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RELATIONSHIP BETWEEN PRINCIPALS' HUMAN RESOURCE MANAGEMENT PRACTICES AND TEACHERS JOB PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The research investigated relationship between human resource management practices and teachers job performance in secondary schools in Anambra State. Correlational research design was utilized for the study. The sample of the study comprised three hundred ninetysix secondary school teachers in Anambra State. The instrument used for data collection was structured questionnaire on teachers assessment scale on human resource management practices and teachers job performance assessment scale which was developed by the researcher. The instrument was validated by three experts, two experts from the Department of Educational Foundations and one expert from Measure and Evaluation option of Science Education Department both in Ebonyi State University Abakaliki. Research questions and hypotheses were answered using linear regression. The study found among other things that; there is positive relationship between orientation practices and staff manpower development management practices to teachers' job performance in public secondary schools in Anambra State while the hypotheses revealed that there is a significant relationship between orientation management practices and teachers' job performance in public secondary schools in Anambra State. Based on the findings, the study recommended that Anambra State Ministry of Education should organize seminar for principals on the need of implementing orientation exercise to their staff, to enable them in sustaining various school regulations in carrying out their responsibilities in the school system and Principals should always involve teachers in in-service training for effective staff development in the school.

Keywords: Human Resource, Management practices, teachers, job performance, secondary schools.

Introduction

School Principal as a leader carry out vital administrative functions, he plans, coordinates and supervises the affairs of the school so that he can run the school smoothly. Within the secondary school system, the principal stands out as the chief executive of the school, he is also the school administrator, the instructional leader, the personnel manager for both students and staff

personnel (Iheukwumere, 2016). The principal is expected to uphold the highest educational standards in schools, develop communication and interpersonal skills among teachers and students, maintain positive classroom climate and ensure a positive classroom situation in the area of available modern facilities (Sindhi, and Sindhi, 2013). The principal of a school is a planner, controller, coordinator, organizer, adviser and a problem-solver (Maduabum, 2012).

Improving teacher quality is of much concern among educational stakeholders and policy makers. This is because research has consistently shown that teachers are primary causal drivers of students' achievement (Maduabum, 2012) and that there are identifiable characteristics of teachers that are predictive of their success in the classroom (Kelly, 2011). Consequently, improving the quality of teacher's job performance is a viable and important strategy for improving students' achievement. Recognition of this strategy leads to effective utilization of human resource practices in organizations.

Human resource is one of the most important components of an organization. The effective utilization of human resources paves the path to achieve organizational goals and ultimately the success of an organization (Kelly, 2011). Organizations should also attain their competitive advantage through effective and efficient use of these resources. It is on this ground that Egwu (2016) described human resource system as a set of distinct but interrelated activities, functions and processes that are directed at attracting, developing and maintaining a firm's human activities. In a school system, human resource include the principal, vice principal, teachers, teaching staff. Human resources in this context are the driving force in the school system, with the responsibility of making sure that goals and specific objectives are achieved in academics and extra-curricular activities. That is teachers who are directly involved in the implementation of educational policy. Human resource management involves all management decisions and actions that affect the nature of the relationship between an organization and its employees. The decisions and actions according to Kelly, (2011), include: human resource planning, recruitment, selection, orientation, training and development, performance appraisal, promotions, transfers, demotions and separations. Human resource management involves human resources needs for assisting in the design of work system in terms of recruitment, selection, training and development, counseling, motivation and rewarding of employees, acting with unions and government organization and handling of other related matters for employees well being in the organization.

