

Human Resource Management and Teachers' Job Performance in Secondary Schools in Akamkpa Local Government Area of Cross River State, Nigeria

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Abstract

This study assessed human resource management and teachers' job performance in secondary schools in Akamkpa Local Government Area of Cross River State. Three null hypotheses were formulated accordingly to guide the study. Census technique was adopted in selecting the entire population of 432 teachers. The instrument used for data collection was a questionnaire designed and administered by the researcher. Collected data were analyzed using descriptive statistics, while the null hypotheses were all tested at .05 level of significance using Pearson Product Moment Correlation Analysis. Findings from the study revealed that there is significant relationship respectively between principals' interpersonal relationship ($r=0.364$, $p<.05$), teachers' participation in decision-making ($r=0.624$, $p<.05$) and principals' delegation of responsibilities ($r = 0.538$, $p<.05$) with teachers' job performance in secondary schools. Based on these findings it was recommended among others that; principals should ensure that they create a conducive school climate by building a sound interpersonal relationship with teachers in order to improve their job performance; teachers should be actively involved in making certain decisions for the school especially those within their jurisdiction in order to foster unity and cooperation in the implementation of such decisions.

Keywords: Human resource, Resource, Resource management, Teachers, Job performance, Teachers' job performance.

Introduction

The success of any organization depends on the availability and efficient management of both human and material resources. With the rapid development in the educational sector and the projected increase in sizes and demand for education, there is need to effectively channel managers' attention towards the function and usefulness of human resources in a given organization. Otherwise, the goal of the school which is aimed at instituting teaching and learning will be jeopardized. Within the school context, teachers job performance is very important in determining the extent to which learners learn and it is their duty to ensure they raise good students in character.

Teacher job performance, therefore, refers to the statutory curricula function that is performed by the teachers to enable learners to achieve the set educational goals in the schools. This ultimately depends on the commitment of the managers and teachers to make judicious and adequate use of both human and materials resources, to harness them together and bring job effectiveness in conformity with the standards expected. The effectiveness of the teachers' job performance is manifested in their knowledge of the subject matter, skills, and competencies in the teaching and learning processes, which leads to the accomplishment of the stated educational goals. The real teacher must possess these qualities for effective teaching and pleasant learning in the school.

With the indices of effective teachers' job performance presented above, it can be said that many teachers in Akamkpa Local Government Area of Cross River State do not appear to be meeting these standards. The quality of teachers' job performance in the area has been put in doubts due to the poor attitudes manifested by several secondary school teachers who appear to be non-committed to their jobs. Some public-school teachers do not go to school on time, some rarely teach students, writing notes of the lesson appears a boring task to many teachers who ought to have professionally behaved. The truant nature of secondary school teachers as exhibited in their poor attitude towards instructional duties; lateness to work, inconsistent attendance to school or classes, poor record keeping attitude, and their poor disciplinary attitudes, is a pointer to the fact that many teachers are ineffective in their job performance. The menace of teachers' poor job performance in the area had been on the high strain and cannot be overemphasized as it has not only eaten deep into the quality of students produced but has also contributed to the poor quality of leaders produced into the Nigerian economy (Oluwaseun, 2016). It was based on these setbacks that the study was carried out to ascertain the extent to which human resources in the schools are being managed, and to examine whether there is an association between human resource management and teachers' job performance.

The function of human resource management in an institution cannot be overlooked. This is because of the pivotal role it plays in motivating people, enhancing the vital relationship and harmonizing with physical facilities to achieve organizational goals. Akpakwu (2012), view human resources management as the process of recruiting, selecting and retaining the best people and putting them in jobs where their talents and skills can be utilized. Flippo (2015), sees human resources management as the "planning, organizing, directing, controlling of procurement, development, compensation, integration, maintenance, and separating of human resources to the end that individuals, organizational and social objectives are achieved. This relationship is stipulated at bringing together and developed into an effective organization of the men and women who made up an enterprise and harmonize them for the well-being of the individuals and of working groups, to enable them to contribute to the success of the organization in term of job performance.

Thus, the need for human resource management in the school system is integral and offers a wide range of channels through which the school administrator carry out statutory duties and other responsibilities. There are many ways in which human resources within the formal school system can be effectively managed. These include promotion, discipline, remuneration, motivation, supervision, the involvement of staff in decision making, interpersonal relationship, effective communication, the delegation of responsibilities and so on (Owan, 2018). However, the emphasis was based on three aspects of human resource management in this study including principal interpersonal relationship, teachers' participation in decision making, and principal delegation of responsibilities.

