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# CORRELATION STUDY OF HUMAN RESOURCE MANAGEMENT PRACTICES AND TEACHERS JOB PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE

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## ABSTRACT

*This study focused on Correlational study of human resource management practices and teachers job performance in secondary schools in Anambra State. Two specific purposes of the study corresponding with research questions were posed to guide the study. Correlational research design was utilized for the study. The sample of the study comprised 396 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. The reliability coefficient yielded 0.88. Research questions and hypotheses were answered using linear regression. The study found among other things that; there is positive relationship between performance appraisal management practices and delegatory practices to teachers' job performance in public secondary schools in Anambra State while the hypotheses revealed that there is a significant relationship between performance appraisal management practices and delegatory practices to teachers' job performance in public secondary schools in Anambra State. Based on the findings, the study recommended that Principals should emulate various methods of appraisal/recruitment of qualified teachers to teach in their schools and that Government and Ministry of Education should give the principals of public secondary schools a free hand to operate in the management of personnel for better output through delegatory functions.*

**Keywords:** Human resource, management, practices, teachers, job performance, secondary schools

## Introduction

The success or failure of any nation depends largely on the quality of its educational system. This in turn depends on the quality of her teachers. According to Lassa (2010), education is the key to national development and only teachers hold the key to it. All educational enterprises revolve around teachers. Nwafor (2015) noted that education is so powerful that it can "heal and kill," it

can build up or tear apart, it can lift up or impoverish. He however noted that much would depend on the type of education and particularly on the teacher who is the hub of the education process. It is therefore expected that only the intellectually promising, morally stable and qualified are needed in teaching.

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 in which in the school system, school principals play crucial roles in the actualization of educational goals. In most secondary schools in Anambra State, these practices appear neglected, even when conducted; they are done haphazardly as some school principals whose duties are to carryout effective management practices has no regard over such (Onah 2014).

The principal of a school is a planner, controller, coordinator, organizer, adviser and a problem-solver (Maduabum, 2012). The principal can be seen as a motivator and catalyst in achieving school goals and objectives. The whole administration, success or failure of the school rest upon the shoulder of the principal. The principal identifies and outlines goals and objectives of school in line with the national objectives, analyzed tasks and share responsibilities of the staff according to area of specialization and expertise. Egwu (2016), opined that the principal is a leader who must plan, coordinate and supervise the affairs of the school so that they can run 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, 2006). Thus, the tasks of school principals in enhancing human resources management practices could improve teachers' job performance in secondary schools.

Job performance refers to an act of accomplishing or executing a given task. Job performance as an individual level variable. That is, performance is something a single person does. Oyewole (2013) defined performance as behaviour. It is something done by the employee. Performance is different from outcomes. Outcomes are the result of an individual's performance. Teacher job performance is defined as duties performed by a teacher at a particular period in the school system in achieving organizational goals (Egwu, 2016). Egwu (2016) stated that teachers' job performance can be described as "the duties performed by a teacher at a particular period in classroom duties and the school system in achieving organizational goals. Maduabum, (2012) said that it could be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. Teachers' job performance is determined by the worker's level of participation in the day to day running of organization. There are some factors which contribute to teacher's instructional performance. Some of such factors are: satisfying the learners through his teaching

style and quality, apart from teaching, performance of other assignments as assigned by the Principal and the department, Management of class discipline, students' motivation and improvement of their achievement, Performance of his duties in a regular way, and interaction with students, parents, colleagues and high officials.

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: performance appraisal, delegatory practices, motivation practices and supervision practices.

Performance appraisal of staff is another important aspect of human resource management practices that the principals considers its effectiveness. According to Onah (2008), performance appraisal is procedure that involves, setting standard, assessing the employees' standard, providing feedback to the employee with the aim of motivating that person to eliminate performance deficiencies. Duranti in Edem (2016) defined appraisal as the process of establishing the value of documents made or received in the course of the conduct of affairs, qualifying that value, and determining its duration. Performance appraisal motivates teachers for self-improvement. Onah (2014) reported that some principals use appraisal as a threat on their teachers instead of using it as a procedure to set standards, assess teacher's standard and provide feedback to the teachers with the hope of motivating them to eliminate performance deficiencies. That is why Egwu (2016) advised principals to use appraisal to gain positive achievement for the school.

