



# Managing Teachers Diversity for Quality Secondary Education in Bayelsa State

**Grace PHILLIPS-AYONUWE**  
Department of Educational Management  
Faculty of Education  
Ignatius Ajuru University of Education, Nigeria

---

## Abstract

The study investigated the management of teachers' diversity for quality secondary education delivery in Bayelsa State. The study adopted a descriptive survey design. In line with the above, the researcher formulated five research questions and five null hypotheses that guided the study. The sample size of 164 respondents of principals was used for the study using census sampling technique. The instrument used was a questionnaire titled managing teachers diversity for quality secondary education delivery in Bayelsa State questionnaire (MTDQSED) which was developed by the researcher was used for data collection. The instrument was validated and a reliability index of 0.77 was obtained using the test re-test approach. Mean ( $\bar{X}$ ) and Standard Deviation was used in answering the research questions, while the z-test was used in testing the hypotheses at 0.05 alpha level. At the end; the findings showed the followings; uniform standard, discipline, regular attendance and common goal are ways in which socio-economic diversity among teachers can be managed; interdisciplinary approach in decision making, assigning responsibility based on one's discipline are ways diversity in educational qualification can be managed; respect for all religious belief is a way of managing diversity in religious belief among teachers; creating avenue for harnessing teachers talent and assigning extra-curricular responsibilities based on talents is a way of managing diversity in teachers talent; inadequate training of principals on diversity management was one of the challenges of managing diversity in public secondary schools in Bayelsa State. It was concluded that the ways of managing teachers' diversity on socio-economic status, religious belief, educational qualification and talent are appropriate. It was recommended among others that school heads should ensure that regular attendance on a daily basis are taken and appropriate sanctions meted to defaulting teachers regardless of their socio-economic status in secondary schools in Bayelsa State.

**Keywords:** Diversity, Teacher, Socio-economic status, Religious belief, Educational qualification, Talent.

Reference to this paper should be made as follows:

Phillips-Ayonuwe, G. (2022). Managing teachers diversity for quality secondary education in Bayelsa State. *International Journal of Scientific Research in Education*, 15(2), 212-234.

---

## **INTRODUCTION**

The school can be seen as an institution for teaching and learning. It provides an interface where teachers and learners interact to make educational progress under the leadership of the principal. Educational stakeholders such as administrators, teachers, staff members, parents, community members, state representatives are given the opportunity to contribute to the success of the school system.

The standard of input made by the principal and teachers reflects on the academic/moral standard of the learners. However, over a period of time, the performance of the school differs based on the calibre of teachers employed. Lassa (2000) argued that education cannot be supplied by just anyone, but it requires the effort of a trained teacher who knows how to get objectives achieved. The quality of the teacher, therefore, reflects the achievement level of the entire school.

## **BACKGROUND**

Teachers in any school are not all alike. They possess diverse unique attributes that reflect in the quality of teaching service delivery which is known as teacher diversity. These areas of differences, therefore, affect their contribution to the achievement of the goals of the school. There are multiple areas where teachers' diversity is being displayed such as gender, belief, connections, socio-economic status, religion, ethnicity, attitudes, resources, interest, political party, age, culture, skill, etc. These areas range Orji (2004) posited that these areas of diversity determine the perception of the teacher on education and his contribution to the formation and implementation of diverse educational aims to ensure quality education delivery in the school.

The quality and effectiveness of the teachers in a school is a sure prerequisite for quality education in any secondary school. Harvey and Green (1993) argued that quality is conceived as distinct excellence or high standard or being highly competitive. To acquire high standards, one has to possess distinct characteristics exceeding others.

Indicators of quality education include quality teachers who must be of high standard of knowledge, skill and qualification, quality learners with sound mind and body, quality learning environment which provides physical resources such as clean and attractive buildings, classrooms equipped with appropriate visual and learning aids, quality curriculum content which is appropriate to learners' needs as well as has relevant and up-to-date content of programmes, quality processes which must include a variety of learning modes available to meet student needs and student-centred approach to learning. More so a quality education provides learning resources such as a well-equipped library and resource centre filled with appropriate resources to meet curriculum content. It also has a quality output in terms of academic achievement. Taking into consideration that the objective of the school is to achieve quality education, the goal of the school administration is to effectively manage the different areas of diversity in teachers so that quality can be achieved.

This study examines how teachers' diversity in the following areas, social-economic status, educational qualification, religious belief, and skills can be managed to enhance the delivery of quality education in public secondary schools in Bayelsa State. Socio-economic status implies an individual's biological, environmental and economically position in which he grows in the course of everyday interaction with the society. Teachers in public secondary school belong to different socio-economic strata. Some are community chiefs, CommunityDevelopment

Committee Chairmen, political party chieftains, pastors, etc. They have different connections and can attract government and the cooperate presence that reside in the environment to the school for developmental purposes if the principal can manage teachers of the aforementioned socio-economic classes very well. It can also be hazardous to the academic performances of the learners if teachers who have many other social, political and religious activities are given core subjects to handle. Therefore, it is the task of the school principal to maximize the advantages and reduce all possible disadvantages.

Another significant area of staff diversity is the difference in the educational qualification of staff members. People are recruited from various disciplines and with different qualifications to function at different levels and departments in the school. Not all teachers recruited to teach in Nigeria possess a qualification in the field of education and not all to have the same level of qualifications. This form of diversity if not managed can create discrimination and unhealthy rivalry amongst the teachers which can affect the learners. When managed rightly, it can improve learners' academic capabilities. Therefore, the principal has a task of ensuring that the diversities in educational qualifications of staff members are respected to ensure quality secondary education.

The difference in religious belief is another core area of teacher diversity. In the fundamental human rights, everyone has a right to religion and also one's religious beliefs affect one's perception of things. There are subjects that one's religion might permit him to deliver quality as in the case of religious studies; it might be difficult for one to teach effectively what he or she doesn't believe. Also, one who has no sound commitment to his or her religious belief may not be committed to his circular duties and vice versa. The principal has to use all possible tools to ensure that diversity in the religious belief of his/her teachers is utilized to ensure quality education delivery

Finally, differences in skills are another significant area where there may be diversity amongst staff members. No individual possesses all forms of skill. This skill-set which each staff member brings should be harnessed for quality secondary education. The administrator is responsible for identifying the skill of each teacher and ensuring it is maximally utilized. A diverse staff mix provides a range of potential advantages and disadvantages, thus the administrator is saddled with the task of harnessing and maximizing the advantages of staff diversity while guarding against the disadvantages to ensure quality secondary education delivery.

### **Statement of the Problem**

Diversity in the school environment exists among teachers just as in the case of the students that they teach. Teachers in any school system are characterized by various forms of attributes which may be acquired or inborn. These attributes possessed by the teacher goes a long way in determining the efficiency and effectiveness of the teacher in the classroom. They also enable the school to have access to a broader range of knowledge as regard delivery of quality education.

Failure to manage these factors properly is therefore bound to result in a fall in the achievement of educational goals. The principal must, therefore, be familiar with the types of differences or diversity that exist among the teachers so as to improve for quality secondary education delivery. The responsibility of managing these differences also lies on the principal. These factors could lead to the actualization of school goals or could limit the school, if not properly managed. It is, therefore, necessary that appropriate steps are taken by the principal to

manage differences in educational qualification, socio-economic status, skill and religious beliefs among others in order to resist a decline in the quality of secondary education provided by the teachers.

