

INFLUENCE OF HUMAN RESOURCES MANAGEMENT PRACTICES ON TEACHER JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ENUGU STATE

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Abstract

The study examined the influence of human resources management practices on teachers' job performance in public secondary schools in Enugu State. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The researcher adopted a census survey research design. The population for the study was 844 respondents which comprised 36 principals and 808 teachers in the 36 public secondary schools in Awgu Education zone. There was no sampling because the population is manageable. The instrument for data collection was a researcher-developed questionnaire titled "Human Resource Management Practices on Teachers' Job Performance Questionnaire (HRMPTJPO)". The instrument was validated by three research experts from the Department of Educational Management and the Department of Mathematics and Computer Education, all from Faculty of Education, Enugu State University of Science and Technology. The reliability of the instrument was determined using Cronbach Alpha procedure which yielded 0.82 for cluster 1 and 0.80 for cluster 2 with an overall reliability index of 0.81 which made the instrument reliable. A 4 point response scale of Very Great Extent (VGE), Great Extent (GE), Low Extent (LE) and Very Low Extent (VLE) was used by the respondents. Two research assistants who were properly briefed assisted the researcher during the data administration and collection processes. The researcher made use of mean and standard deviation to analyse the data as regards the research questions and t-test statistic to test the hypotheses at 0.05 level of significance. The findings of the study revealed that professional development influences teachers' job performance in public secondary schools in Enugu State to a great extent. Also, motivation influences teachers' job performance in public secondary schools in Enugu State to a great extent. Based on the findings of the study, the researcher recommended that the government through the Ministry of Education should always embark on professional development of teachers in order to be in line with the 21st Century methods of teaching.

Keywords: Human Resources, Managerial Behaviour, Principal, Job Performance, Teacher, Secondary Education

Introduction

One of the fundamental rights for every human being is education. Teaching and learning have been facing serious changes and challenges in the 21st century. The modification of educational policies, the expectations of the society and the demands of the information era, all require schools to provide students with effective education so that students can be fully prepared for future educational challenges and be able to survive in an economically competitive world. Abraham (2011) defined functional education as education that will equip recipients with adequate scientific, vocational and cognate knowledge and competencies to compete effectively for job placements within their environment.

Secondary education has been described as the, second in the tripod of education. The first and the third being primary and tertiary education. Secondary education serves as a bridge between the primary schools and tertiary institutions (Nwakpa, 2017). Ekundayo (2010) saw secondary education in Nigeria as not living up to its original expectation based on the fact that there are a lot of issues that have been identified by different researchers especially as regards students' poor academic performance in both internal and external examinations. Everyone who is concerned about the academic performance of students in secondary education will agree that the improvement of teaching qualities is a high priority in any of the educational programmes (Aroge, 2012). The drivers of these educational programmes are the teachers but they have been faced with various challenges ranging from making the educational process to be globally acceptable to making it to be permanent.

Teachers are the most fundamental and crucial resources in education system at any level, this is because the strength of an educational system largely depends upon the quality and quantity of its teachers (Agboola & Offong, 2018). Teachers are the key inputs in educational production process. Teachers play a wide variety of roles in a school, one of which is the creation of academically supportive environments. Teachers play a pivotal role in providing education to the students. Every school strives to recruit good and qualified teaching staff that can deliver quality education to its students (Boyd, Lankford, Loeb, Ronfeldt & Wyckoff, 2011). Teachers' job performance is critical in the attainment of the set goals of secondary education.

According to Marry (2010), teachers' performance is contingent upon intrinsic and extrinsic motivation, if there is management of good personnel, good infrastructure and culture climate, teaching materials and good supervision. Tickle, Chang and Kim (2011) argued that the teacher performance can be measured by supervision of school activities, regular and early reporting at school, adequate teaching preparation, general punctuality and participating in extracurricular activities. An improved teachers' job performance can be attained by the effective management of school resources.