Delegation of duties is human resource practice of school principals, this technique help in the decentralization of power to ensure effectiveness in the school system. Mullins (2010) defined delegation as the decentralization of power in ensuring efficiency in management. This practice helps to enhance teachers' job performance as their assigned duties commensurate to their capabilities, this is in line with effective supervision. *Delegation* is an administrative process of getting things done by others by giving them responsibility (Edem, 2016). While Worldat (2006) defined delegation as the assignment of authority to another person to carry out specific activities. It is the process of distributing and entrusting work to another.

Poor work attitude leads to poor performance of students in public examinations, this collaborate with teachers' instructional performance (Edem, 2016). Performance of students depend on teachers' instructional 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 ascertaining human resources management practices of principals as a correlate to teachers' job performance in public secondary schools in Anambra state.

**Statement of the Problem**

Unfortunately, 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 general purpose of this study was to investigate human resource management practices as a correlate to teachers' job performance in secondary schools in Anambra State. Specifically, the study sought to**:**

1. investigate the relationship between performance appraisal practices and teachers' job performance in public secondary schools in Anambra State
2. ascertain the relationship between delegatory practices and teachers' job performance in public secondary schools in Anambra State

**Research Questions**

The following research questions guided the study:

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

**$H_{o2}$:** There is no significant relationship between principals' delegatory 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 sample size was obtained using Yamane (1967) sample size determination formula: for finite population

$$n = \frac{N}{1+N(e)^2}$$

Where: n = Sample size N = Total population

e = Sampling error or level of precision. For this study, 5% was used as the level of precision.

Multi-stage sampling procedure was used for this study. In the first stage, three educational zones were randomly drawn; one from each of the 3 senatorial districts. This was done by tossing of coin. Simple random sampling technique was also employed in the second stage to draw two local government areas from each of the three educational zones. 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. Part B of the instrument was divided into clusters. Section 1 has ten items on orientation of staff by principals. Section 2 contains ten items on staff development by the principals. While part C: contain 10 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. All the experts are lecturers in the Faculty of Education, Ebonyi State University, Abakaliki. The researcher with the help of research assistants distributed the copies of the questionnaires to the teachers in their various schools. Face to face approach of data collection was adopted, out of three and ninety-six distributed questionnaire, three and ninety two were returned. The completed copies of the questionnaire were collected back by the researcher and the assistants. 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.

**Results Presentation**

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

Data collected from teachers on performance appraisal practices (X) were correlated with the data on teachers' job performance (Y) on the same teachers using a linear model. Summary of the data analysis is presented on Table 1 below:

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

| Computed r | r. Square | Adjusted r. Square | Std Error |
|---|---|---|---|
| 0.595 | 0.354 | 0.352 | 5.57746 |

Summary of the data analysis also presented on Table 1 shows that the index of low positive relationship exist within performance appraisal practices and job performance of the teachers which is 0.595. This indicates a positive relationship between performance appraisal practices and job performance of teachers in secondary school in Anambra State. The Table also indicates that the coefficient of determination ($r^2$) is 0.354 implying that approximately 35% of the teacher's job performance could be attributed to performance appraisal practices existing in the school.

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

Data collected from the teachers on delegatory practices ($X_1$) was correlated with the data on the job performance (Y) of the same teachers also using a linear model.

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

| Computed r | r. Square | Adjusted r. Square | Standard error |
|---|---|---|---|
| 0.609 | 0.371 | 0.368 | 5.80566 |

Analysis presented on Table 2 shows that the computed r is 0,609 implying a moderate positive relationship that exist between delegatory practices operative system in the school and teachers job performance of secondary schools in Anambra State. Table 2 also reveals that the coefficient of determination ($r^2$) is 0.371 implying that 37% of job performance of teachers could be attributed to delegatory practices in secondary schools in Anambra State.

**Hypotheses**

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

Data collected from the teachers on performance appraisal practices (X) with job performance (Y) as the dependent variable was subjected to test of significance at 95% level using the t.test of significance of r. Summary of data analysis is presented on Table 3.

**Table 3: Test of Significance of Relationship between Performance Appraisal 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 |
|---|---|---|---|---|---|---|
| 0.595 | 0.354 | 0.352 | 5.80566 | 0.478 | 11.30 | 0.000 |

Table 3 also reveals that (0.05) alpha level is greater than the computer t-probability level of 0.000. According to decision rule or the researcher therefore rejects the null hypothesis and concludes that there is significant relationship between performance appraisal management practices and teachers' job performance in public secondary schools in Anambra State.

