Teaching Staff Talent and Knowledge Management Activities as Predictors of Competitive Secondary Education Delivery in Rivers State

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Abstract

The study investigated teaching staff talent and knowledge management activities as predictors of competitive secondary education delivery in Rivers State. Two (2) research questions and 2 hypotheses were answered and tested in the study, respectively. The population of the study was the 268 public secondary schools in the state while the sample was 214 (80%) principals selected from the population, using the simple random sampling technique. Respondents of the study responded to two validated instruments. These were the Teaching Staff Talent and Knowledge Management Scale (TSTKMS) and Competitive Secondary Education Delivery Index (CSEDI), designed by the researchers, in the modified 4-point Likert scale model with reliability index of 0.74 and 0.84, respectively. Linear regression was used in answering the research questions while t-test associated with linear regression was used in testing the hypotheses at 5% level of significance. The findings of the study show that teaching staff talent and knowledge management exercises predicted competitive secondary education delivery by 20.2% and 25.2%, respectively and that there are significant predictions of teaching staff talent and knowledge management exercises on competitive secondary education delivery in Rivers State. It was therefore concluded that deliberate teaching staff talent and knowledge management exercises are strong predictors of competitive secondary education delivery in Rivers State. Based on this, it is recommended that stakeholders in school administration should continue to ensure effective talent and knowledge management while

making sure that they break new frontiers in order to keep abreast with current requirements for global competitiveness.

Introduction
The society, at the local, state, national and global levels exists to service itself and all those entities it provides what may be considered as temporary accommodation. These entities include humans, animals in the terrestrial and aquatic world, and non-living things that fill the face of the earth. The sojourn of these entities is considered temporary as they sometime get extinct through some natural and artificial means like death, in case of human beings, consumption in the case of animals and plants and destruction as they affect humans, plants and animals and non-living things.

For the identified entities to be properly accommodated, society ensures that, it is stratified in an organizational way, so that the different needs of the occupants of society can be catered for in manners considered proper, if not adequately. Based on the foregoing, these needs are the educational, economic, political, military, health, banking, scientific and technological components of the society, among numerous others. These may conveniently be considered as divisions of the society, which take care of teaching and learning, survival, leadership, security, medical, financial, general wellbeing and conveniences of the occupants of the society.

This study is interested in the onerous task of the education sector in the society. Conceptually, education is seen as the instrument of the society that sees to the introduction of the younger folks of the society into the worthwhile, knowledge, skills and attitudes of the society from one generation to another (Schofield, 1990). As Afangideh and Aliexi (2016) differ, education is considered as the instrumentality for introducing the younger, needy and desiring members of the society into the cultural knowledge, skills and values of society from one generation to another. Education is an instrument for socialization while the Federal Republic of Nigeria (FRN) (2014) asserts that education is

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an instrument par excellence for achieving genuine development. With education as probing force, society will continue to break new grounds in knowledge and the applications and utilizations of such knowledge for societal consumption.

The educational system is not an island. Rather, it is a social system that is made up of various components. The components include the teaching personnel (that anchors teaching, learning and some aspects of school administrative processes) the non-teaching personnel (that sees to some administrative activities and provision of assistance to the teaching personnel), the seen and unseen resources in schools, among them buildings, finances, decision-making, communication and relations with the public (Nosiri, 1985; Abraham, 2002; Obasi, 2004;Afangideh & Nwideeduh, 2017).

For the school system to achieve what society ascribes to it, the various components of the school system must be properly managed, especially in this era of globalization and international competitiveness in all aspects of human endeavours. The management connection is the core of this endeavour.

In the case of the teaching personnel, scholars of organizations are agreed on the ways for managing them. These include supervision, motivation, continuous training, mentoring, evaluation, performance enhancement and reward, among others (Afangideh, 2010;Edem, 2011). When these are done for teachers, they tend to perform better and in line with societal requirement.