Since diversity exists among teachers in secondary school the researcher seeks to find out ways in which it can be managed that will lead to quality delivery of education in secondary school.

### **Purpose of the Study**

The general purpose of the study is to determine how the management of teachers' diversity contributes to quality secondary education delivery in public schools in Bayelsa State. The specific objectives of the study were to:

- Identify the ways that diversity in socioeconomic status among teachers can be managed for quality secondary education delivery in Bayelsa State.
- Determine the ways that diversity in educational qualification among teachers can be managed for quality secondary education delivery in public schools in Bayelsa State.
- Determine the ways that diversity in religious beliefs among tea can be managed for quality secondary education in public secondary schools in Bayelsa State.
- Determine the ways that diversity in talents can be managed for quality secondary education in public secondary schools in Bayelsa State.
- Identify the challenges for managing teacher diversity towards quality secondary education delivery in Bayelsa State.

### **Research Questions**

The following research questions are answered in the study:

- In what ways can diversity in socioeconomic status among teachers be managed for quality secondary education delivery in public secondary schools in Bayelsa State?
- In what ways can diversity in educational qualification among teachers be managed for quality secondary education delivery in public secondary schools in Bayelsa State?
- In what ways can diversity in religious beliefs among teachers be managed for quality education delivery in public secondary schools in Bayelsa State?
- In what ways can diversity in talents among teachers be managed for quality education delivery in public secondary schools in Bayelsa State?
- What are the challenges encountered in managing teacher's diversity for quality education delivery in public secondary schools in Bayelsa State?

### **Hypotheses**

The following hypotheses were used to guide the study:

Ho<sub>1</sub>: There is no significant difference between the mean scores of urban and rural secondary school principals on the ways teachers' socio-economic status can be managed for quality education delivery in public secondary schools in Bayelsa State.

- Ho<sub>2</sub>: There is no significant difference between the mean scores of experienced and inexperienced principals on the ways diversity in educational qualification among teachers can be managed for quality education delivery in public secondary schools in Bayelsa State.
- Ho<sub>3</sub>: There is no significant difference between the mean scores of male and female principals on the ways diversity in religious beliefs among teachers' can be managed for quality education delivery in public secondary schools in Bayelsa State.
- Ho<sub>4</sub>: There is no significant difference between the mean scores of male and female principals on the ways diversity in teachers' talents can be managed for quality education delivery in public secondary schools in Bayelsa State.
- Ho<sub>5</sub>: There is no significant difference between the mean scores of urban and rural secondary school principals on the challenges of managing teacher diversity for quality secondary education delivery in public secondary schools in Bayelsa State.

## **LITERATURE REVIEW**

### **Concept of diversity**

Diversity is the inclusion of individuals from more than one national origin, colour, religion, socioeconomic stratum, sexual orientation, religious background among other differences. It refers to the ways in which we are different from each other. Some difference that exists among individuals are very visible (e.g., race, ethnicity gender, age, ability), while others are less visible (e.g., culture, ancestry, language, religious beliefs, sexual orientation, socioeconomic background). It is a concept that identifies our uniqueness as individuals and our sense of belonging within a group. The concept of diversity encompasses acceptance and respect. It entails understanding that each individual is unique, and recognizing our personal differences.

Diversity is a very vital feature of our reality that requires tolerant and respectful attitudes to guarantee coexistence and also creates an opportunity for the development and sustainability of society in general and education particularly. To enjoy the maximum benefits that diversity offers, it is necessary that it is managed in an efficient way. Diversity generally can be seen as acknowledging understanding, accepting, valuing and celebrating the difference that exists among a group or groups (Esty et al., 1995).

### **Teachers' diversity: Meaning and constituents**

In education, a teacher is professional personnel that exist most likely in a school who is directly involved in the process of preparing lessons and instructions and delivering them directly to learners. They are professionals because they undergo a professional teacher education and must have acquired minimum qualification of Nigeria Certificate in Education (NCE). They are very important educational resources. Awotua-Efebo (2005), rightly posited that they perform a very essential and critical task in the cause of achievement of the educational and developmental goals of any nation. The major functions of teachers in a school include interpretation of the curriculum guidance and counselling, preparation of scheme, lesson notes, instructional materials and the actual instruction, delivery of the lesson, evaluation and provision of feedback, participation in planning and undertaking of other assigned or Adhoc duties.

Teachers are the builders of any educational system and thus they should be well managed to ensure the achievement of educational goals. The position of FRN, (2004) was supported by Amaele (2010) in Adiele, Leighba& Abraham, when they cited that the success or failure of any educational system depends to a large extent on the quality and the calibre of teachers who are the interpreters and transmitters of desirable knowledge, skills, attitude and values of the society.

When teachers are recruited in a school, they come with their unique characteristics, need disposition, skill set, values, personality and demographic variations (such as age, likes and dislikes, emotions etc.). These differences which they bring into the school and its effect on their individual and collective performance are what is referred to as teacher diversity. Teacher diversity includes all forms of variables that have to do with the use of parameter for identifying differences amongst teachers. Diversity among teachers goes beyond the conventional differences such as race, culture, religion, mental or physical abilities, age, gender, sexual orientation etc. to a wide variety of other differences, including work experiences, social status, parental status, educational background and geographical location (Denisi & Griffin, 2005). The point in the conceptualization of teachers' diversity is the notion that no two teachers are the same in all ramifications. That people are different and the differences should be taken as a natural phenomenon thus people should be allowed to exhibit their uniqueness in the workplace.

The concept of diversity in the workforce even in the educational industry is being popularized. This is in response to the problems of racism, discrimination, oppression, segregation; stigmatization and marginalization that has over-time had a negative effect on workers as regards job satisfaction, morale, productivity and resource optimization positions of organizations. These problems crept to the workplace from society. Another cause of the popularity of the concept of diversity in the workforce is the fact that researchers have proven that workforce diversity has the capability of increasing creativity, innovation, productivity. Robbins et al. (2012), asserted that it had worked positively for many organizations.

Teaching staff diversity has become a common concept because of its effect on educational quality service delivery and productivity. This must have made Dessler (2011) conclude that diversity can be both a blessing and a curse.

### **Managing Teachers' Diversity in Socioeconomic Status for Quality Secondary Education**

Socio-economic status deals with the socio standing or class of an individual. Teachers in communities in Bayelsa State belong to different social class outside being teachers. Some are Community Development Committee Chairperson, heads of political parties, chiefs, community, leaders, wives of prominent people in the community etc. Most of them attained these positions later in their teaching career and decided to marry them. Having a teacher that is a society/community leader in your school can be advantageous and disadvantageous depending on how it is managed. Their presence can attract a lot of community assistance and development to the school. It can also hinder them from total commitment to their responsibilities as teachers in a school. This can also lead to discrimination, inferiority complex etc. between influential and non-influential (society based assessment) teachers. As some may be overburden while others taking the teaching job as less important as they are carried away with other social responsibilities.

George Orwell in his book, *Animal Farm* (1945) stated that all animals are equal, but some animals are more equal than others' obviously referring in this case to the social status and

opportunities of individuals in society. Article 14 of the Spanish constitution stated that Spaniards are equal before the law, and this equality before the law requires law enforcement to be truly effective. However, it is necessary to specify that, as the constitutional court has stated on several occasions, equality refers to equality before the law, but it does not necessarily imply a real and effective material or equal economic conditions. It rather means that, to the same factual circumstances, the legal consequences to be applied must also be the same.