Principal inter-personal relationship refers to the cohesion that exists between a school principal and his teachers, students and other personnel within and outside the school environment. According to Azzari (2008), the school administrator must understand his own behavior and the behavior of pupils, teachers, other staff members, parents, and all citizens of the community who influence educational policy in any way. He must understand the group dynamics not only of school boards, school-related organizations such as the parent-teacher association and groups of school personnel, but also of many other groups in the community which can affect the operation, strength, and qualities of schools. Vasiliki (2015) investigated interpersonal relations between teachers and between principals and teachers, as well as their contribution to the effective operation of the school unit and especially to the students'

achievement and conduct. It was found that the relations between teachers and between principal and teachers in most schools are official and friendly. Important factors that create good relations are good behavior, the qualifications and the personality of the teachers and principals.

Teachers' participation in decision making refers to the degree of employee's involvement in a firm's strategic planning activities. Every school principal must ensure that every staff is adequately involved in making decisions that concern the school. This will raise their morale to take an active part in an activity in which they were involved in the planning. Newman (2012) examined the influence of teacher participation in decision-making on their morale in Zimbabwean schools. The sample comprised of 5 secondary school heads and 20 secondary school teachers who were purposefully selected. The study established that insignificant teacher participation in critical school issues result in low staff morale and this culminates in stressful school governance. The study recommends teacher empowerment in decision- making.

Principal delegation of responsibilities is the act of assigning duties and responsibilities to the teachers by the school principal in order to ensure that there is a division of labor as well as specialization in the school system. The main reason for delegation in schools emanates from the fact that the task of running a school is too broad for one person to manage alone. There are many tasks and people to deal with in the school, so the workload has to be shared among various units and personnel. Educational managers should strive to create a balance between giving up total control to a group and holding too tightly to the reins. Delegation means initially setting the parameter, and then staying involved through coordination of resources, reviewing progress report, and being able to meet with teams at critical junctures (Nnior, Ratau & Mmasepatela, 2012).

Jackson (2015) investigated teachers' perceptions of the influence of principals' level of delegation of duties on their work performance in public secondary schools in Eldoret Municipality. Proportionate random sampling technique was used to select the respondents. The study established that teachers in public secondary schools in Eldoret Municipality felt that the level of Principals' delegation of duties influenced their contribution to decision making, their capacity to develop self-managed teams, team spirit, their opportunities for advancement and learning, initiative and creativity. Through involvement in decision making, there was an enhancement of teachers' motivation and job satisfaction. It was therefore recommended that the Principals of the various secondary schools need to delegate more duties to teachers in order for them to be able to make efficient decisions, develop work teams, train and develop teachers, which results into motivation and job satisfaction.

From the literature reviewed, it can be inferred that there exist several gaps which the present study might be able to fill. These gaps include those resulting from variables, location, scope, and/or methodology. It is important to note that the majority of the studies cited herein were conducted in foreign countries and other parts of Nigeria. Earlier studies did not integrate the variables selected for this study and have not also been able to provide empirical evidence to this effect in terms of the relationship in existence. The methodology, instruments, and procedures used are not the same as those of the present study. Based on these gaps identified above, it was considered pertinent by the researchers to determine whether human resource management have any relationship to teachers' job performance in secondary schools in Akamkpa Local Government Area of Cross River State, Nigeria.

Statement of the problem

The problem of this study is traceable to the fact that most secondary school teachers in Akamkpa Local Government Area, tend to be ineffective in their job performance as displayed in their poor attitude to work, poor record keeping habit, poor punctuality habits, irregular attendance in classes, unethical marking of the attendance register and several other unacceptable behaviours which undermine the quality of the teaching profession, and which deter the schools from achieving set goals and objectives. This has been an issue of concern with the government and all relevant stakeholders making efforts to cushion this problem.

The Government, in an effort to address this situation, has intensified supervision of secondary schools, increased teachers' salary and improved teachers' retraining opportunities in recent times in Cross River State. Despite all these measures applied by the government, secondary school teachers, especially those within the scope of Akamkpa Local Government Area, are still underperforming below expectations in their instructional roles. Students are still performing poorly in the classroom and standard examination and everything seems stagnated.