One special thing about the nature of the teaching personnel in educational organizations is that they possess special talents, which school administrators should assiduously manage in order to get the best from them. According to Armstrong (2009), talented people possess special gifts, abilities and aptitude, which enable them to perform effectively. They are individuals who can make the difference to organizational performance, either through their immediate contribution or in the longer term by demonstrating the higher levels of potentials (CIPD, 2007f). As Afangideh explains, talents are teachers in educational organizations that have so much to offer and are willing to offer same to the growth of the school system. Therefore, school leaders must pass through a process of identifying, developing, recruiting, retaining and

deploying those talented people. This is what Armstrong (2009) and Archibong (2015) refer to as talent management.

In the later presentation by Armstrong (2009), the scholar lists the components of the knowledge manage process to include attracting the right quality of staff, retention of staff with good organizational policies, periodic audit of talents, appropriate role design, relationship management, management of staff performance, learning programmes for staff, adequate development programmes for staff, management succession planning and career planning.

Away from the discussions on the teaching personnel is the educational organization itself. The educational organization recruits the personnel (teaching and non-teaching). These officials come with their knowledge, skills and attitudes. As soon as they resume organizational activities, their knowledge, skills and attitudes become properties of the school. The knowledge component, just like other components must be managed for the benefit of every member of the school. Knowledge management is concerned with storing and sharing the wisdom, understanding and expertise in an organization, about its processes, techniques and operations (Armstrong, 2009). In this instance, knowledge is treated as a key resource. Some scholars see the process as concerning with people, as they acquire, exchange and disseminate knowledge as it is about information and communication technology. Little wonder Scaborough, Swan and Preston (1999) consider knowledge management as the process or practice of acquiring, capturing, sharing and using knowledge, whenever it stays, to enhance learning and performance in organizations.

As S.T. Afangideh (Personal Communication, October 02, 2018) notes, knowledge management is done through two major ways. These are knowledge creation and knowledge transfer. These processes take various forms and styles among them are codification, networking, face to face communication, conferences, workshops, community of practice, brainstorming, one to one session, creating data warehouses, creating an intranet and using decision support system. Others include using group wares ICT, creating network discussion, community of practice and internationalization of knowledge (Armstrong, 2009).

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In some educational and general management literature, it is hypothesized that when learning organizations, among them educational institutions ensure effective talent and knowledge management, such organizations stand the chance of delivering competitive education and so produce products that can compete favourably with products from other nations' education systems. According to Oxford Dcitionary.Com (2018), the word competitive means relating to or characterized by competition. It is also seen as having or displaying a strong desire to be more successful than others or as good as or better than others of a comparable nature.

In educational organizational institutions, notable scholars among them Rosely (2012) and (2013) list the role of competition in education to include developing skills, developing knowledge, targeting to increase students' efficiency, boosting students' confidence, boosting students' morale, gauging the amount of knowledge, transmitting skills, cultures and beliefs and easiest ways to test students learning and pin-pointing strength and flaws.

Agreed that competitive education delivery is what every education system seeks to attain, it is another thing altogether to run a school system that meets the indexes of competitive education. However, in line with the contributions from Mainardes, Ferreira and Tontoni (2011) and B. Obama (Personal Communication, October 04, 2013), the indicators of competitive education delivery include among others stronger connections between resources, territory and stakeholders, quality services, good strategic management, good quality staff, good opportunities, absence of threats in the delivery, adoption of competitive strategies, entrepreneurial focus, entry of competitors, internalization, the use of information and communication technology (ICT), production of smart children, good regulation of the delivery, providing the environment for good teaching and learning and providing the market for the absorption of products from the school systems. Much of the foregoing discussions are mostly theoretical. What aroused the inclinations of the researchers was to provide empirical evidences to the preposition, hence this study.