Taking into consideration that the social status of teachers in the state differ, educational administrators should be able to manage teachers with diverse social status in such a way that teachers committed to social activities such as chiefs, CDS chairman etc. do not solely handle subjects like English, Mathematics, Science to ensure that the students do not suffer from their absent. At the same time, educational managers should learn to conserve them in such a way that benefits accrued through their presence are not jeopardized as well as preserving quality education delivery.

Also, educational administrators should uphold optimal adherence to the school laws, policies and regulations such that they are not neglected by teachers.

### **Managing Teachers' Diversity in Educational Qualification for Quality Secondary Education Delivery**

The Nigeria Certificate in Education (NCE) is the minimum qualification for recruitment of teachers in Nigeria; there are however different qualifications with which teachers are recruited (FRN, 2004). These qualifications are also obtained from different teacher education institutions in the country. The qualifications teachers may possess are NCE, B.Ed., PGDE, PhD. These degrees can be gotten from Universities of Education, College of Education, Institute of Education, National Mathematics Center, National Teachers Institute (NTI), and Schools of Education in Polytechnics.

All these institutions differ from one another and may have differences in their operations. If different teachers attend different institutions and perhaps possess different qualifications, the tendency is that there would be a qualification-based form of diversity. The difference in the institutions they attended and the difference in their qualifications would mean that they would have different experiences in their teacher education programmes and these differences could further create differences in their skill-set, knowledge, exposure, personality and perception.

This scenario, therefore, makes it necessary for the educational manager (principal) to ensure that the diversities which exists as a result of these differences is harnessed and managed for the good of the school and interest of everyone (Kelly & Camilli, 2007). In a school where there is a diversity of qualification the tendency for a competition to arise over which staff has a better qualification and learning experience during the training process. When this occurs, the risk is that rather than maximize the advantages of such diversity by encouraging a positive perception of such diversity, the negative perception will deny the schools of the potential benefits of diverse teacher qualifications. An evaluation of the last teachers' recruitment exercise carried out by the Rivers State in 2013 shows that those recruited were not only applicants who had undergone any of the teacher's educational programmes (Uboh, 2015). The recruitment exercise was open to lawyers, accountants, chemist, bankers etc. to this end; most schools have a large variety of teachers with different educational qualifications. This, therefore, implies that educational administrators must pay attention toward ensuring that the diversity that exists in the

area of academic qualification is well managed to curb likely tensions that may arise and also ensure that the school is better off because of the diversity in teachers' educational qualification.

An interdisciplinary approach to problem-solving is possible where there a teacher with different educational qualification and areas of specialization. This approach makes way for problems to be viewed analyzed and tackled from a different professional perspective which makes the effort more holistic. Different problems faced by teachers in the process of teaching and learning can be effectively handled by simply engaging teachers with different but specialized knowledge to handle such challenges.

The various teaching departments in a school should be guided to relate interdependently with members of other departments and to see the diversity which exists amongst them as having some benefits for the overall performance of the school (Amaele, 2010). Managing staff diversity in this area entails that staff members must be given conscious orientation geared towards ensuring that each staff member respects the differences that exist in their educational qualifications. Rather than engaging in comparative differentiation, there should be co-operation based on the recognition of the advantages of a heterogeneous staff mix.

The principle of functional specialization is one of the principles of educational planning. The principle holds that people from different fields of knowledge must be allowed to participate in the process of educational planning (Agabi, 1999). This principle recognizes the importance of an interdisciplinary approach to educational planning and problem-solving. It, therefore, rests on educational administrators to create an atmosphere where diversity is positively utilized.

Teachers who may have been recruited but do not possess any teacher education degree should not be treated as inferior but should be mentored, respected and treated as a valuable asset to the school. The school should ensure that those with higher academic qualification do not intimidate others but mentor and give them a room to grow. Another strategy is to foster mutual adaptation. This could mean remodelling and the teaching staff for the benefit of those who are different, and for the sake of the viability of the school (Igbokwe, 2014). Mutual adaptation permits the greatest accommodation of diversity, which means that it enhances the ability to deal with overwhelming complexity.

### **Managing Teachers' Diversity in Religious Beliefs for Quality Education Delivery**

Religion is as old as man. Jezynes (2003) stated that it is an important aspect of our uniqueness as it reflects our intrinsic belief system. To demonstrate the importance of religion in our uniqueness, the government of Nigeria considers freedom of worship a fundamental human right. This, therefore, means that every citizen has a constitutional right to a chosen religion and form of expression as long as such does not infringe on the fundamental rights of other citizens. In a religious society as Nigeria, there is the probability of having teachers with different religious affiliations in the school system.

Though the main religions in Nigeria are Christianity, Islam and African Traditional Religion, each has lots of factions in it. This, therefore, means that two Christians may have huge variations or differences in their beliefs and expression of their faith. Religious diversity is, therefore, a common phenomenon in every social unit in Nigeria. The school administrator must be proactive in the management of teachers' diverse beliefs system for quality education delivery. Educational administrators should understand the importance of religion to man. Past studies have shown that religion defines man's perception of himself and the world around him. It determines how he relates with himself those around him and his environment.



To effectively manage the numerous religious diversities, which teaching staff brings to schools, the school administrator must ensure that the school climate, laws and policy takes into consideration the differences in the religious belief of the wider society. The administrator must understand that all religions must be respected also the school policy and standard should ensure that no religion is abused or defamed. The school rules should be flexible to cater for the religious affiliation of teachers. Programmes, holidays and celebrations planned for in the school calendar should put all teachers' religious affiliation into consideration.

Religious diversity amongst teachers can provide a great resource for educational managers to ensure that the religious needs of their diverse students are met. Given the different religious affiliations of teachers', the educational manager can delegate various roles such as student's counselling, the teaching of religious education, moral studies etc. to them as it suits their various belief (Paton, 2011).

The tolerate option could also be used to manage diversities in religious beliefs. This is based on the assumption that for the sake of the broader good, diverse entities can co-exist without understanding, endorsing, or engaging each other effectively.

### **Managing Teachers' Diversity in Talent for Quality Secondary Education Delivery**

Talent is an innate or instinct ability which teachers bring to the workplace (school). They have been found to be very relevant to enhancing quality service delivery. Talents differ from one person to another. Thus a school consisting of a handful of teachers would be characterized by a wide range of variety of talents (Teni, 2000). The difference in talent would be in the composition of the talent or in the areas where they can be applied within the school. For example, a person may have a talent for designing and manipulation of equipment or machines, craft such as moulding, weaving, decorating, painting, entertainment such as singing, acting, comedy, sports. Although talents are informal credentials of teachers, they contribute immensely to teachers' performance and the achievement of quality secondary education.

It is, therefore, the duty of the school administrator to see that these diverse talents are harnessed and utilized. The utilization of these talents brought to the school by the teachers add so much value at no or minimal cost. This is because teachers derive satisfaction from utilizing their talent while rendering their services to the school (Terri, 2000). Creating an opportunity where staff members can utilize their talent in the school can be a good strategy for enhancing work-life balance for teachers and this will, in turn, assist the school administrator in managing teacher's morale.