Human resource is essentially a way of working with people and materials to accomplish the purpose of an organization or the art of mobilizing the efforts of a number of people in an establishment towards the achievement of a common goal. For Kelly in Onah (2014) human resources are the number of people available for work in the

organization. Human resources in school organization include the principal, teachers, non-teaching staff and the students that offer their services to the school. Without human resources in school organization, educational goals and objectives cannot be attained, because achieving school success is by working with people and working through people. For instance, in educational management, human potentials, individual's capabilities, time and talents must be managed effectively and efficiently in such a way to achieve educational goals and objectives. According to Byars and Rue (2016), human resources management entails activities and strategies that focus on successfully managing employees at all levels of an organization to achieve organizational goals. In the practice of human resource management in schools, the principals have direct responsibility of managing the staff and they are concerned importantly with three major areas which include, assessing the staff need, satisfying the staff need, maintaining and improving staff services. Effective human resource management practices in the areas of orientation, training, performance appraisal, motivation, delegation of duties are positive areas of improving teachers' job productivities in the school system (Onah, 2014). The functional scope of human resources management (HRM) practices at the school levels, include orientation, training, performance appraisal, motivation, delegation of duties to teachers and supervisor (Armstrong, 2009). But for the purpose of this focused will based on orientation and staff development practices.

Teachers' job performance could be measured through teacher's job satisfaction and job attitudes such as job commitment, feelings of job challenge, job meaningfulness and job responsibility (Egwu, 2016). Teachers' job performance involves all the activities carried out by the teacher to achieve the desired effects on students. It involves the extent to which the teacher participates in the overall running of the school in order to achieve the expected objective and goals of the school. When an individual is satisfied, their job performance might increase. They tend to be more committed to their work. Job performance is important to ensure the quality of instruction taking place at school. Teacher's job performance play a crucial role in student's learning process. It is known to be related to teacher's effectiveness (Nwafor 2015). Teachers play a basic and dynamic role in the educational system. It is said that good performance of students depends upon effective teaching of their teachers. As professionals, teachers need to be appropriate role models and exhibit to their students a commitment to scholarly values and to life-long learning. This is manifested through adoption of effective human resource management practices which ranges from: orientation practices and staff manpower development practices.

Orientation practices is the process that generally contains information about work health and safety, company history, company culture and values, organization hierarchy compliance training, policies, benefits, eligibility and other relevant work practices

in the new organization, schools inclusive (Rebore, 2016). Good instructions, job description and job analysis, all give the newly recruited teacher a way to orient himself/herself with what is expected and required of him/her to be successful in the position (Omenyi 2007). According to Edem (2016) staff orientation is a form of socialization which assists newly appointed members of staff to make speedy adjustment to their new tasks and environment. To Armstrong (2009), orientation is the process of receiving and welcoming employees when they first joined the organization and given them the basic information they need to settle down quickly and happily and start work.

Orientation is a transactional activity that introduces new employees to the organization, each department, to follow employees to their immediate supervisor and amenities (Egwu, 2016). It often includes being exposed to jobs description in each department, understand flow of information and service through the organization and training on the job improve teachers performance in the school system.

Staff development is another human resource management practice. Staff development according Ndu (2012) is the training of various forms of arrangement made to provide and equip the employee with knowledge, attitudes and skills required for some specific purposes in the school system. Specifically, it is an attempt to improve current and future employment performance by increasing an employee's ability to perform through learning, usually by changing employee's attitude and increasing his skills and knowledge. Training as a function of Human Resource Management is concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings (Wisely 2009). A trained teacher is more likely to be highly motivated, competent and productive (Edem, 2016). The essence of training becomes more evident as teachers face the problems of learning new skills and ideas which will help them to maintain proficient level and prepare them for future promotion. Once employees are trained and placed in their jobs, school administrators usually began to appraise their performance. Rebore (2016) stated the following reasons for employees performance appraisal by school administrators to include: need to check the effectiveness of its personnel; evaluations to make decisions about companion, promotion transfers; and where professional development programmes are needed.

