

HUMAN RESOURCE MANAGEMENT AS A DETERMINANT OF TEACHERS' JOB PERFORMANCE IN KWARA STATE SECONDARY SCHOOLS, NIGERIA

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Abstract

The study examined human resource management as a determinant of teachers' job performance in Kwara State secondary schools, Nigeria. A descriptive research design of survey type was adopted. The population of the study comprised 7,893 teachers and all the students in the 367 public secondary schools in Kwara State. The sample of the study was 1,200 participants. Self-developed questionnaires titled 'Human Resource Management Questionnaire' (HRMQ) and 'Teachers' Job Performance Questionnaire' (TJPQ) were used to collect data. Pearson's Product-Moment Correlation statistic was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that there was a significant relationship between human resource management and teachers' job performance in Kwara State secondary schools, Nigeria. The study concluded that there was a significant relationship between human resource management and teachers' job performance. It was recommended that the government should intensify efforts on the motivation of teachers in the areas of compensation, professional development, and performance appraisal to facilitate their effective job performance and eventually enhance the actualisation of the school goals.

Keywords: Human Resource Management, Teacher, Job Performance, Kwara State, Nigeria

Introduction

Secondary education is very significant because it is the level that prepares students for tertiary education. However, for the stated goals of this level of education to be well actualised, there is a need for attractive human resource management for teachers through recruitment and selection, compensation, professional development, and job appraisal. According to Sulyman et al. (2020), human resource management in education means the practice of deriving, using, developing, and evaluating teachers' job performance to actualise the established goals of educational institutions. Amie-Ogan and Joseph (2021) posited that human resource management is essential in educational institutions because of its contribution to the realisation of their objectives. Human resource management is a special input in educational enterprises, which is required for the facilitation of the general development of literacy and skills acquisition of students. Ugwuanyi (2015) believed that human resource management is based on how teachers in secondary schools are recruited, selected, oriented, placed, maintained, trained and retrained, promoted, compensated, transferred, and

disciplined, to facilitate smooth school administration through effective teachers' job performance. Yakubu et al. (2023) stated that when recruitment, selection, supervision, induction, development, promotion, appraisal, and reward of secondary school teachers are rightly conducted, their dedication and commitment towards job performance are likely to be realised.

Job performance could be seen as the discharge of official duties by teachers. Nayyar (2019) defined teachers' job performance as the extent to which a teacher performs a particular role responsibility, based on the specified standards. Adebule (2014) opined that teachers' job performance means the desired outcomes of teachers who have been given specific roles or responsibilities to perform, which may lead to actualizing the school objectives. According to Ismail et al. (2020), job performance means the degree to which educators perform the statutory duties required of them, such as classroom management, record-keeping, lesson plan preparation, student assessment, and lesson presentation. Salman (2022) explained job performance as the extent to which teachers carry out their official tasks, fundamentally targeted at actualizing the school's purposes of establishment. This is related to how a teacher utilises and possesses knowledge, skills, and techniques in discharging their assigned responsibilities to help move the school forward. However, the aspects of human resource management examined in this study were compensation, professional development, and job appraisal. Wasiu and Adebajo (2014) believed that in educational institutions, the development of an attractive compensation system for teachers is essential in order to facilitate the actualisation of the success of the education goals. Osibanjo, et al. (2014) stated that compensation is a strong determining factor of the nature of employee-employer relationship and as such, salary pay and other rewards which workers are entitled to, in agreement with the conditions of service should be held with levity, if actualisation of their utmost job performance is of great concern to the management. Qureshi and Sajjad (2015) asserted that compensation packages made available for employees could significantly influence their job performance. Well-compensated teachers could have better performance and adherence to professional ethics in schools than other teachers who receive poor compensation. However, in the school system, the job performance of teachers is essential for the stated goals to be achieved. For the job to be well-actualised, there is a need to ensure that teachers are well-managed.

Friday (2020) viewed compensation as part of the components that constitute human resources management in the educational system. How teachers are compensated could determine the kind of service delivery they render towards school success. Salman (2022) asserted that one of the factors responsible for ineffective teachers' job performance in secondary schools in Nigeria is the unattractive compensation system. Unless this problem is tackled with utmost sincerity, the problem could continue to persist. Laschnau (2015) suggested that compensation affirmed that compensation is an aspect of human resource management that teachers do not toy with. This is because it is connected to the financial and non-financial benefits that they derive from their workplace. Hence, there is a need to make it a constant and reliable source to enhance their effective job performance.