The harnessing of teachers' talent is very useful and helpful in delegating formal and informal duties to teachers. Teachers with entertainment talents would be better used as heads of social groups/clubs and develop learners. Teachers with good writing and speaking skills could be in-charge of debating, club, news broadcasting groups, writers club etc. There are different parts that come into play for the achievement of quality secondary education delivery were teachers tale delivery were teachers talent can be relied upon.

In managing diversity in talents, school administrators must encourage teachers to realize the need to use their talents to enhance their service delivery and performance of the school. It is also the duty of the administrator to treat all talents possessed by teachers in the school as relevant and special to the sustenance of the school. In the school, talents possessed by the teachers can enhance classroom delivery if a more talented/skilful teacher identified and

requested to participate in instructional delivery of a given subject where his/her talent is required.

Diversity in teacher's talent/skillset also helps to enhance quality delivery of extra-curricular activities in the school. Teachers with proven talents can be assigned to coach students with similar talents but underdeveloped or those who wish to acquire such talents/skill. This will enhance students' overall development.

### **Challenges in Managing Teachers' Diversity for Quality Secondary Education Delivery**

Educational managers are faced with several challenges in the course of managing teachers' diversity of quality education delivery. These challenges if not adequately managed can hinder successful management of staff diversity in the school. Therefore, to effectively manage teachers' diversities, the various parameters of diversities must be integrated into the programmes and policies of the school to ensure that the idiosyncratic needs of teachers are met and the ultimate goal of the education system is achieved. It is to ensure that the disadvantages of diversity are brought the barest, minimum while its advantages are optimized. This is no doubt a challenging task.

Ozuru (2000) presented the following as challenges militating over effective management of staff diversity. They include:

- Lack of facilities to meet the needs of a diverse workforce. This will cause all staff members irrespective of their diversities to make do with available resources. This would cause difficulty in meeting the needs of some group of teachers thus leading to under-productivity which will, in turn, hamper the delivery of quality education.
- Inadequate funding for catering to the needs of a diverse workforce. Thus causing difficulty in managing diversity in the school.
- Lack of sensitization on the advantages of a diverse workforce. Many teachers do not know the benefits of working with people different from them. Thus, they fail to utilize the great benefits in collaboration rather they indulge in unhealthy competition, discrimination and marginalization of others.
- Lack of training for educational managers on the management of a diverse workforce in education. This is a core challenge in managing a diverse workforce. If educational managers lack continuous professional training on ways of managing a diverse workforce in a dynamic society where diversity is on the increase, the task of managing teacher diversity to delivery of quality education will be nothing less than a challenging one.
- Lack of policies, laws, standards, customs and work rules poses a great challenge in the management of staff diversity.
- Ethnocentrism, egocentrism and religious bigotry are a major challenge in the process of managing teachers' diversity. Relevant orientation and sensitization are, therefore, necessary to curb these and enhance effective management of teaching staff.

### **Review of Related Empirical Studies**

Orji (2014) studied a sample of 267 principals of public secondary schools in Rivers State which represented 50% of the population. It was aimed at determining how teachers' diversity

management can contribute to quality secondary education delivery in Rivers State. The study was guided by five specific objectives, five research questions and four hypotheses. Weighted mean and criterion means were used to answer the research questions while z-test at 0.05 level of significance was used to test the hypotheses. The researcher found that there is no significant difference between the mean scores of male and female principals on the type of diversities that exist in the schools. It was also found that diversities in the educational qualification of teachers can be managed to enhance the delivery of quality education.

This previous study is relevant to the present study because it provided literature for empirical reviews and it also shows the extent of work that has been done on the management of staff diversity. There are also some gaps in the study which the researcher identified and intends to cover in the present study. The gap is that the previous study was delimited to Rivers State also the previous study did not test if there is a significant difference between the mean score of experienced and less experienced principals on the ways educational qualification differences can be managed towards quality service delivery in secondary schools in Edo State. These gaps provided a rationale for the present study.

In another related study, Igbokwe (2014) conducted a study which investigated the management of teaching staff personnel diversity for quality secondary education in Abia State. In the study, five research questions and five hypotheses were raised. The research questions were answered using weighted mean and rank order while the hypotheses were tested using z-test. The study revealed that diversity among teaching staff in secondary schools in Abia State includes: age, sex ethnicity, language and marital status. Furthermore, it was found that there is no significant difference between the mean scores of male and female teachers on ways teaching personnel diversity affect the quality of secondary education in Abia State.

This previous study is relevant to the present study in the sense that it provides an insight into the issues of staff diversity and quality secondary education thus given the present study. The gaps that exist in the previous study is that it was delimited to Abia State. Furthermore, it was not designed to address the issue of quality education delivery. These gaps are covered in the present study.

In another study, Mohd (2012) studied the relationship between group cohesiveness and performance of cooperative movement in Malaysia. The study examined the extent to which the respondent's perceptions of the relationship between task and social cohesion and performance in the cooperative movement. Data was collected from 371 respondents via questionnaire. The result showed up that group cohesiveness significantly related to the organizational performance also both task and social cohesion were significantly correlated with organizational performance as predicted by hypotheses.

O'Reilly, Williams and Barsade (1997) studied an organization with a reputation for valuing employee diversity, finding that, within the organization's employees, diversity created positive, performance-related results. Kizilos (1996) found that diverse groups exhibited less prosaically behaviour than homogeneous groups, and Pelled (1997) provide evidence that high levels of ethnic diversity are related to the more emotional conflict in work teams.

Ostegaard et al (2011) carried out a study on electrometric analysis of the relationship between diversity and innovation. The population for the study was 1775 employees from Danish firms. Findings from the study showed that social diversity characteristics such as gender and education are positively associated with innovation while age had a negative association. Ethnicity was neutral and had no effect.

Agwu (2016) carried out research on managing employee diversity in public secondary school in Ebonyi. A sample of 134 secondary schools in Ebonyi State was used for the study. A validated instrument containing 60 items was used to collect data for the study. The data were analyzed with mean and mean set. Findings revealed that the strategies perceived by the administrator for managing employee religion diversity are: offer training to all employee to discuss what is acceptable in terms of discussing faith, provide time off to employees for religious reasons such as prayers etc., encourage employees to accept differences in religion, monitor employee to ensure that there is no discontent over religious issues amongst others.

## **METHODOLOGY**

The study adopted a descriptive survey design. Descriptive survey design is concerned with matters that are in existence and opinions held. It does not involve manipulation of the situation, circumstance or experience of the participants. This design is appropriate for the study as it provides a vivid description of managing teacher diversity for quality secondary education delivery in Bayelsa State.

The population of the study comprised of 164 public secondary schools and principals in Bayelsa State. There are one hundred and sixty (164) public secondary school principals in Bayelsa State (Post Primary Education Board, Yenegoa, Bayelsa State. Oct. 2014). The sample size of this study comprised of 164 public secondary school principals in Bayelsa State. The census sampling technique was adopted in this research.

The instrument that was used for data collection is the questionnaire. The researcher designed a self-constructed questionnaire. The questionnaire consists of two sections namely A and B. Section A contains the demographic data of respondents; Section B was grouped into six sub-sections. The responses were structured on the 4-point Likert type rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree; with scoring as 4,3,2 and 1 respectively.

The instrument was given to experts in the Department of Educational Management and Department of Measurement and Evaluation to assess in order to validate the contents of it. Their corrections and comments were used to modify the instrument before administration.