However, the researcher believes that teachers may perform their jobs effectively in the school system if appropriate measures are put in place to improve their performance and direct their actions. It is on this note that the researcher wonders whether human resource management has any relationship to teachers' job performance in secondary schools in Akamkpa Local Government Area; and whether an improvement in human resource management will improve teachers' job performance. Based on this, it became necessary to raise the question: "how does human resource management relate to teachers' job performance in secondary school in Akamkpa Local Government Area of Cross River State?"

Purpose of the Study

The main purpose of this study was to examine human resource management and teachers' job performance in secondary schools in Akamkpa Local Government Area of Cross River State. This study sought to specifically examine the relationship between:

- i. Principal interpersonal relationship and teachers' job performance
- ii. Teachers' participation in decision-making and their job performance
- iii. Principal delegation of responsibilities and teachers' job performance.

Statement of Hypothesis

The following null hypotheses were formulated to guide the study.

- i. There is no significant relationship between the principal interpersonal relationship and teachers' job performance in secondary schools.
- ii. There is no significant relationship between the teachers' participation in decision-making and their job performance in secondary schools.
- iii. There is no significant relationship between the principal delegation of responsibilities and teachers job performance.

Materials and Methods

This study adopted a descriptive survey research design. This design was considered appropriate because this study was directed towards determining the nature of the situation, as it exists at the time of the investigation. Survey research is therefore very useful for opinion and attitudes studies. The population of this study comprised 432 teachers distributed across 19 public secondary schools in Akamkpa Local Government Area. Census technique was adopted by researchers in selecting the entire population of 432 teachers in the area.

The questionnaire was considered as the most appropriate instrument for collecting data for this study by the researchers. A 20-item questionnaire was designed by the researcher on a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree

(SD) and used for data collection for the study. The instrument was divided into two sections – Section A and B. Section A was designed to capture information on demographic data such as sex, age, marital and educational status of respondents. While section B was designed to elicit information on respondents based on the variables under investigation. Principal interpersonal relationship was measured using items 1 – 5; teachers’ participation in decision making was measured with items 6 – 10; principal delegation of responsibilities was measured using 11 – 15; while teachers’ job performance was measured using items 16 – 20. The reliability of the instrument was established through Split-half technique and a coefficient of .87 was obtained which indicates that the instrument was internally consistent in measuring what it was designed to measure.

Data used for this study were obtained from both primary sources. The primary data was obtained directly from respondents through the use of a questionnaire designed for data collection. The researcher embarked on a visit to various secondary schools selected for this study to administer the questionnaire. This task was accomplished in three days. All the schools were visited respectively. In obtaining quality and reliable data, teachers were used to assessing their principals' human resource management techniques, while 432 students from senior secondary classes were selected to assess their mathematics teachers job performance. Descriptive statistic (means frequencies and standard deviation) were used in summing up the questionnaire items. The hypotheses were tested all tested using Pearson Product Moment Correlation Analysis at .05 level of significance and 430 degrees of freedom. The result of the analysis is presented in the following section.

Results and Discussion

The data analyzed were presented on a hypothesis-by-hypothesis basis as shown below.

Hypothesis one

There is no significant relationship between the principals' interpersonal relationship and teachers' job performance in secondary schools. The result of the analysis of data using Pearson Product Moment correlation statistics is presented in Table 1.

TABLE 1

Summary of Correlation analysis of the relationship between the principal interpersonal relationship and teachers’ job performance in secondary schools (N = 432)

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-cal
Principal interpersonal relationship	1713	22031	18429	0.364*
Teachers’ job performance	1600	19442		

* p < .05; d f = 430; critical – r = 0.098

The results presented in Table 1, revealed that the calculated r-value of 0.364 is greater than the critical r-value of 0.098 at .05 level of significance and 158 degrees of freedom. With this result, the null hypothesis is rejected implying that; there is a significant relationship between principals’ interpersonal relationship and teachers’ job performance in secondary schools in Akamkpa Local Government Area of Cross River State. However, there was a weak positive relationship (r=0.364) between the two variables which were statistically significant in explaining teachers' job performance.

Hypotheses two

There is no significant relationship between teachers' participation in decision-making and job performance in secondary schools. The result of the analysis of data using Pearson Product Moment correlation statistics is presented in Table 2.