Osakwe (2013) defined management as a social process that involves planning, organizing, supervising, leading, directing, controlling and coordinating the efforts of people towards the achievement of the organizational goals and objectives. Furthermore, Nakpodia (2010) opined that the efficiency of human resource management in Nigerian Schools is being called to question both within and outside the profession. Many dedicated educationists will fully admit that the school resources are being mismanaged and under-utilised simply because the schools lack or there is shortage of qualified personnel and management resources needed for the improvement of instructions. A critical management functions in the school system is the management of human resources.

Human resources in the secondary school system refer to the principal, teachers, students, parents, government officials, members of education board and the non-academic staff. Human resources is the process of acquiring, training, appraising and compensating employees and of attending to their labour relations, health, safety, and fairness concerns (Dessler, 2010). Jha (2016) further submitted that HRM is management function that helps managers to recruit, select, train and develop members for an organization. The place of human resource in the efficient running of schools cannot be overemphasized. Human resource development constitutes a major component of educational system of a nation. Various challenges have been reported to be encountered by human resource managers in development of secondary education (Adeyemi, 2018). Among these are staff professional development, staff recruitment, induction, motivation, discipline among others. But this study focused on staff professional development and motivation.

Staff development has been accepted as an effective method of increasing the knowledge of skills of teachers in order to enable teachers to teach more effectively. It is the important aspect of education process that deals with the art of acquiring skills in the teaching profession. According to Oyedele and Chikwature (2016), professional development in education is a process whereby teachers undergo rigorous training in colleges and universities, and are given proper induction coupled by in service training in order for them to be well equipped with their call of duty. In addition heads of schools saw professional development as an on-going formation of teachers aimed at improving teacher effectiveness.

Also, motivation is a human resource management practice which may influence teachers' job performance. Teachers who are not well motivated do not perform as expected since they do not see the value of their work. Motivation can be defined as a driving force that compels an individual to take actions with a goal to achieve certain goals. Motivation encourages teachers to facilitate knowledge and skills of academic to learners. In order to reach the expected goals motivation should be activated by providing incentives (Ciaré, 2011). Teacher motivation encompasses forces both within and external to the individual. The internal teacher motivation comprises of the needs, wants and desires which exist within an individual; as such influence the teachers' thought which in turn leads to a positive change in behavior toward improving learning.

Therefore, management of human resources in secondary schools requires good leadership, the resources of production, even when available, remain merely resources and never become productive. Hence, the goal of the organisation becomes inept where there is insufficiency or absence of the required resources. In a competitive educational sector and ever changing environment, the quality and performance of managers of education determine both the survival as well as success of the school organisation. Consequently, upon the foregoing, it becomes imperative to assess the influence of human resources management practices on teachers' job performance in public secondary schools in Enugu State.

Statement of the Problem

In the past few years, there have been a lot of management problems confronting the secondary educational system in Nigeria, especially in Enugu State. The secondary educational system in Enugu State seems to witness decayed facilities and infrastructure, poor quality product, poor academic performance of students, low performance of teachers, low morale of teachers, incessant crisis between the teachers and school administrators and a host of others. The society at large

does not regard secondary education as an instrument of change any longer because of the perceived fallen standard of education. Management of educational resources especially the human resources by the principals has been perceived to be the major issue in the administration of secondary education.

The effective management of human resources has become so complex that it is perceived to be difficult in finding a lasting solution. Based on this, secondary school administrators have been urged to apply result oriented approaches like professional development and motivation of teachers in order to boost teachers' job performance. The problem of this study put in a question form is therefore, "what is the extent to which human resources management practices influence teachers' job performance in Enugu State?"

Purpose of the Study

The purpose of the study was to examine the influence of human resources management practices on teachers' job performance in public secondary schools in Enugu State. Specifically, the study sought to:

1. determine the influence of human resources management practices on teachers' job performance in public secondary schools in terms of teachers' professional development;
2. ascertain the influence of human resources management practices on teachers' job performance in public secondary schools in the aspect of motivation.