Statement of the Problem

Recent thinking in educational management portends that ensuring effective teaching staff talent and organizational knowledge management in schools predicts the delivery of competitive education to clients of the school system for the benefit of the society. Surprisingly, the researchers were bordered that research finds, comments from opinion leaders and general observation portray the fact that products from our secondary school system cannot compete favourably with products from other nations' secondary school systems, in spite of the enormous spendings by government in the management of teaching staff talent and knowledge management in schools. Could it be that teaching staff talent and organizational knowledge management cannot predict competitive education delivery or they can? The need to establish this is what gave the researchers the propensity to go into the research, using the secondary school system as a pivot.

Research Questions

The following research questions were answered in the study.
1. To what extent do teaching staff talent management activities predict competitive secondary education delivery in Rivers State?
2. To what extent do teaching staff knowledge management activities predict competitive secondary education delivery in Rivers State?

Hypotheses

The following hypotheses were tested in the study at 5% level of significance.

H_{01}: There is no significant prediction of teaching staff talent management activities on competitive secondary education delivery in Rivers State.

H_{02}: There is no significant prediction of teaching staff knowledge management activities on competitive secondary education delivery in Rivers State.

Methodology

The design for the study was correlational as it was meant to determine the extent to which teaching staff talent and knowledge management

predicted the delivery of competitive secondary education. The population of the study was the 268 public secondary schools in Rivers State. These schools have a corresponding number of 268 principals from which 214 (80%) were chosen as sample, using the simple random sampling technique. The study had two instruments. These were the Teaching Staff Talent and Knowledge Management Scale (TSTKMS) and Competitive Secondary Education Delivery Index (CSEDI). The instruments were designed by the researchers in the modified 4-point Likert scale model with reliability indexes of 0.74 and 0.84 respectively. Linear regression analysis was used in answering the research questions while t-test associated with linear regression was used in testing the hypotheses at 5% level of significance.

Results
The results of the study came from the answers to the research questions and the test of hypotheses.

Research Question 1: To what extent do teaching staff talent management activities predict competitive secondary education delivery in Rivers State?

Table 1: Summary of Regression Analysis on the Extent to which Teaching Staff Talent Management Activities Predicted Competitive Secondary Education Delivery in Rivers State.

Model	R.	R.Square	Adjusted R.Square	Standard Error of the Estimate
I	.450	.202	.006	1.74878

Survey, 2018

Data on Table 1 present summaries on model, regression index, regression square, adjusted regression square and standard error of estimate on the extent to which teaching staff talent management activities predicted competitive secondary education delivery in Rivers State. The model came out as 1, the regression value was calculated to be 0.450 while the regression square co-efficient was 0.202 with adjusted R square at 0.06 with standard error of the estimate as 1.74878. Based

on these observations, the extent to which teaching staff talent management activities predicted competitive secondary education delivery in Rivers State stood at 20.2% (100 x 0.202). This result showed that teaching staff talent management activities predicted 20.2% competitive secondary education delivery in Rivers State.

Research Question 2: To what extent do teaching staff knowledge management activities predict competitive secondary education delivery in Rivers State?

Table 2: Summary of Regression Analysis on the Extent to which Teaching Staff Knowledge Management Activities Predicted Competitive Secondary Education Delivery in Rivers State.

Model	R.	R.square	Adjusted R.Square	Standard Error of the Estimate
I	.502[a]	.252	.016	1.74074

Survey, 2018

Data on Table 2 present summaries on model, regression index, regression square, adjusted regression square and standard error of estimate on the extent which teaching staff knowledge management activities predicted competitive secondary education delivery in Rivers State. With the model as 1, the regression relationship index came out as 0.502[a] while the regression square co-efficient stood at 0.252 with adjusted r.square at 0.016, with standard error of the estimate as 1.74074. Following from these observations, the extent to which teaching staff knowledge management activities predicted competitive secondary education delivery in Rivers State stood at 25.2% (100 x 0.252). This result showed that teaching staff knowledge management activities predicts 25.2% competitive secondary education delivery in Rivers State.

Hypotheses
H_{01}: There is no significant prediction of teaching staff talent management activities on competitive secondary education delivery in Rivers State.