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

The index of relationship obtained for paternal school climate (X) and job performance (Y) was subjected to a test of significance at 95% confidence level using t.test of significance of r. Summary of data analysis is presented on Table 4.

**Table 4: Test of Significance of Relationship between Delegatory 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 |
|---|---|---|---|---|---|---|
| 0.609 | 0.371 | 0.368 | 5.80566 | 0.76 | 9.964 | 0.000 |

Table 4 also reveals that (0.05) alpha level is greater than the computer t-probability level of 0.000. According to decision rule, researcher therefore rejects the null hypothesis and concludes that there is significant relationship between delegatory practices and teachers' job performance in public secondary schools in Anambra State.

**Discussion of Findings**

Findings from result of analysis of research question three as shown on table 1 revealed that there was positive relationship between performance appraisal management practices and job performance of secondary school teachers in Anambra state. The study vehemently revealed that job commitment of the teachers is attributed to their existing autonomous climate in the school while the hypothesis shows that there is a significant relationship between performance appraisal management practices and teachers' job performance in public secondary schools in Anambra State. In all indication, it was revealed that there was a strong positive relationship between performance appraisal management practices and teacher's job performance in secondary schools.

The findings of the study on table 1 collaborates with the finding of Edem (2006) who revealed that the matter concerning the appraisal of staff of public secondary schools and other establishment are the prerogative of the principals or the school head. It is his opinion either to make public awareness or not of his desire of which staff needed to be promoted or rewarded in his establishment not Secondary Education Board state school board. On the other hand, Alabi and Ehinola in Egwu (2016) discovered that selection and appraisal of teachers into public secondary schools should be the joint efforts of government and school Board but that principals should be given full authorities over the teachers posted to them. Performance appraisal in the management of secondary school in Nigeria served as an instrument for motivating staff and improving their teaching standard, when this is done by the school head or management, teachers put in their best.

Result of the analysis of research question four as shown on table 2 revealed that there is a positive relationship between delegatory practices and job performance of secondary school teachers**.** Findings anchored on computed r of 0.609 and co-efficient of determination ($r^2$) of 0.371 implying that 37% indicated that job commitment of the teachers is attributed to their existing delegatory practices. Also, hypothesis 4 on table 10 concludes that there was a significant relationship between delegatory practices and teachers' job performance in public secondary schools in Anambra State.

However, the findings are in line with, Obi (2003) who found out that principals of some secondary schools delegate some duties to their teachers to execute. In addition, David and Stephen (2000) found out that most of the official duties in secondary school principals in either public or private are been performed by classroom teachers. The aspect of delegation of activities to staff by the school principals makes the staff to have that feeling of belongingness in the organization, staff participation in decision making process in the school arouse their interest in performing task in the school system.

**Summary**

The research was conducted to ascertain the correlation between principals human resource management practices and teachers job performance in secondary schools in Anambra State. In order to accomplish this objective, two specific purposes of the study

corresponding with research questions were posed. Literature pertinent to the study were reviewed under three subheadings, namely: Conceptual framework, theoretical framework and review of empirical studies while correlational design was utilized for the study. The sample of the study comprised 396 secondary school teachers in the area under survey. The instrument used for data collection was human resource management practices scale and job performance assessment scale 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. The internal consistency of the instrument was computed using crobanch alpha. Findings were made in line with the recommendations and suggestions for further studies. 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:

1. There was a positive relationship between performance appraisal management practices and teachers' job performance in public secondary schools in Anambra State
2. There was a positive relationship between delegatory practices and teachers' job performance in public secondary schools in Anambra State

**Recommendations**

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

1. Principals should emulate various methods of appraisal/recruitment of qualified teachers to teach in their schools
2. Government and Ministry of Education should give the principals of public secondary schools a free hand to operate in the management of personnel for better output through delegatory functions

**Educational Implications**

The findings of this study have some essential educational implications for prospective school teachers, principals, secondary Education Board, Ministry of Education and Anambra State as a whole. The findings of the study revealed there is a positive relationship between performance appraisal management practices and teachers' job performance public secondary schools. It is the respondents' opinions that the principals of public secondary schools adopt a laid down procedure of appraisal in both public secondary schools in Anambra State. The implication is that when there are differences in the appraisal of teachers, there is tendency of brake in transmission of knowledge and feeling of cheating among teachers thereby defeating the need for continuity in teaching and learning and the students will find it very difficult to achieve the purpose of classroom.

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