Poor performance of students in public examinations might collaborate with teachers' instructional performance (Edem, 2016). Performance of students depend on teachers' job performance. The importance of teachers in any educational institution of teaching-learning cannot be overemphasized, this is because of the central role they play as implementers of the curriculum at the classroom level. This explains that what teachers do or do not do could directly or indirectly affect the attainment of instructional objectives in the classroom. Consequently, scholars have often attributed students' learning outcome to certain teacher

attributes such as their educational qualification, years of experience, classroom behaviour and even their job performance among others (Egwu, 2016). Teachers are the backbone of an educational activity. The success and failure of educational activities highly depends on their instructional performance. Their performance is directly linked to process and product of education. Therefore, the performance of teachers is emphatic for the improvement of education. According to Olukunola (2011) performance may be described as "an act of accomplishing or executing a given task". It could also be described as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives. Performance of students in internal and external examinations seems to have some symbiotic relationships with human resource management practices and school principals. In schools where human resource management practices are not effectively carried out, teachers' job performance might be low resulting to poor students' performance in schools. The research therefore aims at studying the relationship between human resources management practices of principals and teachers job performance in public secondary schools in Anambra state.

Statement of the Problem

Perhaps, the problem of poor academic performance of students may be as a result of lack or inadequacy of varying inputs such as employing the services of qualified and willing individuals into the teaching service and ensuring that they are professionally developed in order to adequately impart the necessary knowledge into the students. They have not been able to detach recruitment and selection of teachers from political influence. This may be linked to selection of unqualified candidates into the teaching field. This also, may be blamed on the insufficiency of training packages in the form of motivation available for teachers to enable them inculcate current knowledge into the students. Moreso, the problem of unseriousness on the side of teachers may be linked to poor appraisal performance and poor career management. This is showcased in the way teachers leave their teaching job to other services where their potential will be more appreciative.

In Anambra State, human resource management practices in secondary schools, as it relates to teachers' job performance has a lot of issues. As such, the template on which the human resource management practices relates to teachers' job performance could be transcribed as lacking and this constitutes challenges. Little attention seems to paid to critical issues such as incessant professional development of practicing teachers, the dignity and welfare of the teachers, lack of effective orientations and other practices, these are vehemently not in order in the school system. These might have led to a down fall in educational standards, upsurge in vices among students, incompetent manpower in the various sectors of the nation, and loss of international respect and recognition for our graduates. This study therefore, is faced with the problem of exploring the relationship of human resource management practices and teachers' job

performance in secondary schools in Anambra State.

Purpose of the Study

The main purpose of this study was to investigate the relationship between principals human resource management practices and teachers job performance in secondary schools in Anambra State. Specifically the study sought to**:**

1. examine the relationship between orientation practices and teachers' job performance in public secondary schools in Anambra State.
2. determine the relationship between staff manpower development practices and teachers' job performance in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between principals' orientation practices and teachers' job performance in public secondary schools in Anambra State?
2. What is the relationship between principals' manpower development practices and teachers' job performance in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

H_{o1}: There is no significant relationship between principals' orientation practices and teachers' job performance in public secondary schools in Anambra State.

H_{o2}: There is no significant relationship between principals' staff manpower development practices and teachers' job performance in public secondary schools in Anambra State.

Research Method

This study utilized correlational survey design. Uzoagulu (2011) states that correlational design measures the relationship between two variables, that is, the extent of relationship that exists between two variables which emphasize that, "when the value of one variable goes up, the value of the other variable goes up likewise" (Uzoagulu, 2011). This design is mainly concerned with the correlating of variables as they are without manipulation of what is being observed. Therefore, a correlational study determines the relationship between x and y, it explores the relationship between variables and thus, it is considered appropriate for the present study since information was sorted out from the teachers concerning relationship between human resources practices and job performance of secondary school teachers. This study was carried out in Anambra State which is one of the five states in South-Eastern Nigeria. The capital city of the state is Awka. Onitsha and Nnewi are the biggest commercial and industrial cities respectively in the state. Anambra State is mostly known for commercial businesses in the urban areas with civil and public servants; the rural areas of the state are known for commercial and peasant farming. The choice of this state as

the area of study emanate from the fact that there are many secondary schools in Anambra State. The state is also known to be educationally advanced. The target population for this study comprised all teachers in public secondary schools in Anambra State. Available data from Post Primary School Service Commission placed the population of secondary school teachers within Anambra State at two thousand, six hundred and twenty-five (2,625), (Secondary Management Board Anambra State 2019). The sample size for this study was three hundred and ninety-six (396) secondary school teachers in Anambra State.