Darling-Hammond et al. (2017) posited that professional development is an outcome of externally provided activities that are integrated into the teaching profession to improve teachers' knowledge and change the way they perform their duties, to support students more in learning. Komariah et al. (2018) claimed that professional development has a great advantage in improving teachers' capacity in the aspects of skills, competence, and behaviour. This is imperative as it exposes teachers to direct experience through learning, sharing, problem-solving, developing knowledge, and conducting experiments. Thahir et al. (2023) maintained that professional development is an instrument that could be used to enhance the job performance of teachers. If a teacher is professionally developed continually, there is the possibility that his or her job performance would be more effective. Madumere-Obike (2017) believed that the purpose of professional development programmes is to achieve enhancement of professional growth, advance pedagogical skills, inform teachers of new knowledge in their profession, identify the need for innovative teaching methods, and assist newly recruited teachers to adjust to the classroom.

Another aspect of human resource management examined in this study is performance appraisal. It is through performance appraisal that the strengths and weaknesses of the employees are detected. Obi (2016) submitted that performance appraisal is one of the sensitive issues in managing human resources. This is because the effectiveness of a worker in a workplace depends greatly on the type of appraisal system that is used in an organisation. Offor (2019) explained that performance appraisal is seen as the technique through which each teachers' performance and productivity are gauged to measure their contribution to the actualisation of school goals. Obiekwe and Ejo-Orusa (2019) maintained that performance appraisal is very crucial in organisations because it helps managers to make decisions on the developmental needs of employees in the aspects of promotion, transfer, training, termination, among others. Nwachukwu (2017) stressed that job appraisal assists in evaluating the potential, attitude, character, and past performance of a worker in an organisation to assess his or her strengths and weaknesses. Obiekwe and Ejo-Erusa (2019) stated that appraisal of performance improves workers' efficiency, productivity, and motivation. Generally, performance appraisal is as important as the performance management system in an organisation. An educational institution that does not prioritise performance appraisal may not realise teachers' effectiveness. Offor (2019) opined that the job performance of teachers needs to be periodically appraised to ascertain their areas of strength and weakness. It is when weaknesses are discovered that efforts could be taken by the employer to train and retrain the affected teachers to improve their skills, techniques, and knowledge for the improvement of their job performance.

Statement of the Problem

Ineffective job performance of teachers has been a persistent problem in public secondary schools in Nigeria. As observed by the researchers, in addition to the information gathered from some principals and students in secondary schools in Kwara State, some teachers pay lackadaisical attitude to adequate preparation for lessons, show poor commitment to detailed explanations of the lessons presented to students, add little or no importance to the utilisation of instructional materials to facilitate effective learning, do not holistically assess students to determine the areas of their strengths

and weaknesses in learning for necessary remedial action to be taken before concluding their lessons and display nonchalant attitudes to managing the classroom in a manner which would enhance proper conduct of students and boost their academic performance. All these scenarios which are reflections of ineffective job performance could be due to unattractive human resource management.

However, some researchers had conducted various studies which related to this presented study. For instance, Obi (2016) examined performance appraisal as a tool for enhancing productivity in an organisation. Ekpoh et al. (2017) conducted a study on staff development programmes and secondary school teachers' job performance in Uyo Metropolis, Nigeria. Babarinde et al. (2017) worked on the impact of secondary school teachers' recruitment process and retention package on their professionalism in Lagos State, Nigeria. Amie-Ogan and Epelle (2021) investigated the perceived influence of human resource management on effective teaching and learning in public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State. However, none of the above works focused on human resource management as a determinant of teachers' job performance in Kwara State secondary schools, Nigeria; hence, this reflected the gap which this study filled.

Purpose of the Study

The purpose of the study were to:

- i. examine whether a relationship exists between human resource management and teachers' job performance in Kwara State secondary schools;
- ii assess the relationship between compensation and teachers' job performance in Kwara State secondary schools;
- iv. Investigate the relationship between professional development and teachers' job performance in Kwara State secondary schools; and
- v. determine the relationship between job appraisal and teachers' job performance in Kwara State secondary schools.

