



## TEACHERS' PERCEPTION OF PRINCIPALS' HUMAN RESOURCE MANAGEMENT PRACTICES AS CORRELATE OF THEIR JOB PERFORMANCE IN ANAMBRA STATE

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### Abstract

The study determined the correlation between teachers' perception of principals' human resource management practices and their job performance in secondary schools in Anambra State. Three research questions guided the study. A correlational survey design was adopted for the study. Out of a population of 6,380 teachers in the six education zones in the state, 672 were sampled through stage sampling procedure. Data were collected using two instruments titled, Principals' Human Resource Management Practices Questionnaire (PHRMPQ) and Teachers' Job Performance Questionnaire (TJPQ) which were validated by experts. The internal consistency of the instruments were determined using Cronbach alpha method. The reliability indices of 0.80 and 0.77 were obtained for PHRMPQ and TJPQ respectively. Data analysis was done using Pearson Product Moment Correlation. The findings revealed that a substantial positive and significant relationship exists between teachers' perception of principals' staff continuous professional development practices, staff relations practices and their job performance. A very high positive significant correlation exists between teachers' perception of principals' staff reward practices and their job performance. Based on the findings of the study it was recommended among others that principals' should promote and encourage management and staff relationship through good communication network, administrative support, team work and social events for better harmonious working environment which would steadily improve teachers' job performance.

**Keywords:** human resource management practices, human resource management, management practices, job performance.

## **Introduction**

Teachers are the pillar of the society who help students grow and shoulder the responsibility of nation building. Teachers are indeed the nation's human capital, and every effort needs to be made to ensure their job performance. The performance of teachers is one of the major factors that determine the quality of education in every education system. Therefore, effective teacher job performance is essential for the achievement of educational objectives.

Performance is as an act of accomplishing or executing a given task. Job performance is the output, resulting from a given resources input at a given time (Nwachukwu, 2006). Teacher job performance can be described as the duties performed by a teacher at a particular period in the school system in achieving school goals. Job performance is determined by the worker's level of participation in the day to day running of the organization. Several factors can influence teachers' level of performance in the school. One of such factors is principals' human resource management practices. According to Nakpodia (2010), human resource management is a process of effectively using the human resources of an organization through the management of people-related activities. The process of carrying out effective practices of selection, development and retention of teachers falls within the domain of human resource management in secondary schools.

Human resource management practices in the school system are normally carried out by the school boards. In Anambra State, the Post Primary School Services Commission (PPSSC) is charged with the responsibility of carrying out the human resource management practices in secondary schools in the state, but according to Williams (2009), current day principals are expected to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations and communication experts, budget

analysts, facility managers, special programmes administrators, as well as guardians of various legal, contractual and policy mandates and initiatives. In essence, the principal is the representative of the government or her agency in schools.

The role principals play in the management of the human resources of their schools is reflected in most of their routine administrative tasks which involves students and staff discipline, resource allocation, staff appraisal, staff, students and community relationship, decision-making, negotiation, conflict handling, instructional supervision, motivation of staff and students among others (Okereke, 2008). Other areas of human resource management that could have great impact on teachers' job performance include: staff continuous professional development practices, staff relations practices, and staff reward and recognition practices. Seemingly, these form the focus for this study.

Staff continuous professional development (CPD), according to Sywelem and Witte (2013) is the process of appraising staff performances and identifying their key skills and competence that need development or training to improve the skills for better performance. Speck and Knipe (2005) defined CPD as a sustained collaborative learning process that systematically nourishes the growth of educators (individuals and teams) through adult learner-centered, job-embedded processes. It focuses on educators' attaining the skills, abilities, and deep understanding needed to improve student achievement. Similarly, Padwad and Dixit (2011) viewed teachers' continuous professional development as a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organizations and their pupils.