The instrument for data collection was structured questionnaire titled "Human Resource Management Practices and Teachers Job Performance Questionnaire (RHRMPTIPQ)". The instrument was made up of three parts "A", "B" and "C" Part A was on the background information of the respondents while part B contains items on human resources management practices of principals and Part C contains items on teachers' job performance. While part C: contain 30 items information on teachers job performance. The instrument has response options of Strongly Agree (SA) =4 points: Agree (Agree) = 3 points: Disagree (D) =2 points: Strongly Disagree (SD) =1 point. The face validity of the instrument was established by three experts: One in Measurement and Evaluation option of Science Education Department and two experts in Educational Administration and Planning option of Educational Foundations Department. In answering the research questions, data collected from the respondents were analyzed using Pearson Product Moment correlation method through SPSS. The decision rule was that any coefficient between 0.50 to 0.70 was described as a moderate positive correlation and coefficients between 0.80 and above will be described as a high positive correlation whereas, coefficients below 0.50 was described as low positive correlation.

Presentation of Results

Research Questions 1: What is the relationship between orientation practices and teachers' job performance in public secondary schools in Anambra State?

Data collected from the teachers on orientation practices (X) were correlated with the data on job performance (Y) of the same teachers using a linear model. Summary of data analysis is presented on Table1.

Table 1: Computer r. on the Relationship between Orientation Practices and Teachers' Job Performance in Public Secondary Schools in Anambra State

Computed r	r. square	Adjusted r square	Std Error
0.501	**0.271**	**0.28715**	**14.34765**

The summary of data analysis presented on Table 1 reveals that the computed r is 0.501 implying low positive relationship between orientation practices and teacher job performance in secondary schools in Anambra State. As shown in the table, the coefficient of determination (r^2) is 0.271 implying that approximately 27% of job performance of the teachers could be attributed to orientation practices in the school system.

Research Question 2: What is the relationship between staff development practices and teachers' job performance in public secondary schools in Anambra State?

Data collected from the teachers on staff development practices (X) were correlated with the data on teachers' job performance (Y) of the same teachers using a linear model. Summary of data analysis is presented on Table 2.

Table 2: Computer r. on the Relationship between Staff Development Practices and Teachers' Job Performance in Public Secondary Schools in Anambra State.

Computed r	r. square	Adjusted r square	Std Error
0.619	0.392	0.371	13.19238

The summary of data analysis presented on Table 2 reveals that the computed r is 0.619 implying moderate positive relationship between staff development practices and teacher job performance in secondary school in Anambra State. As shown in the table, the coefficient of determination (r^2) is 0.392 implying that approximately 39% of teachers' job performance could be attributed to staff development practices existing in their school.

Hypotheses

Ho_1: There is no significant relationship between orientation practices and teachers' job performance in public secondary schools in Anambra State.

Table. 3: Test of Significant of Relationship orientation practice and teachers' job performance in public secondary schools in Anambra State.

Computed r	r. Square	Adjusted r. Square	Std Error	Beta	t	Sig. of t
0.53720	0.28859	0.28715	6.16834	0.726034	14.170	0.0000

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Result of data analysis summarized on Table 7 shows that the index of relationship between the two variables is 0.53720. As shown on the table, t. test of significance of r is 14.170 at 0.05 an alpha level. The Table further reveals that, significance of t, (probability value) is 0.000. Since the level of significance (0.05), was greater than the significant of t. value (0.000) the researcher rejects the null hypothesis and concludes that there is a significant relationship between orientation practices and teachers' job performance in public secondary schools in Anambra State.

Ho_2: There is no significant relationship between staff development practices and teachers' job performance in public secondary schools in Anambra State.

The index of relationship obtained for staff manpower development management practices (X) and job performance (Y) was subjected to test of significance at 95% level using the t.test of significance of r. Data analysis is presented on Table 4.

