

Principals' Application of Personnel Management Practices for improving Teachers Job Performance in Secondary Schools in Anambra State

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Abstract

Undesirable behaviours such as absenteeism, lateness to school and truancy like engaging in other activities such as selling items in school may indicate lapses in principals' personnel management. This prompted the researcher to investigate principals' application of personnel management practices for improving teachers' job performance in secondary schools in Anambra state. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The descriptive survey research design was adopted for the study. The population of the study comprised 6,654 respondents made up of 258 principals and 6,396 teachers in all the public secondary schools in Anambra State. Proportionate stratified sampling technique was used to draw 665 respondents made up of 26 principals and 639 teachers. A researcher-developed questionnaire titled 'Principals' Personnel Management Practices for Teachers' Job Performance Questionnaire (PPMPTJPQ)' was used for data collection. The instrument was validated by three experts; who are lecturers from Faculty of Education, Nnamdi Azikiwe University. Cronbach alpha was used for test of internal consistency of PPMPTJPQ and the overall indices obtained for instrument was 0.89. The researcher together with five research assistants collected data for the study using direct administration method and 98% return rate was recorded. Mean and standard deviation scores were used to answer the research questions, while t-test was used to test the hypotheses. The findings of the study revealed among others that the orientation practices applied by principals for improving teachers' job performance are: introduce the newly recruited teachers to members of staff, brief newly recruited teachers on the school rules and regulations, educate newly recruited teachers on various safety measures in the school, inform newly recruited teachers of the co-curricular activities in school, enlighten teachers on ways of handling misbehaved students, brief newly recruited staff on classroom management and enlighten teachers on issues related to students discipline. Based on the findings, it was recommended among others that Post Primary School Service Commission should adequately train and enlighten with more robust orientation practices through annual seminars and workshops

Key Words: Principals, Application, Personnel Management, Teachers' Job Performance, Secondary Schools

1. Introduction

Education is an indispensable catalyst for the economic development of a nation and for improving the quality of life of her citizens. It also helps individuals to develop skills, knowledge and attitudes necessary for self-reliance and productive of the society in an ever-changing world. The formal education system of a nation is the principal institutional mechanism used for developing human skills and knowledge (Kieleko, Kanori and Mugambi, 2017). In recognition

of the importance of formal education, Nigerian governments at all levels have made considerable efforts to provide quality education for all her citizens. Informal education is structured to the nursery, primary, secondary and tertiary institutions. This study is centred on the secondary education level which comes immediately after primary and before tertiary levels of education.

Secondary education is the stage of education that prepares students for tertiary education. It takes six years and is broken into two distinct parts namely; junior secondary school (J.S.S.) and Senior Secondary School (S.S.S.). According to the Federal Republic of Nigeria (2014), the broad aims of secondary education in Nigeria are Preparation of students for useful living within the society and the preparation of students for higher education. The management of the secondary school to attain the above broad aims rest on the shoulders of the principal.

The principal is the chief executive officer of a secondary school. According to Subair and Bada (2014), the principal is the chief executive officer who applies appropriate administrative processes in the operations of a secondary school. The administrative processes include; planning, controlling, organizing, communicating, disciplining and directing among others. According to Okon, Ekaette and Ameh (2015), the principal by his/her position is officially designated as an administrator and leader of the school. The principal as the leader in secondary school is saddled with the responsibility of managing the available human and material resources of a secondary school. Olorunsola (2020) averred that the value of human resources in secondary school is so tremendous that every school principal ought to ensure proper personnel management.

Personnel management is the administrative tasks of mobilizing, controlling and getting things through the workforce of an organization. Onurah and Egbosi (2020) defined personnel management as an effective mobilization of human resources through appropriate recruitment, selection, training and placement to achieve the organization's set goals and objectives. It is the act of influence the activities of workers to create favourable working conditions to ensure the success of an organization. Onyishi, Eme and Emeh (2012) defined personnel management as the art and science of planning, organizing, implementing and evaluating the human resource in any organization to ensure their best use for the achievements of the objectives, goals and targets of an organization. In the view of the researcher, personnel management is the process of planning directing, organizing, controlling and coordinating the activities and functions of human resources in an organization for the achievement of set objectives. The primary aim of school personnel management is to support teachers to effectively undertake the task of educating students. No organization can function effectively without adequate personnel management practices.