Continuous professional development (CPD) has to do with in-service education for practicing teachers. Continuous Professional Development embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge beyond the basic training initially required to carry out the job. In teaching, such development used to be called “in service training or ‘INSET’ with emphasis on delivery rather than the outcome. According to the Teacher’s Registration Council of Nigeria (TCRN) in Uyai (2011), the objectives of Teachers Continuous Professional Development are:

1. To provide a forum for cross-fertilization of ideas and experience, this would ultimately improve professional competence and commitment.
2. To offer intellectual, social and emotional engagement with ideas, materials and colleagues if teachers are to teach for better understanding, they must be intellectually engaged in their discipline and work regularly with others in their field.
3. To maintain competence and relevance of the teachers in today’s economic, technological, political and social environments in the country.
4. To demonstrate the council’s social responsiveness by encouraging members of the teaching profession to have adequate current educational knowledge and skills in the drive towards maintaining professional excellence at all times.
5. To keep teachers’ abreast with the latest innovation in the teaching profession and prevent the setting of the law of diminishing returns that could crop in without continuous training.
6. For maintenance of professional excellence at all times.

7. To sharpen skills, knowledge and ensure continued relevance of teachers in the educational or school system. This enables them to perform better in the classroom. Thus the teachers become more useful to their employers, learners and communities.
8. To provide opportunity to supplement the initial training of teachers and improve their knowledge, skills and attitude to meet the needs in education service.
9. To serve as ongoing processes of change in order to assist teachers adopt, contribute and participate actively in the implementation of challenges ahead.
10. To enhance teachers' commitment to the profession (p.2).

In the world where changes in education system are frequent, teachers need to be able to adapt to these changes rapidly. As a result, principals need to encourage teachers' CPD so that they can perform as highly as expected in the discharge of their duties in the school and society at large.

Staff relations according to Omebe (2014), is another important human resource management practice that can be used by principals to enhance teachers' job performance. Staff relations is the co-operation and social support that exists in a work place. It is the relationship between the principal's and the teacher's to enhance school productivity. Social support at work can comprise both support received from managers or supervisors and that received from co-workers. Unions can also provide a form of social support. Omebe (2014) also noted that there must be a good communication network in the school to enable teachers to be constantly informed of the progress being made in the school. Teachers should be encouraged to participate in planning and decision making in the school. This is because effective communication improves productivity and workers job satisfaction while poor communication can result to low employee commitment and performance.

The reward system in an organization consists of its integrated policies, processes, and practices for rewarding its employees in accordance with their contribution, skills, competences and market worth (Harvey-Beavis in Manduku, 2016). This implies that performance based reward corresponds closely with employees' actual experiences. Muhammad and Owais (2015) opined that rewards and recognition can be considered an important tool used in increasing employees' morale in any organization. Principals can make use of rewards for staff motivation. Teachers' good work is necessary to achieve the specific goals of the school. Employees give their good efforts for achieving goals and good effort depends on rewards. Good rewards are most important way to engage teachers with their work and with their school. Different employees have different needs about rewards. Some employees consider cash is sufficient to fulfil their needs and some others want material incentives like car, house, and some prefer holidays and some prefer non-material incentives. Public sector employees much prefer extrinsic factors then intrinsic factors, such as pay, as more important than private sector employees (Stavrou-Costea, 2005). These two basic rewards (financial and non-financial) can be utilized in an organization to achieve improved performance. Financial reward mostly consist of pay for performance such as job promotion, bonus, commission, gifts etc. and nonfinancial rewards mostly consist of social recognition, appreciation, work kind condition, meaning full work responsibility etc (Luthans,2000).

Human resource management practices such as those highlighted above are vital for development of organizations and achievement of staff improved staff performance. According to Hallberg and Schaufeli (2006), human resource constitutes the ultimate basis for job performance. Uko, Umosen and Caleb (2015) posited that one of the most important indicators of job performance is the human resource. The manner in which school principal carry out

human resource management practices in his school will tend to influence the performance of his staff. Based on the forgoing, this study determined the correlation between teachers' perception of principals' human resource management practices and their job performance in secondary schools in Anambra State.