The reliability of the instrument was established through the test re-test method. This entailed that the researcher administered the questionnaire to 20 respondents that are not part of the study. After two weeks the instrument was re-administered to the same respondents. The scores of the two tests were correlated using Pearson Product Moment Correlation and the calculated reliability coefficient ( $r$ ) was 0.77

The researcher carried out the distribution and retrieval of the 164 copies of the questionnaire with an assistant. The respondents were given two days to respond to the instrument thereafter they were retrieved. All administered instrument was retrieved and used for the study.

The data that were collected from the field were collated and analyzed. Mean and the standard deviation was used to answer the research questions, while t-test was used in testing the hypotheses of no significant difference at 0.05 level of significance.

## DISCUSSION OF FINDINGS

**Research Question 1:** In what ways can diversity in socioeconomic status among teachers be managed for quality secondary education delivery in public secondary schools in Bayelsa State?

Table 1: Frequency, Weighted Mean Scores, Standard Deviation and Rank Order of respondents' opinion on the ways diversity in socioeconomic status among teachers can be managed for quality secondary education in public secondary schools in Bayelsa State

S/N	Item	SA	A	D	SD	N	$\Sigma X$	$\bar{X}$	SD	Rank Order	Remarks
1	Uniform standard is applied for all teachers to ensure optimal adherence to school rules.	111	48	3	2	164	596	3.6	<b>1.89</b>	<b>1<sup>st</sup></b>	<b>Agreed</b>
2	Core subjects are assigned to teachers with little or no social/community commitment will result in efficient teaching and learning.	56	43	44	21	164	462	2.8	1.67	5 <sup>th</sup>	Agreed
3	Regular attendance of teachers is taken to trigger the punctuality and regularity of teachers with diverse socio-economic class.	83	61	7	13	164	542	3.30	1.80	3 <sup>rd</sup>	Agreed
4	Every teacher work towards the attainment of school goals.	40	95	9	20	164	492	3.0	1.87	4 <sup>th</sup>	Agreed
5	All teachers bear the consequences of their actions through proper disciplinary actions.	99	50	9	6	164	579	3.5	1.87	2 <sup>nd</sup>	Agreed
6.	Partnership between the school and influential teachers to attract physical development to the school.	43	39	13	9	164	324	1.9	<b>1.37</b>	<b>6<sup>th</sup></b>	<b>Disagreed</b>

Table 1 indicates that items, 1, 2, 3, 4, and 5 have means of 3.6, 2.8, 3.30, 3.0 and 3.5 respectively. These means are above the criterion mean of 2.50. While item 6 has a mean of 1.9. This mean is below the criterion mean.

The above shows that uniform standard, discipline, regular attendance, and a common goal are ways in which diversity of socio-economic diversity among teachers can be managed for quality secondary education in public secondary schools in Bayelsa State.

**Research Question 2:** In what are ways can diversity in educational qualifications among teachers be managed for quality secondary education delivery in public secondary schools in Bayelsa State?

Table2: Frequency, Weighted Mean Scores, Standard Deviation and Rank Order of respondents' opinion on; ways diversity in educational qualification among teachers are managed for quality secondary education delivery in public secondary schools in Bayelsa State

S/N	Item	SA	A	D	SD	N	$\Sigma X$	$\bar{X}$	SD	Rank Order	Remarks
7	Sensitize teachers on need Interdisciplinary approach to decision making and problem-solving in the school.	102	41	14	7	164	566	3.45	1.85	3 <sup>rd</sup>	Agreed
8	Consider teachers educational qualification when assigning subjects to teachers for quality delivery.	100	33	2	6	164	555	3.38	1.83	4 <sup>th</sup>	Agreed
9	Apply the principle of functional specialization in planning and problem-solving.	79	54	2	29	164	511	3.0	1.73	5 <sup>th</sup>	Agreed
10	No teacher is treated as inferior	32	92	24	16	164	568	3.46	1.86	2 <sup>nd</sup>	Agreed
11	Regular on the job training of teachers	133	40	4	27	164	412	<b>3.65</b>	<b>1.90</b>	<b>1<sup>st</sup></b>	<b>Agreed</b>
12	Teachers to be internally supervised by their HOD's	22	67	48	27	164	412	2.50	<b>1.58</b>	<b>6<sup>th</sup></b>	<b>Agreed</b>

Table 2 indicates that items, 1, 2, 3, 4, 5 and 6 have means of 3.45, 3.38, 3.0, 3.46, 3.65 and 2.50 respectively. These means are above the criterion mean of 2.50.

These shows that; interdisciplinary approach to decision making and problem solving, given consideration to qualification when assigning responsibilities, applying the principle of functional specialization, equal treatment of all staff, regular on the job training and internal supervision by HOD's are ways diversity in educational qualification among teachers can be managed for quality secondary education delivery in public secondary schools in Bayelsa State.

**Research Question 3:** In what ways can diversity in religious beliefs among teachers be managed for quality education delivery in public secondary schools in Bayelsa State?

Table 3: Frequency, Weighted Mean Scores, Standard Deviation and Rank Order of respondents' opinion on ways diversity in religious beliefs among teachers can be managed for quality education delivery in public secondary schools in Bayelsa State

S/N	Item	SA	A	D	SD	N	$\Sigma X$	X	SD	Rank Order	Remarks
13	Uphold respect for all religion for peaceful co-existence.	114	38	7	5	164	589	3.59	1.89	2 <sup>nd</sup>	Agreed
14	All religious groups should be allowed to operate in the school	6	38	59	61	164	317	1.93	1.38	6 <sup>th</sup>	Disagreed
15	Flexible school rules and calendar	122	39	1	2	164	669	4.07	<b>2.0</b>	<b>1<sup>st</sup></b>	<b>Agreed</b>
16	Students should be counselled by teachers of the same beliefs	94	26	31	13	164	529	3.22	1.79	3 <sup>rd</sup>	Agreed
17	Religious tolerance	67	62	18	17	164	507	3.09	1.75	4 <sup>th</sup>	Agreed
18	Consider teachers religious belief when assigning some responsibilities for efficiency.	38	83	33	10	164	477	2.90	<b>1.70</b>	<b>5<sup>th</sup></b>	<b>Agreed</b>

Table 3 indicates that items, 1, 3, 4, 5 and 6 have means of 3.59, 4.07, 3.22, 3.09 and 2.90. These Means are above the criterion mean of 2.50. While item 2 has a Mean of 1.93, this is below the criterion mean.

The above shows that respect to all religious beliefs, religious tolerance, flexible school rules and calendar, counselling of students by teachers of same religious beliefs and consideration of religious beliefs before assigning a teacher some responsibilities are ways diversity in religious beliefs among teachers are managed for quality education delivery in public secondary schools in Bayelsa State

**Research Question 4:** In what ways can diversity in talents among teachers be managed for quality education delivery in public secondary schools in Bayelsa State?