Research Hypotheses

The following null hypotheses were formulated to further guide the study:

- H01:** There is no significant relationship between human resource management and teachers' job performance in Kwara State secondary schools.
- H02:** There is no significant relationship between compensation and teachers' job performance in Kwara State secondary schools.
- H03:** There is no significant relationship between professional development and teachers' job performance in Kwara State secondary schools.
- H04:** There is no significant relationship between performance appraisal and teachers' job performance in Kwara State secondary schools.

Methodology

A descriptive research design of survey type was adopted for the study. According to Manjunatha (2016), descriptive research is the type of research that describes the characteristics of a phenomenon

of a population that is being studied, through the use of a questionnaire for data collection. The researchers chose this research design because their study was based on describing the situation of human resource management and teachers' job performance in public secondary schools in Kwara State, in terms of how they were related. The population of the study comprised all 7,893 teachers and all the students in public secondary schools in Kwara State. The state had three senatorial districts (Kwara Central, North & South). Two Local Government Areas were randomly selected from each senatorial district to make a total of six, using a random sampling technique. Ten schools were randomly selected from each of the local government areas. The sample of the study was 1,200, comprising 600 teachers and 600 students. A simple random sampling technique was used to select 10 teachers and 10 students from each of the selected schools, totaling 1,200 respondents. All the teachers and students in each of the sampled schools were given a number, and the researchers used a lottery method to pick 10 teachers and 10 students from each of the bowls containing the numbers of teachers and students.

Self-designed instruments titled 'Human Resource Management Questionnaire' (HRMQ) and 'Teachers' Job Performance Questionnaire' (TJPQ) were used to collect data. HRMQ was used to collect information from teachers, while TJPQ was used to gather data from students about the job performance of their teachers. The questionnaires were presented to two experts in the field of Educational Management for content and face validation. The experts thoroughly corrected the questionnaires, and all their comments were taken into consideration before the researchers produced the final draft used for collecting data from the participants. Thirty copies each of HRMQ and TJPQ were administered to some teachers and students outside the selected local government areas. Cronbach's Alpha was used to analyse the data gathered, and reliability coefficients of 0.82 and 0.79 were realised for HRMQ and TJP, respectively. The services of four research assistants were employed to facilitate quick data collection. Adequate training was given to the research assistants on how to administer instrument to the respondents. Each researcher and research assistant administered instruments to the participants in different schools in each of the sampled local government areas. The questionnaires were collected from the participants immediately after they had filled them. Pearson's Product-Moment Correlation statistic was used to test the hypotheses formulated at 0.05 level of significance. All the analyses were done with the use of the Statistical Package for Social Sciences (SPSS). Out of the 1,200 copies of the questionnaire distributed, only 988 were retrieved and used for analysis.

Results

Hypothesis One: There is no significant relationship between human resource management and teachers' job performance in Kwara State secondary schools

Table 1: Human Resource Management and Teachers' Job Performance in Kwara State Secondary Schools

Variable	N	\bar{X}	SD	Calculated r-value	p-value	Decision
Human resource management	988	2.45	1.01	.602	.004	Ho ₁ Rejected
Teachers' job performance	988	2.72	1.34			

Table 1 shows the calculated r-value (.602) and the p-value (.004), which is less than the significance level (0.05). Hence, hypothesis one is rejected. This depicts that there was a significant relationship between human resource management and teachers' job performance in Kwara State secondary schools.

Hypothesis Two: There is no significant relationship between compensation and teachers' job performance in Kwara State secondary schools.

Table 2: Compensation and Teachers' Job Performance in Kwara State Secondary Schools

Variable	N	\bar{X}	SD	Calculated r-value	p-value	Decision
Compensation	988	2.71	1.04	.557	.001	Ho ₂ Rejected
Teachers' job performance	988	2.59	1.34			

Table 2 shows the calculated r-value (.557) and the p-value (.001), which is less than the significance level (0.05). Hence, hypothesis two is rejected. This shows that there was a significant relationship between compensation and teachers' job performance in Kwara State secondary schools.