Personnel management practices have been conceptualized by different scholars in varying ways. In the view of Sattar, Ahmad and Hassan (2015), personnel management practices are activities such as training, motivation and performance appraisal which largely contribute towards quality performance and a high level of productivity in organizations. In the view of the researcher, personnel management practices are conceptualized as a set of activities and techniques designed and implemented to ensure that the human capital of institutions contributes to the achievement of its' goals and objectives. There are various personnel management practices. For instance, Ejeh and Okoro (2016) outlined personnel management practices to include: orientation, motivation, staff performance appraisal, supervision, staff welfare and retirement. The personnel management practices adopted for the study were orientation and staff

motivation, The justification for the choice of these two personnel management practices is because they served all-encompassing.

Orientation of teachers simply means to inform or create awareness of new things, ideas among others. Chuktu and Uzoigwe (2015) defined orientation as programmes of activities mounted by the school management for new teachers to introduce them to their new environment. Staff orientation is the act of helping teacher to adjust, turn to or conform to the specified value necessary for effectiveness in schools. Orientation practices are planned activities geared towards the introduction of newly recruited staff to the available facilities, academic and non-academic programmes, rules and regulations as well as their superiors and colleagues (Chuktu and Uzoigwe, 2015). These practices help newly recruited teachers become familiar with the school environment which enhances their understanding of their responsibilities. Wallace (2009) stressed that the benefits of adopting orientation practices include; creating a commitment of staff to the organization, make newly recruited staff feel like a valued team member, increase their confidence, ease anxiety, contribute to a positive relationship and good communication among members of staff. The orientation of staff could enlighten and motivate them to improve on their instructional delivery.

Motivation is any act, idea or object that stimulates individuals to act or move to do what needed to be done. Iloabuchi, Nath and Afangideh (2016) defined motivation as a process by which people are equally managed to satisfy their basic drives, perceived needs and personal goals. Osegbue, Ohamobi and Manafa (2017) described motivation as stimuli that inspire individuals towards achieving greater productivity. Many motivational practices could be adopted by principals to inspire and stimulate teachers towards better job performance. These practices according to Getange (2016) include; positive recommendations by principals to teachers who excelled in their subjects, end-of-the-year awards in monetary or non-monetary terms to high performing teachers, good interpersonal relationship and effective communication of tasks, results and expected procedures to be used to improve performance. Other practices include; involving teachers in decision making, delegating duties to staff with commensurate authority, encouraging teamwork and recommending outstanding teachers for promotion. These motivational practices could encourage and stimulate teachers to maintain goal-oriented behaviour and get desirable results. Whenever teachers are motivated, they are likely to work hard to improve their job performance.

Teachers' job performance has been conceptualized by different authors. According to Uko, Umosen and Caleb (2015), teachers' job performance refers to the extent to which teachers are committed to pedagogical delivery and display of moral uprightness and academic excellence in the teaching profession. Duze (2012) defines teachers' job performance as the duties performed by teachers at any given time in the school which is geared towards achieving the daily classrooms, schools and entire goals and objectives of education. In the context of this study, teachers' job performance is the commitment of school teachers to judiciously carry out their teaching and non-teaching functions towards achieving school's goals and objectives. Teachers' job performance is measured in terms level of attendance to classes, lesson preparation, presentation and delivery among others (Ezeugbor, Onyali and Okoye, 2018). Other dimensions of measuring teachers' job performance include; their regularity and punctuality to school, the discipline of students, classroom control and organization among others.

There seem to be lapses in secondary school teachers' job performance in Anambra State. Ezeugbor and Emere (2017) observed that there still exist evidences of teachers' failures and laxities in the discharge of their responsibilities. Laxities in teachers' job performance may be

attributed to inadequate personnel management practices of secondary school principals in Anambra State. This seems to be evident in teachers' absenteeism, lateness to school, inadequate preparation and delivery of the lesson, inadequate monitoring of student learning activities, truancy as in engaging in many other activities other than teaching, like engaging in mobile trading during school hours among others. To buttress this, Uzoechina and Nwankwo (2016) observed that the increased rate of truancy, lateness and general poor job performance of teachers coupled with the overt negative attitudes of teachers are issues of major concern in secondary schools in Anambra State. Ezeugbor, Onyali and Okoye (2018) also observed that most often, secondary school teachers in Anambra state engage in other business, some remain in the staff room even during their lesson period discussing and chatting. This worrisome state of affairs prompted the study.

1.2 Statement of the Problem

It is the responsibility of the principal as the chief executive of secondary school to ensure adequate personnel management in order to enhance the attainment of set objectives of the school. Effective personnel management practices of principals could stimulate and induce teachers' commitment and dedication to their job. However, undesirable behaviours such as absenteeism, lateness to school and truancy like engaging in other activities such as selling items in school may indicate lapses in principals' personnel management. This in turn seems to adversely affect teachers' job performance in terms of preparation and delivery of instruction, commitment to execute delegated duties, monitoring of student learning activities and coverage of their scheme of work.