Table 4: Frequency, Weighted Mean Scores, Standard Deviation and Rank Order of respondents' opinion on ways diversity in talents among teachers can be managed for quality education delivery in public and private secondary schools in Bayelsa State

S/N	Item	SA	A	D	SD	N	$\Sigma X$	$\bar{X}$	SD	Rank Order	Remarks
19	Some responsibility is assigned based on unique talent being possessed.	51	36	54	23	164	443	2.70	1.60	6 <sup>th</sup>	Agreed
20	All talent is accorded respect	72	55	21	16	164	511	3.1	1.70	3 <sup>rd</sup>	Agreed
21	Motivation of talented teachers that use their talent in the school	101	47	10	6	164	571	3.48	1.80	1 <sup>st</sup>	Agreed
22	Creation avenues to harness teachers' talents	82	40	23	19	164	513	3.0	1.70	5 <sup>th</sup>	Agreed
23	Teachers are encouraged/trained to utilize talents in teaching	93	53	14	4	164	563	3.4	1.80	2 <sup>nd</sup>	Agreed
24	Utilization of talented teachers in co-curricular activities	56	79	9	20	164	499	3.0	1.70	4 <sup>th</sup>	Agreed

Table 4 indicates that items, 1, 2, 3, 4, 5, and 6 have means of 3.70, 3.1, 3.48, 3, 3.4 and 3.0 respectively. These Means are above the criterion mean of 2.50.

The above shows that; responsibilities that assigned to teachers' base on their area of talent, no talent is regarded as inferior, talented teachers are motivated, creation of avenues to harness teachers' talents, encouragement of teachers to utilize their talents during teaching and utilization of talented teachers in co-curricular activities are ways diversity in talents among teachers are managed for quality education delivery in public and private secondary schools in Bayelsa State.

**Research Question 5:** What are the challenges encountered in managing teacher's diversity for quality education delivery in public secondary schools in Bayelsa State?

Table 5: Frequency, Weighted Mean Scores, Standard Deviation and Rank Order of respondents' opinion on; the challenges of managing teacher's diversity for quality education delivery in public secondary schools in Bayelsa State

S/N	Item	SA	A	D	SD	N	$\Sigma X$	$\bar{X}$	SD	Rank Order	Remarks
25	Inadequate re-training of school heads on diversity management.	101	56	3	4	164	582	3.54	1.88	2 <sup>nd</sup>	Agreed
26	Poor Policy implementation	21	16	108	21	164	369	2.25	1.50	5 <sup>th</sup>	Disagreed
27	Tribalism and favouritism	88	43	23	10	164	537	3.27	1.80	4 <sup>th</sup>	Agreed
28	Indiscipline among some school heads	115	41	3	5	164	594	3.62	1.90	1 <sup>st</sup>	Agreed
29	Inadequate funding of schools	89	63	4	8	164	561	3.42	1.84	3 <sup>rd</sup>	Agreed
30	Ethnocentrism, egocentrism and religious bigotry	9	11	65	79	164	278	1.69	1.30	6 <sup>th</sup>	Disagreed

Table 5 indicates that items, 1, 3, 4, and 5 have means of 3.54, 3.27, 3.62, and 3.42 respectively. These Means are above the criterion mean of 2.50, while items 2 and 6 have means of 2.25 and 1.69 respectively. These means are below the criterion mean.

The above shows that; inadequate re-training of school heads, tribalism and favouritism, indiscipline among some school heads, and inadequate funding of schools are the challenges of managing teacher's diversity for quality education delivery in public secondary schools in Bayelsa State

### Test of Hypotheses

**Hypothesis 1:** There is no significant difference between the mean scores of urban and rural secondary school principals on the ways teachers' socio-economic status can be managed for quality education delivery in public secondary schools in Bayelsa State.

Table 6: z-test statistics of mean difference of urban public secondary school principals and rural public secondary school principals on the ways diversity in teachers' socio-economic status can be managed for quality education delivery in public secondary schools in Bayelsa State

Variables	N.	Mean	SD	DF	z-cal.	z-crit.	Remarks
Principals in the urban areas	75	3.22	1.80	2			HO1 is
Principals in the rural areas	89	3.10	1.76	162	0.85	±1.96	Accepted
<b>Total</b>	164			164			

Table 6 shows that at 0.05 significant level and 162 degrees of freedom, the calculated z-value is 0.85 while the table value is 1.96. Since the calculated z-value is less than the table value, the null hypothesis is accepted. This means that no significant difference exists between the opinions of principals in of urban public secondary school and principals of rural public secondary schools on ways diversity in teachers' socio-economic status can be managed for quality education delivery in public secondary schools in Bayelsa State.



## Management of socio-economic diversity among teachers

The first finding of this study is that application of the uniform standard to all teachers; discipline, regular attendance, and a common goal are the ways in which diversity in socioeconomic status among teachers are managed for quality secondary education delivery in public secondary schools in Bayelsa State. This means that a combination of these factors guarantees a hitch-free, harmonious working environment devoid of rancour, intimidation, discrimination, inferiority complex etc. even in the presence of different individuals who have attained different socio-economic status but are in the school as teachers. Teachers in public secondary school belong to different socio-economic strata. Some are community chiefs, Community Development Committee Chairmen, political party chieftains, pastors etc. They have different connections and can attract government and the corporate presence that reside in the environment to the school for developmental purposes, it behoves the school head to combine these various factors implicated by this study in management of these teachers if the desired growth and development and stated goals and objectives must be realized. The task of the school principal is to maximize their presence by being able to make them attract both human and material resources that will promote the development of the school and ensure also that the socio-economic status of teachers does not hinder them and others from total commitment to their responsibilities as teachers in a school. At the same time guarantee an environment free from discrimination, inferiority complex etc. and a situation where some teachers may be overburden while others simply take their job as less important as they are carried away with other social responsibilities.

**Hypothesis 2:** There is no significant difference between the mean responses of male principals and female principals on ways diversity in educational qualification among teachers can be managed for quality education delivery in public secondary schools in Bayelsa State.

Table7: z-test statistics of mean difference of male principals and female on ways diversity in educational qualification among teachers can be managed for quality education delivery in public secondary schools in Bayelsa State

Variables	N.	Mean	SD	DF	z-cal.	z-crit.	Remarks
Male Principals	93	3.20	1.78	2			HO2 is
Female Principals	71	3.03	1.72	162	0.65	±1.96	Accepted
<b>Total</b>	164			164			

Table 7 shows that at 0.05 significant level and 162 degrees of freedom, the calculated z-value is 0.65 while the table value is 1.96. Since the calculated z-value is less than the table value, the null hypothesis is accepted. This means that no significant difference exists between the opinions of male principals and female principals on ways diversity in educational qualification among teachers can be managed for quality education delivery in public secondary schools in Bayelsa State.

## Management of diversity in educational qualification among teachers

Interdisciplinary approach to decision making, given consideration to qualification when assigning responsibilities, Applying the principle of functional specialization, equal treatment of all teachers and regular on the job training, internal supervision by HOD's are ways diversity in educational qualification among teachers can be managed for quality secondary education delivery in public secondary schools in Bayelsa State. Interdisciplinary approach makes way for problems to be viewed analyzed and tackled from a different professional perspective which makes the effort more holistic. Different problems faced by teachers in the process of teaching and learning can be effectively handled by simply engaging teachers with different but specialized knowledge to handle such challenges. Agabi (1999) stated that people from different fields of knowledge must be allowed to participate in the process of educational planning. This statement agrees with the finding of this study that there should be an interdisciplinary approach to decision making. This ensures that all teachers are carried along and no teacher feels left behind thereby conniving with others to frustrate the smooth functioning of the school. In support of the above assertion, Igbokwe (2014) posited that teachers of different discipline will and ultimately will foster the viability of the school. Another aspect to interdisciplinary approach is that various teaching departments in a school should be guided to relate interdependently with members of other departments and to see the diversity which exists amongst them as having some benefits for the overall performance of the school (Amaele, 2010).

