0.80 and above (Very High).

Data on table 1 shows that the regression and regression square values are 0.82 and 0.67 respectively. The coefficient of determinism of 67% showed that teachers' diversity management predicted work attitude in secondary schools in Rivers State to high extent. The 33% variance in work attitude in secondary schools in Rivers State is not accounted for by teachers' diversity management.

H₀₁: Teachers' diversity management does not significantly predict work attitude in secondary schools in Rivers State.

Table 2: t-test associated with linear regression the predictive power of teachers' diversity management on work attitude

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.987	1.554		11.54	.000
	Diversity management	.78	.120	.87	4.21	.000

Data on table 2 showed that the t-test value associated with linear regression is 4.21. The hypothesis is rejected because the significant value of 0.00 is less than the alpha value of 0.05. Therefore, teachers' diversity management significantly predicted work attitude in secondary schools in Rivers State.

Research question 2: What is the predictive power of teachers' diversity management on instructional delivery in secondary schools in Rivers State?

Table 3: linear regression the predictive power of teachers' diversity management on instructional delivery

Model	R	R Square	Adjusted R Square	Decision
1	.89 ^a	.79	.77	High predictive power

Decision rule: 0.00 – 0.20 (Very Low), 0.20 – 0.40 (Low), 0.40 – 0.60 (Medium), 0.60 – 0.80 (High) and 0.80 and above (Very High).

Data on table 3 shows that the regression and regression square values are 0.89 and 0.79 respectively. The coefficient of determinism of 79% showed that teachers' diversity management predicted instructional delivery in secondary schools in Rivers State to a high extent. The 21% variance in instructional delivery in secondary schools in Rivers State is not accounted for by teachers' diversity management.

H0₂: Teachers' diversity management does not significantly predict instructional delivery in secondary schools in Rivers State.

Table 4: t-test associated with linear regression the predictive power of teachers' diversity management on instructional delivery

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.045	1.544		14.76	.000
	Diversity management	.80	.120	.89	3.20	.000

Data on table 2 showed that the t-test value associated with linear regression is 3.20. The hypothesis is rejected because the significant value of 0.00 is less than the alpha value of 0.05. Therefore, teachers' diversity management significantly predicted instructional delivery in secondary schools in Rivers State.

Summary of Findings

The findings of this study showed that:

1. management of teachers' diversities to a high extent predicted teachers' work attitude in secondary schools in Rivers State.
2. management of teachers' diversities to a high extent predicted teachers' instructional delivery in secondary schools in Rivers State.

Discussions

The finding showed that management of teachers' diversities to a high extent predicted teachers' work attitude in secondary schools in Rivers State. The finding of this study has shown that proper management of differences in the school can promote teachers' work harmony for improved work commitment. The finding of this study is in agreement with that of Obilor (2024) who found that diversity management can enhance peaceful co-existence among workers (Obilor, 2024). Similarly, diversity management is needed to promote synergy, collaboration and team work among workers. Diversity management can result to improved work commitment and instructional coverage (Obilor, 2024).

The finding showed that management of teachers' diversities to a high extent predicted teachers' instructional delivery in secondary schools in Rivers State. It was also reported that diversity management can cause organization efficiency (Agbo, 2025). Furthermore, Ozioko (2025) reported that diversity management can determine organizational success.

Conclusion

1. Based on the findings of this study, it was concluded that management of teachers' diversities is a reliable and valid approach to the enhancement of work attitude and instructional delivery in secondary schools in Rivers State.

Recommendations

It was recommended that

1. the school principals should adopt the principles of equity and equality in the assignment of roles to the teachers with reference to their gender orientations.
2. the school principals should not allow the school academic time table to encroach the religious observation periods in order to enhance proper instructional delivery among teachers.

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