Table 3: t-test associated with Linear Regression on the Extent Teaching Staff Talent Management Activities Predicted Competitive Secondary Education Delivery in Rivers State.

Model	Unstandardized Co-efficient		Standardized Co-efficient		
	B.	Std. Error	Beta	t	Sig
1 (Constant)	35.859	.568		63.162	.000
Teaching Staff Talent Management Activities	.025	.016	.450	1.542	.025

Data on Table 3 reveal that teaching staff talent management activities predicted competitive secondary education delivery in Rivers State by .450. The t-test value of 1.542, associated with linear regression was statistically significant at .025 when subjected to 0.05 alpha level of significance. This implied a significant prediction between teaching staff talent management activities and competitive secondary education delivery in Rivers State.

H_{02}:   There is no significant prediction of teaching staff knowledge management activities on competitive secondary education delivery in Rivers State.

Table 4: t-test associated with Linear Regression on the Extent Teaching Staff Knowledge Management Activities Predicted Competitive Secondary Education Delivery in Rivers State.

Model	Unstandardized Co-efficient		Standardized Co-efficient		
	B.	Std. Error	Beta	t	Sig
1 (Constant)	30.234	3.106		9.734	.000
Teaching Staff Knowledge Management Activities	.175	.084	.502	2.088	.038

Data on Table 4 reveal that teaching staff knowledge management activities predicted competitive secondary education delivery in Rivers State by .502. The t-test value of 2.088, associated with linear regression

was statistically significant at .038 when subjected to 0.05 alpha level of significance. Based on these observations, it implied that there is a significant prediction between teaching staff knowledge management activities and competitive secondary education delivery in Rivers State.

Discussion of Findings/Implications

Teaching Staff Talent Management Activities as Predictors of Competitive Secondary Education Delivery
The first finding of the study is that teaching staff talent management activities predicted competitive secondary education delivery in Rivers State. Also, a corresponding finding from test of hypothesis shows that there is a significant prediction between teaching staff talent management activities and competitive secondary education delivery in Rivers State. These findings are in consonance with CIPD (2007), Afangideh (2010), Armstrong (2009) ,Edem (2014), and Archibong (2015) whose findings showed that talent management in organizations, educational institutions inclusive, predicted the level of competitive delivery of organizational services to their clients. These findings may not be unconnected with the fact that school principals, as organizational leaders have benefited from talent management activities in their schools through the attainment of school objective in atmospheres of intense competition. These findings imply that schools that ensure effective management of teaching talents can compete favourably with other schools, even at the national level.

Teaching Staff Knowledge Management Activities as Predictors of Competitive Secondary Education Delivery
The second finding of the study is that teaching staff knowledge management activities predicted 25.2% competitive secondary education delivery in Rivers State. In confirmation, the finding from the test of hypothesis, established a significant prediction between teaching staff knowledge management activities and competitive secondary education delivery in Rivers State. These findings are in tandem with Afangideh (2010), Mainardes, Ferreira and Tontoni (2011), B. Obama (2013) and Armstrong (2009) who provided appreciable information on the extent knowledge management exercises can spur competitive

performances with other entities. Quite very recently, schools and government of the state studied have mounted series of development programmes for their teacher, hence the disposition of the school administrators that such programmes predicted competitiveness in service delivery. These findings imply that knowledge management programmes are strong prediction of competitive delivery of educational services in schools.

Conclusion
Based on the findings of the study, the discussions on the findings and their attendant implications, it is concluded that deliberate teaching staff talent and knowledge management exercises are strong predictors of competitive secondary education delivery in Rivers State.

Recommendations
In the light of the findings and conclusion of the study, the following are recommended for implementation:
1. Stakeholders in teaching staff talent management should continue to ensure effective management of talents apart from recruiting others to assist in the processes to equip them for better performance in and outside the school system.
2. School administrators and other stakeholders in school administration should break new frontiers in knowledge management in order to keep them abreast with current requirements for global competitiveness.

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