Research Questions

The study was guided by the following research questions:

1. To what extent does professional development influence teachers' job performance in public secondary schools in Enugu State?
2. To what extent does motivation influence teachers' job performance in public secondary schools in Enugu State?

Hypotheses

The study was guided by the following hypotheses:

H₀₁: There is no significant difference between the mean ratings of principals and teachers on the extent to which professional development influence teachers' job performance in public secondary schools in Enugu State.

H₀₂: There is no significant difference between the mean ratings of principals and teachers on the extent to which motivation influence teachers' job performance in public secondary schools in Enugu State.

Research Method

The researcher adopted a census survey research design. According to Nworgu (2015), a census survey research design is one in which a group of people or items are studied by collecting and analyzing data or information from every member of the population. This design is suitable for

this study because it involved the collection of data from all the principals and teachers who were the respondents of this study. The study was conducted in Awgu Education Zone of Enugu State. The population for the study was 844 respondents which comprised 36 principals and 808 teachers in the 36 public secondary schools in Awgu Education zone. There was no sampling because the population is manageable. The instrument for data collection was a researcher-developed questionnaire titled “Human Resource Management Practices on Teachers’ Job Performance Questionnaire (HRMPTJPQ)”.

The instrument was validated by three research experts from the Department of Educational Management and the Department of Mathematics and Computer Education, all from Faculty of Education, Enugu State University of Science and Technology. The reliability of the instrument was determined using Cronbach Alpha procedure which yielded 0.82 for cluster 1 and 0.80 for cluster 2 with an overall reliability index of 0.81 which made the instrument reliable. A 4 point response scale of Very Great Extent (VGE), Great Extent (GE), Low Extent (LE) and Very Low Extent (VLE) was used by the respondents. Two research assistants who were properly briefed assisted the researcher during the data administration and collection processes. The research assistants were guided on the method of administering the instrument as well as how to respond to pertinent questions. Out of the 844 copies administered, the research with her assistants retrieved 796 (24 from principals and 772 from teachers) which resulted to a 94.31% return rate. The researcher made use of mean and standard deviation to analyse the data as regards the research questions and t-test statistic to test the hypotheses at 0.05 level of significance.

Data Analysis and Results

Research Question 1: To what extent does professional development influence teachers’ job performance in public secondary schools in Enugu State.

Table 1: Mean ratings of the extent to which professional development influence teachers’ job performance in public secondary schools in Enugu State

ITEMS		Principals 24			Teachers 722		
S/N	Professional development influences teachers job performance when:	\bar{x}	SD	Dec	\bar{x}	SD	Dec
1	they are allowed to attend international conferences.	2.52	0.91	GE	2.59	0.90	GE
2	they are allowed to go for study leave.	2.54	0.89	GE	2.59	0.94	GE
3	they are part of in service training programme.	2.57	0.90	GE	2.55	0.99	GE
4	they attend seminar.	2.59	0.95	GE	2.61	0.89	GE

5	they attend workshops based on skill acquisition.	2.52	0.91	GE	2.50	0.91	GE
Cluster Mean		2.55	0.91	GE	2.57	0.93	GE

Data presented on Table 1 show the mean ratings on the extent to which professional development influences teachers' job performance in public secondary schools. The principals' mean ranged from 2.52 to 2.59 that of teachers ranged from 2.50 to 2.61. They had cluster means of 2.55 and 2.57 and standard deviations of 0.91 and 0.93. Thus; the respondents were of the view that professional development influences teachers' job performance in public secondary schools in Enugu State to a great extent.

Research Question 2: To what extent does motivation influence teachers' job performance in public secondary schools in Enugu State?