Some teachers seem to go to classes at their convenient time with unprepared lesson notes and plans and rarely cover the scheme of work probably due to some principals seldom orient and motivate them in secondary schools in Anambra State. The problem prompted the study to examine the personnel management practices applied by principals for improving teachers' job performance in secondary schools in Anambra state.

1.3 Purpose of the Study

The purpose of this study was to investigate the principals' application of personnel management practices for improving teachers' job performance in secondary schools in Anambra state. Specifically, the study sought to:

1. Find out principals' application of orientation practices for improving teachers' job performance in secondary schools in Anambra state.
2. Determine principals' application of motivational practices for improving teachers' job performance in secondary schools in Anambra state.

1.4 Research Questions

The following research question guided the study.

1. What are the orientation practices applied by principals for improving teachers' job performance in secondary schools in Anambra State?
2. What are the motivational practices applied by principals for improving teachers' job performance in secondary schools in Anambra State?

1.5 Research Hypotheses

The following hypotheses were tested at a 0.05 level of significance

1. There is no significant difference in the mean ratings of principals and teachers on the orientation practices applied by principals for improving teachers' job performance in secondary schools in Anambra State.
2. There is no significant difference in the mean ratings of principals and teachers on the motivational practices applied by principals for improving teachers job performance in secondary schools in Anambra State.

2. Method

Descriptive survey design was adopted in this study. According to Nworgu (2015), a descriptive survey is a design that aims at collecting data on and describing systematically the characteristics features or facts about a given population. This design is deemed appropriate since the researcher collected data from a given population in a systematic manner to describe principals' application of personnel management practices for improvement of teachers' job performance in secondary schools in Anambra State. The population of the study comprised 6,654 respondents made up of 258 principals and 6,396 teachers in the 258 public secondary schools in Anambra state. The sample for this study consisted of 665 respondents comprising 26 principals and 639 teachers drawn using proportionate stratified sampling technique. The sample comprised 10% of the entire population of the study.

Data collection was done with a researcher-developed questionnaire titled "Principals' Personnel Management Practices for Teachers' Job Performance Questionnaire (PPMPTJPQ)". The instrument was developed by the researcher from literature review and consultation with experts in the field. The instrument has two clusters respectively namely I and II. These clusters were based on the two components of principals' personnel management practices for improving teachers job performance in secondary school namely: 10 items on orientation practices under Cluster I and 12 items on motivational practices under Cluster II. The instrument contained 22 items structured on four points rating scale of Strongly Agree (SA), Agree (A), Disagree (D); Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The instrument was validated by three experts from the Faculty of Education, Nnamdi Azikiwe University, Awka. Their suggestions were used to draft the final copy of PPMPTJPQ. The reliability of the instrument was established using Cronbach alpha which yielded an overall co-efficient of 0.89.

The copies of the questionnaire were administered by the researchers and five trained research assistants who are secondary school teachers in Anambra State. The completed copies of the questionnaire were collected on the spot and follow-up visits were made where the respondents could not submit on the spot. The distribution and collection of copies of the questionnaire lasted for three weeks. A total of 665 copies of the questionnaire were distributed, 26 copies for principals and 639 for teachers. Out of these, a total of 654 copies of the questionnaire made up of 26 from principals and 654 from teachers were properly filled and successfully retrieved, indicating 98% percent return. The data collected were analyzed using mean and standard deviation for answering the research questions and t-test for testing the hypotheses. In answering the research questions, mean item rating that falls below 2.50 was

taken as disagreement and any mean rating of 2.50 or above was taken to indicate agreement. In testing the null hypotheses, if t-calculated is equal to or greater than t-critical, the null hypothesis was rejected, but if otherwise, it was not rejected.

3. Results

Research Question 1: What are the orientation practices applied by principals for improving teachers' job performance in secondary schools in Anambra State?

Table 1: Mean Ratings and Standard Deviation Scores of Principals and Teachers on the Orientation Practices Applied by Principals for Improving Teachers' Job Performance