### **Statement of the Problem**

Human resource management is one of the factors that have been greatly linked to employee job performance. However, human resources management practices seem to be poorly implemented by principals in secondary schools in Anambra State as there are reports of human resource management problems such as poor teacher incentives, low staff morale, staff disciplinary issues, low teacher motivation among others. Perhaps, these series of problems appear to be the reason most teachers are poorly committed to their work as could be observed in their poor attitude to work, absenteeism, lack of dedication to teaching and carrying out assigned tasks. These situation motivated the researcher to determine the correlation between teachers' perception of principals' human resource management practices and their job performance in secondary schools in Anambra State.

### **Purpose of the Study**

The main purpose of this study is to determine the correlation between teachers' perception of principals' human resource management practices and their job performance in secondary schools in Anambra State. Specifically, the study will determine:

1. The correlation between principals' staff continuous professional development practices and teachers' job performance in secondary schools in Anambra State.

2. The correlation between staff relations practices and teachers' job performance in secondary schools in Anambra State.
3. The correlation between principals' staff reward and recognition practices and teachers' job performance in secondary schools in Anambra State.

### **Research Questions**

1. What is the nature of correlation between teachers' perception of principals' staff continuous professional development practices and their job performance?
2. What is the nature of correlation between teachers' perception of principals' staff relations practices and their job performance?
3. What is the nature of correlation between teachers' perception of principals' staff reward and recognition practices and their job performance?

### **METHODOLOGY**

The study was guided by three research questions and three hypotheses were tested at 0.05 level of significance. A correlational survey research design was adopted for the study. The study was carried out in Anambra State on a population of 6,382 teachers in the six education zones of the state. The sample consisted 672 teachers drawn using multi-stage sampling technique. Questionnaire instruments titled Principals' Human Resource Management Practices Questionnaire (PHRMPQ) and Teachers' Job Performance Questionnaire (TJPQ) were used to collect data for the study. The instruments were validated by three experts from the Faculty of Education, Nnamdi Azikiwe University. A reliability coefficient of 0.80 and 0.77 were obtained for PHRMPQ and TJP using Cronbach's Alpha method. Data collected for the study were analyzed using Pearson's Product Moment Correlation.



**Presentation and Analysis of Data**

***Table 1. Pearson's Correlation between teachers' perception of principals' of principals' staff continuous professional development practices (CPDP) and teachers' job performance***

Variables	N	Staff CPDP	Teachers' Job Performance	p-value	Decision
Staff CPDP	598	1	.68	.000	Substantial Positive Correlation
Teachers' Job Performance	598	.68	1		

Table 1 shows that, there is a substantial significant positive relationship of 0.68 existing between teachers' perception of principals' staff continuous professional development practices and their job performance.

***Table 2. Pearson's Correlation between teachers' perception of principals' staff relations practices and their job performance***

Variables	N	Staff Relations Practices	Teachers' Job Performance	p-value	Decision
Staff Relations Practices	598	1	.76	.000	Substantial Positive Correlation
Teachers' Job Performance	598	.76	1		

Table 2 indicates that, there is substantial significant positive relationship of 0.76 existing between the teachers' perception of of principals' staff relations practices and their job performance.

**Table 3. Pearson's Correlation between teachers' perception of principals' staff reward practices and their job performance**

Variables	N	Staff Reward Practices	Teachers' Job Performance	p-value	Decision
Staff Reward Practices	598	1	.84	.000	Very High Positive Correlation
Teachers' Job Performance	598	.84	1		

Table 3 reveals that, there is a very high positive relationship of 0.84 existing between teachers' perception of principals' principals' staff reward practices and their job performance.

### Discussion of Findings

Table 1 shows that there is substantial positive significant correlation between teachers' perception of principals' staff continuous professional development practices and their job performance. This indicates that an increase or decrease in the perception of teachers regarding principals' staff continuous professional development practices will result in an increase or decrease in their job performance. Principals' staff continuous professional development practices help staff to keep abreast with the continual technological, scientific, social and economic changes in the environment. According to Peretomode (2001), Employees may become obsolete if they fail to update themselves with new skills, new work, methods and knowledge about their work, organization and environment.