Ibodje (2014) posited that teachers who may have been recruited but do not possess any teacher education degree should not be treated as inferior but should be mentored, respected and treated as a valuable asset to the school. The school should ensure that those with higher academic qualification do not intimidate others but mentor and give them a room to grow. This position is supported by the findings of this study which stated that all teachers should be given equal treatment and there should be regular on-the-job training (especially for the younger teachers). This enables them to grow. Those with higher academic qualification and teaching experience need not intimidate others with lower academic qualification and teaching experience but mentor them and supervise their work to ensure they are doing the right thing.

**Hypothesis 3:** There is no significant difference between the mean scores of male principals of public secondary schools and female principals of public secondary schools on the ways diversity in religious beliefs among teachers' can be managed for quality education delivery in public secondary schools in Bayelsa State.

Table 8: z-test statistics of mean difference of male principals of public secondary schools and female principals of public secondary schools on the ways diversity in religious beliefs among teachers' can be managed for quality education delivery in public secondary schools in Bayelsa State

Variables	N.	Mean	SD	DF	z-cal.	z-crit.	Remarks
Male Principals	93	3.20	1.78	2			HO 3 is
Female Principals	71	3.03	1.72	162	0.65	±1.96	Accepted
Total	164			164			

Table 8 shows that at 0.05 significant level and 162 degrees of freedom, the calculated z-value is 0.65 while the table value is 1.96. Since the calculated z-value is less than the table value, the

null hypothesis is accepted. This means that no significant difference exists between the opinions of male principals and female principals on ways diversity in religious beliefs among teachers can be managed for quality education delivery in public secondary schools in Bayelsa State.

### Management diversity in religious beliefs among teachers

Respect to all religious beliefs, religious tolerance, flexible school rules and calendar, counselling of students by teachers of same religious beliefs and consideration of religious beliefs before assigning a teacher some responsibilities are ways diversity in religious beliefs among teachers can be managed for quality education delivery in public secondary schools in Bayelsa State. Religious diversity is a common phenomenon in every social unit in Nigeria. There are different religious beliefs and groups in different organization and the school is not an exception. This study found out that respect to all religious groups is key for managing diversity in religious beliefs among teachers. This means, no religious belief is seen as less important or inferior to others. This gives birth to religious tolerance. This has been implicated by this study as a way of managing diversity among teachers in religious beliefs. According to Triandis (1960), it is based on the assumption that for the sake of the broader good, diverse entities can co-exist with understanding, endorsing, or engaging each other effectively.

The school principal must ensure that the school climate, laws and policy takes into consideration the differences in the religious belief of the wider society. All religions must be respected and the school policy and standard should ensure that no religion is abused or defamed. The school rules should be flexible to cater for the religious affiliation of teachers. Programmes, holidays and celebrations planned for in the school calendar should put all teachers' religious affiliation into consideration.

Commenting on delegation of some responsibilities to some teachers based on their religious belief, Paton (2011) 'the school should delegate various roles such as student's counselling, the teaching of religious education, moral studies etc. to teachers as it suits their various belief' this is also supported by this study.

**Hypothesis 4:** There is no significant difference between the mean scores of male principals of public secondary schools and female principals of public secondary schools on ways diversity in teachers' talents can be managed for quality education delivery in public secondary schools in Bayelsa State.

Table 9: z-test statistics of mean difference of male principals of public secondary school and female principals of public secondary schools on ways diversity in teachers' talents can be managed for quality education delivery in public secondary schools in Bayelsa State.

Variables	N.	Mean	SD	DF	z-cal.	z-crit.	Remarks
Male Principals	93	3.20	1.78	2			HO4 is
Female Principals	71	3.03	1.72	162	0.65	±1.96	Accepted
Total	164			164			

Table 9 shows that at 0.05 significant level and 162 degrees of freedom, the calculated z-value is 0.65 while the table value is 1.96. Since the calculated z-value is less than the table value, the null hypothesis is accepted. This means that no significant difference exists between the opinions of male principals of public secondary schools and female principals of public secondary schools

on ways diversity in teachers' talents can be managed for quality education delivery in public secondary schools in Bayelsa State.

### Management of diversity in talents among teachers

Teni (2000) stated that a school consisting of a handful of teachers would be characterized by a wide range of variety of talents. Implicated in this study as ways diversity in talent among teachers can be managed are assigning some to responsibilities to teachers base on their area of talent, not regarding some talent as inferior, motivating talented teachers, creating avenues to harness teachers' talents, encouraging teachers to utilize their talents during teaching and utilizing talented teachers more in co-curricular activities

In line with the findings of this study that avenues are created for teachers' talent to thrive and that teachers are encouraged to utilize their talents especially via extra-curricular activities, Terri (2000) stated that teachers derive satisfaction from utilizing their talent while rendering their services to the school. Hence, there is a need to create an opportunity where they can utilize their talent in the school. This enhances their work-life and makes them balance.

As found in this study that some responsibilities be assigned to teachers' base on their area of talent, Green (2012)opined that 'teachers with entertainment talents would be better used as heads of social groups or clubs and develop learners. Teachers with good writing and speaking skills could be in-charge of debating, club, news broadcasting groups, writers club etc''. Also, utilization of teachers in their divers' areas of talent helps to enhance quality delivery of extra-curricular activities in the school. Teachers with proven talents can be assigned to coach students with similar talents but underdeveloped or those who wish to acquire such talents/skill. This will enhance students' overall development and ensures that all talented teachers are accorded due recognition and no talent is regarded as inferior as discovered by this study.

**Hypothesis 5:** There is no significant difference between the mean scores of principals of urban secondary schools and principals of a rural secondary school on the challenges of managing teacher diversity for quality secondary education delivery in public secondary schools in Bayelsa State.

Table 10: z-test statistics of mean difference of urban public secondary schools principals and rural public secondary schools principals on the challenges of managing teachers' diversity for quality secondary education delivery in public secondary schools in Bayelsa State

Variables	N	Mean	SD	DF	SL	z-cal.	z-crit.	Remarks
Principals in the urban areas	75	3.32	1.8	2				HO5 is
Principals in the rural areas	89	3.10	1.76	162	0.05	0.85	±1.96	Accepted
<b>Total</b>	164			164				

Table 10 shows that at 0.05 significant level and 162 degree of freedom, the calculated z-value is 0.85while the table value is 1.96. Since the calculated z-value is less than the table value, the null hypothesis is accepted. This means that no significant difference exists between the opinions of principals of urban public secondary schools and principals of rural public secondary schools on the challenges of managing teacher diversity for quality secondary education delivery in public secondary schools in Bayelsa State.

## **Challenges of managing diversity among teachers**

Inadequate re-training of school heads, tribalism and favouritism, indiscipline among some school heads, and inadequate funding of schools are the challenges of managing teacher's diversity for quality education delivery in public secondary schools in Bayelsa State

Inadequate re-training of school heads is the foremost culpable challenge of managing diversity among teachers. This finding agrees with the position of Ozuru (2010) who stated that educational managers lack continuous professional training on ways of managing a diverse workforce in a dynamic society where diversity is on the increase. This can no less be true especially when one looks at the increasing cases of ineffectiveness among school principals in this regards. Some are bereft of ideas of what to do. Again one would not blame them when one considers that there is a dearth of re-training programmes for these school heads. To this effect, the government is to blame as they neither empower principals with requisite knowledge of teachers' diversity management nor make funds available for this purpose which again has been implicated by this study.