S/ N	ITEMS	Principals (N=26)			Teachers (N=628)		
		Mean	Sd	Decision	Mean	Sd	Decision
1	introduce the newly recruited teachers to members of staff	3.00	1.10	Agree	2.57	1.14	Agree
2	brief newly recruited teachers on the school rules and regulations so as to enhance their awareness of the do's and don'ts in the school	3.08	1.09	Agree	2.68	1.12	Agree
3	inform newly recruited teachers on the procedures of using the available facilities in the school	2.50	1.04	Agree	2.37	1.10	Disagree
4	educate newly recruited teachers on various safety measures in the school	2.69	1.09	Agree	2.45	1.14	Disagree
5	brief newly recruited teachers on their job description	2.69	1.23	Agree	2.50	1.14	Agree
6	inform newly recruited teachers of the co-curricular activities in school	3.00	0.98	Agree	2.67	1.11	Agree
7	enlighten teachers on ways of handling misbehaved students	3.38	0.94	Agree	2.59	1.12	Agree
8	brief newly recruited staff on classroom management	2.65	0.97	Agree	2.60	1.15	Agree
9	enlighten teachers on issues related to students discipline	2.69	1.16	Agree	2.60	1.10	Agree
10	educate newly recruited staff on mode of students continuous assessment	2.23	1.03	Disagree	2.33	1.09	Disagree

Premised on data analysis presented on Table 1, principals and teachers agreed on items 1, 2 and 5-9 as shown by their mean scores of the items that are above the cut-off mean of 2.50. This implies that the orientation practices applied by principals for improving teachers' job performance are: introduce the newly recruited teachers to members of staff, brief newly recruited teachers on the school rules and regulations, educate newly recruited teachers on various safety measures in the school, inform newly recruited teachers of the co-curricular activities in school, enlighten teachers on ways of handling misbehaved students, brief newly

recruited staff on classroom management and enlighten teachers on issues related to students discipline.

However, principals and teachers disagreed on item 10 as shown by their mean scores below the cut-off mean of 2.50. On the other hand, teachers disagreed with principals on items 3 and 4. The standard deviation scores of principals and teachers for all items range 0.94-1.23 and this indicates that the respondents are homogeneous in their responses.

Research Question 2: What are the motivational practices applied by principals for improving teachers' job performance in secondary schools in Anambra State?

Table 2: Mean Ratings and Standard Deviation Scores of Principals and Teachers on the Motivational Practices Applied by Principals for Improving Teachers' Job Performance

S/ N	ITEMS	Principals (N = 26)			Teachers (N = 628)		
		Mean	Sd	Decision	Mean	Sd	Decision
11	encourage team work in school	2.77	1.14	Agree	2.61	1.08	Agree
12	reward outstanding staff with cash during staff meeting	2.65	1.09	Agree	2.44	1.08	Disagree
13	give gift items to committed teachers	2.73	1.19	Agree	2.45	1.11	Disagree
14	communicate the school visions to staff	2.50	1.03	Agree	2.38	1.10	Disagree
15	show genuine care for teachers' welfare	2.65	1.23	Agree	2.44	1.09	Disagree
16	establish good relations with staff	3.12	1.11	Agree	2.69	1.10	Agree
17	Recommend teachers for promotion when due	3.12	0.99	Agree	2.62	1.13	Agree
18	involve teachers in decision making process	2.65	1.26	Agree	2.36	1.13	Disagree
19	express confidence in teachers' abilities	2.42	1.14	Disagree	2.45	1.17	Disagree
20	delegate duties to teachers based on their skills and knowledge	2.81	1.10	Agree	2.55	1.11	Agree
21	provide opportunities for teachers to grow professionally based on their individual needs	2.38	0.90	Disagree	2.33	1.14	Disagree
22	provide opportunity for teachers to express ideas without fear of humiliation	2.46	0.95	Disagree	2.49	1.15	Disagree

Result presented on Table 2 shows that the mean scores of principals and teachers for items 11, 16, 17 and 20 are above the mean score of 2.50 indicating agreement with the items as motivational practices applied by principals. This shows that the motivational practices applied by principals for improving teachers' job performance are: encourage team work in school, establish good relations with staff, Recommend teachers for promotion when due and delegate duties to teachers based on their skills and knowledge.

On the other hand, mean scores of principals and teachers for items 19, 21 and 22 were rated below 2.50 and this implies disagreement with the items as the motivational practices

applied by principals. However, teachers disagreed with principals on items 13-15 and 18. The standard deviation scores of principals and teachers which range 0.90-1.26 indicate convergence of their responses implying that their responses are homogenous.

Ho₁: There is no significant difference in the mean ratings of principals and teachers on the orientation practices applied by principals for improving teachers' job performance in secondary schools in Anambra State.

Table 3: *The t-test of Significant Difference between the Mean Ratings of Principals and Teachers on Orientation Practices applied by Principals for Improving Teachers' Job Performance*

Variables	N	\bar{X}	SD	t-cal.	t-crit.	df	α	Remarks
Principals	28	28.12	10.15	1.35	1.96	652	0.05	Not Significant
Teachers	628	25.37	10.99					

Data presented on Table 3 revealed that the t-calculated value of 1.35 is less than t-critical value of 1.96 at 0.05 level of significance and 652 degree of freedom. Thus, the null hypothesis is not significant. Therefore, there is no significant difference in the mean ratings of principals and teachers on the orientation practices applied by principals for improving teachers' job performance in secondary schools in Anambra State.