TABLE 2

Summary of Correlation analysis of the relationship between teachers' participation in decision-making and their job performance in secondary schools (N = 432).

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-cal
Teachers' participation in decision-making	1755	23117	19827	0.624*
Teachers' job performance	1600	19442		

* $p < .05$; $df = 430$; critical $r = 0.098$

The results presented in Table 2, revealed that r calculated value of 0.624 is greater than the critical r-value of 0.098 at .05 level of significance and 158 degrees of freedom. As a result, the null hypothesis was rejected implying that; there is a significant relationship between teachers' participation in decision-making and their job performance in secondary schools in Akamkpa Local Government Area of Cross River State. In addition, there was a moderate positive relationship ($r=0.624$) between teachers' participation in decision-making and their job performance in secondary schools.

Hypotheses three

There is no significant relationship between principals' delegation of responsibilities and teachers job performance. The result of the analysis of data using Pearson Product Moment correlation statistics is presented in Table 3.

TABLE 3

Summary of Correlation analysis of the relationship principal delegation of responsibilities and teachers job performance (N = 432).

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-cal
principal delegation of responsibilities	1802	24118	19970	0.538*
Teachers' job performance	1600	19442		

* $p < .05$; $df = 430$; critical $r = 0.098$

The results presented in Table 3, shows clearly that calculated r-value of 0.538 is greater than the critical value of 0.098 at .05 level of significance and 158 degrees of freedom. Thus, the null hypothesis was rejected implying while the alternate hypothesis was upheld. This result implies that; there is a significant relationship between principals' delegation of responsibilities and teachers job performance in secondary schools in Akamkpa Local Government Area of Cross River State. There was also a moderate positive relationship ($r = 0.538$) between the two variables (principals' delegation of responsibilities and teachers' job performance).

Discussion of findings

The findings of the study established that; there is a significant relationship between the principals' interpersonal relationship and teachers' job performance in secondary schools. The practical implication of the results indicates that an improvement in principals' interpersonal relationship will lead to a significant improvement in teachers' job performance in secondary schools. This study supports the finding of Vasiliki (2015), which discovered that good interpersonal relations contribute to the school's effectiveness by creating a healthy and friendly school climate and a learning environment that allows the all-around development of the students' personality. The findings of Vasiliki supports the finding of the present study in that when teachers' job performance is high, the school system tends to be generally high.

This study also established that; there is a significant relationship between teachers' participation in decision-making and their job performance in secondary schools. This finding corroborates the finding of Newman (2012) which established that insignificant teacher participation in critical school issues result in low staff morale and this culminates in stressful school governance. The study recommends teacher empowerment in decision- making.

Through its findings, this study was able to also establish that; a significant relationship between principals' delegation of responsibilities and teachers job performance in secondary schools exist. The findings of this study support Jackson (2015), whose study established that principals' delegation of duties influenced teachers' contribution to decision making, their capacity to develop self-managed teams, team spirit, their opportunities for advancement and learning, initiative and creativity. This study did not uncover areas where teachers were ill-treated, this study proves that, when teachers are delegated with responsibilities, their effectiveness will be high as most of them will be seen carrying out duties. Conversely, where teachers are not assigned duties, they may become idle and unused, thus, the manager who refused to assign such responsibility will eventually perform the task alone.

Conclusion

Based on the findings of this study, it was concluded that; human resource management in terms of interpersonal relationship, involving of teachers in decision making and delegation of duties, relates with teachers' job performance. Teachers in schools where the principal relates well with them will do better than those in schools where their managers are self-centered. The rate at which principals involve teachers in decision-making will also determine the degree at which teachers will be effective in carrying out their primary duties. In promoting teachers' effectiveness, principals who delegate duties to staff will witness an improvement than does who do not. Teachers who are idle cannot be effective until they are assigned tasks, supervised, and actively involved in the entire planning and implementation phases of school policies.

Recommendations

Based on the findings of this study, it was recommended that:

- i. Secondary school principals should ensure that they create a conducive school climate by building a sound interpersonal relationship with teachers in order to improve their job performance.
- ii. Teachers should actively be involved in making critical decisions for the school especially those within their jurisdiction and areas of competence, in order to foster unity and cooperation in the implementation of such decisions.
- iii. Duties and responsibilities should be distributed evenly to all teachers without any form of bias so as to ensure that there is a division of labor which in turn, will foster cooperation in task performance.

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