The finding of this study agrees with the findings of as Borko (2004); Buczynski and Hansen (2010); Gabriel (2011) and Poskitt (2005). These researchers in their studies found that principals' exposure of teachers' to professional development is believed to have a positive impact on the teachers' ability to acquire and critically develop the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with their students and colleagues through every phase of their teaching lives.

This finding also supports that of Desimone (2009), that principals' enhancement of teachers professional development practices impact on the teachers' ability to decide on and implement valued changes in teaching and leadership behaviour so that they can educate their students more effectively, thus achieving an agreed balance between individual, school and national needs. According to Buczynski and Hansen (2010) principals' interest in teachers' professional development experiences help teachers to develop greater confidence in carrying out their job. Likewise, Harris (2010) also revealed that most of the teachers involved in his research perceived their professional development experience as having positive impact on their confidence in teaching and their job performance in general. This is supported by Powell (2003) who highlighted that teachers' professional development experiences have both immediate and long-term positive impacts on their practice.

Apparent from these findings is that, principals' provision of staff development programme is imperative in enhancing teachers' effectiveness in the discharge of their duties in the secondary school system. Thus, principals need to regularly provide teachers with opportunities for them to improve their knowledge of the subject they teach and other areas of their job. This is based on the recognition that we are living in a rapidly changing world and in order to meet the needs of

the changing world, there is need for continuous staff development programme. A well packaged staff development programme with current issues in education is likely to further equip teachers with more techniques and competences to discharge their duties effectively.

The finding in Table 2 indicates a substantial positive significant correlation between teachers' perception of principals' staff relations practices and their job performance. Staff relations practices are crucial in managing relationship between employer and employees with ultimate objectivity of achieving optimum level of performance and productivity, (Michael, 2009). This finding agrees with the findings of Chaudhry, Sohail & Riaz (2013). They found that Employee relations practices impact positively on employee performance. The researchers also emphasised that employee relations can only have a positive impact only if best fit set of employee relations practices are adopted. The finding of this study is also in consonance with that of Conway (2007). He found that teachers perception of principals' staff relations practices have positive correlations with teachers' job performance. Principals that maintain high levels of positive interaction and support for their subordinates will increase teachers' job performance.

Table 3 shows that a very high positive significant correlation exists between teachers' perception of principals' staff reward and recognition practices and their job performance. This finding suggest that and increase or decrease in teachers' perception of principals' reward and recognition practices will result in and increase or decrease in teachers job performance. This finding is in line with Ibbotson (2007), who found that in order to encourage employees for good job performance, rewards are the powerful method. Supporting this, Homan, (2000) noted that employees who accomplish their task or give good job performance, they not only want to focus on their achievement but they want their achievement to be rewarded and appreciated.

The finding of this study also agrees with Ali and Ahmed (2009). They found a positive relationship between rewards and job performance. According to Payan and Ali (2013), the maximum level of workers performance happens when they feel their endeavour is rewarded and compensated completely. According to Muhammad and Owais (2015) rewards and recognition can be considered an important tool used in increasing employees morale and job performance in any organization.

### **Conclusion**

The findings from the study showed that there is a substantial positive significant correlation between teachers' perception of principals' staff continuous professional development practices, staff relations practices and their job performance. There is a very high positive significant correlation between teachers' perception of principals' staff reward and recognition practices and their job performance. When teachers perceive principals encourage improvement in the implementation of these areas of human resource management practices, teachers' overall job performance will be improved.

### **Recommendations**

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

1. Principals and education authorities should take interest in teachers' professional growth and development through conferences, regular seminars/workshops, mentoring programmes in order to increase their performance level.
2. Principals should promote and encourage management and staff relationship through good communication network, administrative support, team work and social events for

better harmonious working environment which would steadily improve teachers' job performance.

3. Principals should always appreciate and recognise works done by their teachers. Teachers that are exceptional in discharging their duties should be rewarded and commended by the principals. This will motivate the teachers to do more in discharging their duties.

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