Table 2: Mean ratings of the extent to which motivation influence teachers' job performance in public secondary schools in Enugu State

ITEMS		Principals 24			Teachers 722		
S/N	Motivation influences teachers job performance when:	\bar{x}	SD	Dec	\bar{x}	SD	Dec
6	teachers' salaries are constantly paid.	2.72	1.08	GE	2.59	0.98	GE
7	teachers' are duly promoted.	2.78	0.86	GE	2.83	1.01	GE
8	the needed instructional materials are provided to the teachers.	2.60	0.81	GE	2.58	0.90	GE
9	the teachers' job is secured.	2.77	0.99	GE	2.56	0.86	GE
10	they are provided an exposure to effective new classroom techniques.	2.64	0.75	GE	2.70	0.91	GE
Cluster Mean		2.70	0.90	GE	2.65	0.93	GE

Data presented on Table 2 show the mean ratings on the extent to which motivation influences teachers' job performance in public secondary schools. The principals' mean ranged from 2.60 to 2.78 while that of teachers ranged from 2.56 to 2.83. They had cluster means of 2.70 and 2.65 and

standard deviations of 0.90 and 0.93. Thus; the respondents were of the view that motivation influences teachers' job performance in public secondary schools in Enugu State to a great extent.

Hypotheses

H₀₁: There is no significant difference between the mean ratings of principals and teachers on the extent to which professional development influence teachers' job performance in public secondary schools in Enugu State.

Table 3: t-test on the mean ratings of principals and teachers on the extent to which professional development influence teachers' job performance in public secondary schools in Enugu State

Group	n	Mean	SD	df	t-cal	t-crit	Decision
Principals	24	2.55	0.91	794	0.11	1.96	Not Significant
Teachers	722	2.57	0.93				

Table 4 shows that the calculated value of 0.11 is less than the table value of 1.96 which means that the null hypothesis is not significant. This is an indication that there is no significant difference between the mean ratings of principals and teachers on the extent to which professional development influence teachers' job performance in public secondary schools in Enugu State.

H₀₂: There is no significant difference between the mean ratings of principals and teachers on the extent to which motivation influence teachers' job performance in public secondary schools in Enugu State.

Table 4: t-test on the mean ratings of principals and teachers on the extent to which motivation influence teachers' job performance in public secondary schools in Enugu State

Group	n	Mean	SD	df	t-cal	t-crit	Decision
Principals	24	2.70	0.90	794	0.28	1.96	Not Significant
Teachers	722	2.65	0.93				

Table 4 shows that the calculated value of 0.28 is less than the table value of 1.96 which means that the null hypothesis is not significant. This is an indication that there is no significant difference between the mean ratings of principals and teachers on the extent to which motivation influence teachers' job performance in public secondary schools in Enugu State.

Discussion of Findings

The finding of the study revealed that professional development of teachers influences their job performance to a great extent. The finding is in agreement to David and Stephen (2013) who stated that professional development is a learning experience which seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job. If the staff are properly trained, it will have a positive impact on the academic performance of the students because of their high level of performance. The hypothesis tested showed that there is no significant difference between the mean ratings of principals and teachers on the extent to which professional development influence teachers' job performance in public secondary schools in Enugu State.

The finding of the study revealed that motivation of teachers influences their job performance to a great extent. The finding of the study is in agreement with Kelvin (2016) who posited that motivation plays an important role in the school because it increases teacher morale and performance and school goals can be achieved in an efficient way. In the school system, motivation embraces all factors in a teacher's development toward the achievement of organizational goals. The hypothesis tested showed that there is no significant difference between the mean ratings of principals and teachers on the extent to which motivation influence teachers' job performance in public secondary schools in Enugu State.

Conclusions

The researcher carried out the study on the influence of human resources management practices on teachers' job performance in public secondary schools in Enugu State. Based on the findings, the study concluded that teachers' professional development and motivation are key human resources management practices that can effectively influence teachers' job performance in secondary schools.

Recommendations

Based on the findings, the following recommendations were proffered:

1. The government through the Ministry of Education should always embark on professional development of teachers in order to be in line with the 21st Century methods of teaching.
2. The Ministry of Education should provide incentive packages to increase teachers' motivation. This will go a long way in enhancing their job performances.



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