Hypothesis Three: There is no significant relationship between professional development and teachers' job performance in Kwara State secondary schools

Table 3: Professional Development and Teachers' Job Performance

Variable	N	\bar{X}	SD	Calculated r-value	p-value	Decision
Professional development	988	2.22	.97	.616	.011	Ho ₃ Rejected
Teachers' job performance	988	2.59	1.34			

Table 3 showed calculated r-value (.616) and the p-value (.011) which is less than the significance level (0.05). Hence, hypothesis three is rejected. This means that there was a significant relationship between professional development and teachers' job performance in Kwara State secondary schools.

Hypotheses Four: There is no significant relationship between performance appraisal and teachers' job performance in Kwara State secondary schools.

Table 4: Performance Appraisal and Teachers' Job Performance

Variable	N	\bar{X}	SD	Calculated r-value	p-value	Decision
Performance appraisal	988	2.43	1.21	.580	.002	Ho ₄ Rejected
Teachers' job performance	988	2.59	1.34			

Table 4 shows the calculated r-value (.580) and the p-value (.002), which is less than the significance level (0.05). Hence, hypothesis four is rejected. This signifies that there was a significant relationship between performance appraisal and teachers' job performance in Kwara State secondary schools, Nigeria.

Discussions of Findings

The findings of the study revealed that there was a significant relationship between human resource management and teachers' job performance in Kwara State secondary schools. This means that if teachers are properly managed, it would facilitate effective performance of their job. This finding agrees with the finding of Salman (2022) that there was a significant relationship between personnel management and teachers' job performance in secondary schools in Oyo West Senatorial District,

Nigeria. This finding also supports the finding of Friday (2020) which revealed that significant relationship existed between human resource management and teachers' job performance in secondary schools in Benue State, Nigeria.

The findings of the study showed that there was a significant relationship between compensation and teachers' job performance in Kwara State secondary schools. This connotes that adequate compensation of teachers would help realize their effective job performance. This finding corroborates the finding of Sulyman et al. (2020) which revealed that there was a significant relationship between compensation and teachers' job performance. Furthermore, this finding agrees with the position of Henry (2020) that compensation as part of the components which constitute human resources management in educational system. The manner in which teachers are compensated could determine the kind of services delivery which they render towards the school success.

The findings of the study revealed that there was a significant relationship between professional development and teachers' job performance in Kwara State secondary schools, Nigeria. This means that if teachers are continually developed in their profession, it would help actualise effective teachers' job performance. This finding is in tandem with the finding of Ekpoh et al. (2017) which showed that there was a significant relationship between staff development programmes and secondary school teachers' job performance in Uyo Metropolis. This finding is in consonance with the position of Friday (2020) that poor attention to teachers' job performance in secondary schools in Nigeria could be due to nonchalant attitudes of government to professional development. With government's high commitment to professional development, effective job performance of teachers could be enhanced.

The findings of the study showed that there was a significant relationship between performance appraisal and teachers' job performance in Kwara State secondary schools. This depicts that through effective appraisal of teachers' job performance, the areas of strength and weakness would be detected and if necessary actions are taken by the government, it would assist in improving their job performance. This finding corroborates the finding of Mathew and Johnson (2015) which revealed that there was a significant impact of performance appraisal on work performance of employees. In addition, Salman (2020) believed that if there is regular and periodic appraisal of teachers, areas of their strengths and weaknesses would be determined, in order to determine where improvement is needed; hence, effectiveness in their job performance.

Conclusion

The study concluded that there was a significant relationship between human resource management and teachers' job performance. Compensation and teachers' job performance are significantly related. Professional development is a significant tool for achieving effective teacher' job performance. Performance appraisal plays a significant role in enhancing teachers' job performance.

Recommendations

This study recommended that:

- i. government should intensify efforts on the management of teachers in the areas of compensation, professional development, and performance appraisal, to facilitate their effective job performance and eventually enhance the actualisation of education goals;
- ii. there is need for government to ensure that teachers are properly compensated through attractive salary, timely cash-backing of promotion and regular fringe benefits, so as to convincingly motivate them towards effective performance of their job;
- iii. professional development via regular and periodic seminars, conferences, and workshops should be organised for teachers, to continually update their knowledge, skills, and techniques required to perform their job excellently; and
- iv. Job performance of teachers needs to be regularly and periodically and periodically appraised, for the purpose of determining the aspects where teachers are performing and the areas which need improvement for their job performance to be effective.

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