Ho₂: There is no significant difference in the mean ratings of principals and teachers on the motivational practices applied by principals for improving teachers' job performance in secondary schools in Anambra State.

Table 4: *The t-test of Significant Difference between the Mean Ratings of Principals and Teachers on Motivational Practices applied by Principals for Improving Teachers' Job Performance*

Variables	N	\bar{X}	SD	t-cal.	t-crit.	df	α	Remarks
Principals	28	32.27	12.49	0.98	1.96	652	0.05	Not Significant
Teachers	628	29.81	13.11					

The result presented on Table 4 revealed that the t-calculated value of 0.98 is less than t-critical value of 1.96 at 0.05 level of significance and 652 degree of freedom. Thus, the null hypothesis is not significant. Therefore, there is no significant difference in the mean ratings of principals and teachers on the motivational practices applied by principals for improving teachers' job performance in secondary schools in Anambra State.

4. Discussion of Findings

The result of the study indicated that the orientation practices applied by principals for improving teachers' job performance are: introduce the newly recruited teachers to members of

staff, brief newly recruited teachers on the school rules and regulations, educate newly recruited teachers on various safety measures in the school, inform newly recruited teachers of the co-curricular activities in school, enlighten teachers on ways of handling misbehaved students, brief newly recruited staff on classroom management and enlighten teachers on issues related to students discipline. This is in agreement with the finding of Ogbiji, Eyo and Oko (2011) who revealed that orientation programmes practiced by school administrator include: introduction of new staff to important personalities in the school as well as different facilities and services in the school and also being provided with school rules and regulation This finding may account for the reason that newly recruited teachers in secondary schools in Anambra State easily adapt and integrate to the school organization culture which set them for success in their instructional roles as reflected in students' academic performance. The orientation practices assist newly recruited teachers to translate theories into classroom practice.

It was also reported that there is no significant difference in the mean ratings of principals and teachers on the orientation practices applied by principals for improving teachers' job performance in secondary schools in Anambra State. This is an indication that there was significant variation in the perception of principals and teachers in the staff orientation practices adopted by principals in secondary schools in Anambra State.

It was found out that the motivational practices applied by principals for improving teachers' job performance are: encourage teamwork in school, establish good relations with staff, recommend teachers for promotion when due and delegate duties to teachers based on their skills and knowledge. This corroborated the finding of Ezeugbor, Onyali and Okoye (2018) who revealed that the motivational practices adopted by principals in promoting teachers job performance include that they; recommend teachers for promotion as at when due, give incentives to teachers as means to encourage them to work harder, establish a good interpersonal relationship with teachers thereby promoting work-friendly environment and encourage teamwork to enhance their knowledge sharing. The agreement in findings was not a surprise giving the fact that the two studies were conducted in the same geographical location and utilized the same participants. The motivation practices of principals build strong group morale and securing effective teamwork among teachers. Obviously, the reason for the finding may not be far-fetched in the view of the fact that secondary school teachers in Anambra require motivation to improve on their job commitment and dedication.

The further result indicated that there is no significant difference in the mean ratings of principals and teachers on the motivational practices applied by principals for improving teachers' job performance in secondary schools in Anambra State. This finding supports an earlier report by Onyali, Ikegwonu and Nnebedum (2018) which revealed there is no significant difference in the mean rating of principals and teachers on principals' application of motivational practices for teachers' job satisfaction. The possible explanation for the agreement between the two findings is that they were conducted in the southeast, Nigeria where staff personnel management practices are similar. Principals and teachers are also the participants of the two studies.

5. Conclusion

Based on the findings of this study, it was concluded that principals adopt personnel management practices for improving teachers' job performance in secondary schools in Anambra State. These practices are crucial components of principals' responsibilities for

managing staff to promote teaching and learning to maintain excellent academic achievement of secondary school students in both internal and external examinations in Anambra State. It is also established that principals and teachers do not differ significantly on principals' personnel management practices for improving teachers' job performance in secondary schools in Anambra State.

6. Recommendations

Based on the findings of this study, the following recommendations were made:

1. Post Primary School Service Commission should adequately train and enlighten principals with more robust orientation practices through annual seminars and workshops.
2. Principals should as a matter of priority explore possible ways of motivating staff through sourcing for funds to provide opportunities for teachers to grow professionally based on their individual needs and create an environment for teachers to express ideas without fear of humiliation.

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