## **CONCLUSION**

Based on the findings of the study, it was concluded that teachers' diversity needs proper management strategies to aid quality education delivery in Bayelsa State. Some of the ways of managing teachers' diversity in socioeconomic status, educational qualification, talent and religious beliefs include: setting and applying a uniform standard, assigning responsibilities based on areas of specialization, every teacher work towards the goal of the school, religious tolerance, encouraging and motivating talented teachers amongst others. Like every other human endeavour, management of diversity among teachers has its challenges but the challenges are surmountable. They are as common to all public socio institutions.

## **Recommendations**

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

- School heads should partner with influential members of their school communities who are teachers in their school to attract socio infrastructure from the community, private organization and the government to the school.
- School heads should adequately supervise teachers. However, less experienced teachers should be given more attention while an experienced teacher is allowed some independence to apply their initiative. They should be made to guide younger teachers in their departments.
- As a matter of policy, not all religious groups should be allowed to operate in the school but only the dominant groups such as Christian religion and Islam. This is because if all religious groups are allowed, African traditional worshipers may also want to build their shrines in the school which may not be too good for the school.
- The government policy on tribalism and favouritism in public institution like the school should be implemented irrespective of teachers' socio-economic status, educational qualifications, religious beliefs and talents. This is because the school as a formal

organization is bigger than any single individual and the rules should respect no one but should apply to all.

- The government should continuously train and re-train school heads on emerging issues in the education industry in general and how to manage teachers' diversity in particular.

## REFERENCES

- Adler, N. J. (2003). *International dimensions of organizational behaviour (4<sup>th</sup>ed)*. [www.Pmranet.org/conferences/USC2005/USC2005\\_papers/pmra.pitts.jarry.DOC](http://www.Pmranet.org/conferences/USC2005/USC2005_papers/pmra.pitts.jarry.DOC).
- Adeboyeje, R. A. (1994). *Management of Schools*. Fountain Publications.
- Agabi, O. G. (1999). *Introduction to educational planning*. International Center for Educational Services.
- Agwu, M. U. (2016). *Managing employee diversity in Public Secondary Schools in Rivers State*. Unpublished PhD Thesis: University of Port Harcourt
- Amaele, S. (2010). Teaching and the teacher. In E. E Adiele, M. B. Leigha, L. N. Abraham (Eds), *Introduction to the teaching profession*. Haney publications Company.
- Burt, R., & Regans, R. (1997). *Homophily, legitimacy, and competition: Bias in managing peer evaluations*. Working paper, Graduate School of Business, University of Chicago. [www.Pmranet.org/conferences/USC2005/USC2005Papers.Jarry](http://www.Pmranet.org/conferences/USC2005/USC2005Papers.Jarry).
- Cox, T. H., Lobel, S. A., & McLeod, P. L. (1991). Effects of ethnic and group cultural differences on cooperative and competitive behaviour on a group task. *Academy of Management Journal*, 34(4), 827-847.
- Cox, T., & Nkomo, S. M. (1990). Invisible men and women: A status report on race as a variable in organizational behaviour research. *Journal of Organization Behavior*, 11(6), 419-431.
- Cox, Jr. T. (1991). The multicultural organization. *Academy of Management Executive*, 5(2), 34-47.
- Denisi, A. S., & Griffin, R. W (2005). *Human Resource Management*. Houghton Mifflin Company.
- Esty, Katharine, Richard, & Marcie S. H. (1995). *Workplace diversity: A managers guide to solving problems and turning diversity into a comparative advantage*. Avon, MA: Adams Media Corporation. <http://edis.ifas.ufl.edu/hro22>.
- Green, V. A. (2012). *Employee diversity and secondary school administration in Rivers State*. Unpublished Master's Thesis: University of Port Harcourt.
- Ibodje, A. G. (2014). *Managing human resources for the achievement of quality secondary education in Rivers State*. Unpublished Master's Thesis: University of Port Harcourt.
- Igbokwe, U. M. (2014). *Managing teaching personnel differences for quality Secondary Education in Abia State*. Unpublished Master's Thesis: University of Port Harcourt.
- Loden, M., & Rosener, J. (1991). *Workforce American! Managing employee diversity as a vital resource*. [www.pmranet.org/conferences/USC2005](http://www.pmranet.org/conferences/USC2005) DOC.
- McLeod, P., & Lobel, S. (1992). *The effects of ethnic diversity on idea generation in small groups*. Paper presented at the Annual Meeting of the Academy of Management, Las Vegas, Nevada. <http://atheneum.libs.uga.edu/bitstream/handle/10724/8449/pdf>.
- Nwafor, I. B. (2006). *Human Resource Management for Effective Teaching and Learning Secondary Schools in Rivers State*, Unpublished M.Ed Thesis, University of Port Harcourt.

- O'Reilley, C., Williams, KK., & Barsade, S. (1997). Group demography and innovation: Does diversity help? In G. Huber & W. Glick (eds.), *Organization Change and Redesign*. Oxford: Oxford University Press. [www.pmrnet.org/conferences/USC2005/USC2005papers/pmra.pitts/Jarry.DOC](http://www.pmrnet.org/conferences/USC2005/USC2005papers/pmra.pitts/Jarry.DOC)
- Orji, O. (2014). *Teacher diversity management and quality secondary education delivery in Rivers State, Unpublished Thesis*: University of Port Harcourt.
- Ostergaard, C. R., Timmermans, B., & Kristnson, K. (2011). *Electrometric analysis of the relationship between diversity and innovation. Journal of Business and Psychology, 14(1)*, 109-118
- Peretomode, V. E. (2001). *Introduction to Educational Administration, Planning and Supervision*. Joja Educational Research and Publishers.
- Robins, S. P., Judge, T. A. & Vohra, N. (2012) *Organizational Behavior*. Municipal Press.
- Stephen, W. (1985). Intergroup relations. In G. Lindzey & E. Aronson (Eds.), *Handbook of Social Psychology*. Random House.
- Tajfel, H. (1982). *Social identity and intergroup relations*. Cambridge: Cambridge University Press. [www.pmrnet.org/conferences/USC2005/USC2005papersDOC](http://www.pmrnet.org/conferences/USC2005/USC2005papersDOC)
- Terri, L. (2000). *Work yourself happy*. Lahaska Press.
- Thomas, R. R (1990). From affirmative action to affirming diversity. *Harvard Business Review, 68*, 107-117.
- Turner, J. (1982). Toward a cognitive definition of the group. In H. Tajfel (Ed.), *Social identity and intergroup relations*. Cambridge University Press.
- Triandis, H. (1960). Cognitive similarity and communication in a dyad. *Human Relations, 13*, 279-287.
- Tziner, A., & Eden, D. (1985). Effects of crew composition on crew performance: Does the whole equal the sum of the parts? *Journal of Applied Psychology, 70*, 85-93.
- Uboh, M. (2015). *Human resource development programmes for teacher development in Rivers State*. Unpublished Master's Degree Thesis: University of Port Harcourt.