Table: 4. Test of Significance of Relationship between Staff Development Practices and Teachers' job Performance in Public Secondary Schools in Anambra State.

Computed. R	r. Square	Adjusted r. Square	Std Error	Beta	T	Sig. of t
0.619	**0.392**	**0.371**	**13.19238**	0.094	14.142	0.000

As shown on Table 4, the alpha level (0.05) is greater than the computed significance of t (t. probability) value of 0.0000. Standing on the decision rule, the researcher rejects the null hypothesis and concludes that there is significant relationship between staff development practices and teachers' job performance in public secondary schools in Anambra State.

Discussion of Findings

The result shows that; there is low positive relationship between teachers' responses on orientation management practices and job performance based on the computer r. the respondents was of the optimistic that and implying that, approximately 27% of teachers job performance attributed the to their levels of orientation management practices. There was significant relationship between teacher orientation management practices and their job performance in secondary school of Anambra state. Based on the reviewed data analyzed, there is an indication that orientation practices of secondary school principals of any given schools have a great impact of teachers' job productivities in the school system. So, the study concluded that there is significant relationship between teachers' view of orientation management practices and their job performance in secondary schools.

The finding is in line with Armstrong (2009) who sees orientation as the process of receiving and welcoming employees when they first joined the organization and given them the basic information they need to settle down quickly and happily and start work. Based on the discussion, principals should not neglect programme of induction because it helps the newly absorbed teachers to attain the school objectives in the shortest possible time and help to establish good relationship between the new teachers and school authority. It is also important to give orientation to staff who are on transfer to familiarize them with new environment. Orientation is also seen technique by which a new employee is rehabilitated when joining an organization and introduces to its practices, polices purposes and predominance expectations. While Byar and Rue (2016) asserts that orientation is the introduction of new employees to the organization, their work unit and their job, which he asserted that orientation is an opening towards effective job commitment. The orientation of new staff is usually seen as a short one-off briefing session and the provision of basic information to a new staff. With particular reference to principals, orientation provides a way for appealing to and mobilizing teachers to be actively involved in school activities. In addition, orientation is a transactional activity that introduces new employees to the organization, each department to fellow employees, to their immediate supervisor and amenities. It often includes being exposed to jobs in each department to understand the flow of the product or services through the organization and training on the job. Armstrong (2009) sees orientation as the process of receiving and welcoming employees when they first joined the organization and given them the basic information they need to settle down quickly and happily and start work. From the going observation and explanations, principals should not neglect programme of induction because it helps the newly absorbed teachers to attain the school objective in the shortest possible time and helps to establish good relationship between the new teachers and school authority. It is also important to give orientation to staff are on transfer to familiarize them with new environment. Orientation activities should be designed to assist the staff to become familiar with other teachers, students, and the school environment. While orientation should be geared towards helping people making transition into a new work place, a new role, or area of responsibility workable.

The result of analysis on table 2 shows that; there is positive relationship between staff manpower development practices and job performance based on the computer implying that teachers job performance attributed the staff manpower development management practices in the system. While hypothesis concluded that there was significant relationship between staff manpower development management practices and teachers job performance in secondary schools in Anambra State. So, the study concluded that there is significant relationship between staff manpower development management practices and their

job performance in secondary schools. Mohant in Khalid (2012) maintained that the effective development of personnel in secondary schools through staff training is for best results and that the manager's (principals) job involves planning, organizing, staffing, supervising, directing, coordinating and controlling, all geared towards improving standard of education in the society.

Conclusion

In subscription, the study focused mainly relationship between principals human resource management practices and teachers job performance in secondary schools in Anambra State. Based on the results and discussions of the study the following conclusions were made: There was a positive relationship between orientation practices and teachers' job performance in secondary schools in Anambra State and that there was a positive relationship between staff development management practices and teachers' job performance in secondary schools in Anambra State

Recommendations

The following recommendations were made based on the findings of the study:

1. Ministry of Education should organize seminar for principals on the need for implementing orientation exercise to their staff.
2. Principals should always involve teachers in in-service training for effective staff development in the school.

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