



Public Secondary Schools Principals' Human Resource Management Practices as Correlate of Teachers Job Performance in Anambra State

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Abstract

The study focused on Public Secondary school principals' human resource management practices as correlate of teachers' job performance in Anambra state. The study was guided by three research questions and three null hypotheses. Survey research design was used for the study. The population was five thousand and fifty-four (5,054) teachers in the 258 public secondary schools in Anambra state. A sample of six hundred and forty-three (643) teachers was drawn using simple random sampling technique. Two instruments titled Human Resource Management Practices Questionnaire (HRMPQ) and modified Annual Performance Evaluation Report (APER) rating scales for classroom teachers in Anambra state school system were used to collect data for the study. For data analysis, research questions were analyzed using Pearson r, while the hypotheses were tested at 0.05 level of significance using linear model regression. The result of the analysis revealed among other things that there was significant relationship between teachers' recruitment, training, motivation and their job performance in public secondary schools, but there was no significant relationship between teachers' disciplinary practice and their job performance in public secondary schools. Based on the findings, the researcher recommended among others that the Ministry of Education through the Secondary Education Board should adopt merit as the basis for recruitment, training and retraining of teachers. Also, principal's report should be considered for disciplining erring teachers or rewarding teachers' excellent performance.

Keywords: Public Secondary school, Principal, Human resource Management practices, Teachers' job performance.

Introduction

Human resource management is the strategic approach to the effective management of people in an organization so that they help the business to gain a competitive advantage. Human resource management involves recruitment, training and motivation of employees. Human resource management are responsible for planning, recruiting, selection, induction, training, developing, ensuring safety, determining compensation, packages and smoothing career path of personnel working in the organization (Gilmore and William, 2009). Human resource management can be said to be a plan of formal system in an organization to guarantee effective and efficient use of human gifts in order to execute goals of the organization.

In education, human resource management refers to the management of human beings in an education institute, (Aguba, 2014). In their opinion Owojori and Asaotu (2010) said that social organization like school is made up of human beings that interacts with one another, they have laid down role in line with their assigned duties. For this reason, effective human resource management consciously channel their efforts towards the desired goals. These activities need to be handled through a systematic and structural approach so as to achieve organizational goals, and at the same time ensuring delivery of satisfactory services to the general public and the workers.

The importance of human resource management towards the achievement of educational goals cannot be over-emphasized. According to Abba, Anazodo and Okoye (2014), it helps in identifying current and future human resource requirements in any organization. Its importance is also seen in the areas of ensuring that justice, equity and fair-play are maintained when dealing with teachers in the organization; ensuring that organizational goals are achieved through team work and co-operative efforts; ensuring that employees' needs are recognized in the organizational goals. Human resource management equally helps in assisting personnel in building up a good career, and in selecting and replacing the teachers based on laid down principles of the organization. This implies that human resource management covers both organizational growth and provides conducive environment for employee development (Maimuna, 2013).

Human resource managers in education are the principals, vice principals, head of department, teachers and parents. Their main responsibility is to manage nurture, educate and prepare the prospective human resources of the society and these prospective human resources are the students and this can be carried out through education (Gray, 2006).

Education holds the key to the success of every sector of the economy, the reason being that through education, the manpower required for the growth and development of the nation is produced. Education has been recognized as an indispensable factor in the social, economic and political advancement of the country. Managa, (2010) said that education is an essential tool with which rapid progress and sound development can be achieved. It is the best tool which is needed for the development of the total person capable of discharging the roles expected of him in the society. It is seen also as the catalyst for national transformation from a state of underdevelopment through scientific, technological and social changes to a state of development (Managa, 2010). The importance of education for national transformation was aptly captured in the National Policy on Education (FRN, 2014). In this document, education is seen as an “instrument per excellence for national development” (FRN, 2014). Thus, effective education must develop individuals with comparative advantage to compete favourably in a globalized economy. This implies that education must prepare individuals for better self-realization, better human relationships and effective citizenship for national unity and for social, economic and scientific progress.

The National Policy on Education is clear on this when it asserted that no educational system can rise above the quality of its teachers (FRN, 2014). This implies that the quality of the products of an educational system can never rise above the quality of the system that produced it. Ingawa (2002:49-56) had opined that in the educational system, what is needed is not just conventional management principles but a new approach to management functions called Total Quality Management (T.Q.M) and this is achievable with effective human resource management. According to Lunenburg (2010) Total Quality Management is a methodical way of ensuring that activities which has been organized happen the way they are planned. To Vinni (2011) Total Quality Management is a management approach to long term success through customer satisfaction. In a TQM effort, all members of an organization participate in improving processes, products, services and the culture in which they work and is being introduced in education as a systematic program indicating that everyone in the school is involved in the continuous improvement of the system (Storey, 2011).

Management of educational institutions is faced with not only the complexities of characters and behaviour of the teachers, but also with those of the students and parents. Meaning that the way and manner these chains of human elements are managed could affect positively or negatively the success of educational institutions, (Okoro, 2006). To achieve the desired success, the principals in the secondary school system are saddled with the responsibility of directing, guiding and co-ordinating teachers and students appropriately to achieve excellent performance. Agreeing with this, Peretomode (2012), argued that the job of managing the personnel is one of the crucial functions of educational administrators (principals) because of the existing correlation between effective management and achievement of educational goals and objectives.

A school principal is one who is in charge of the day-to-day activities and programmes of the school. Nweke (2013), explained that the school principal deals with teaching and non-teaching staff students and members of the public. According to him, a principal is concerned with the quality of instruction, students' welfare, moral and spiritual tone of the school and maintenance of discipline. According to Aguba (2014), a school principal is expected to be an effective organizer, coordinator, supervisor and administrator. This generally means that the school principal is one who assigns duties to teachers and supervises what they do.

Teachers are the bedrock of human resources in education process, Burden (2013) said that teachers are critical resources for effective implementation and realization of the educational policies and objectives at the practical level of the classroom. This is supported by FRN (2014) which says that teachers are the principal determinants of change and progress in the education industry. A teacher in this perspective is one who has undergone a professional training, specialized in a field of study and is employed to bring up and teach the learner for self-development, development of the society and the nation.

Public secondary school principals that need good performance from their teachers must motivate them by addressing their needs. Eze (2014) pointed out that all individuals have particular needs that need satisfaction and this satisfaction or dissatisfaction, affects their behaviours positively or negatively likewise Onah (2013) gave out ways by which teachers can be motivated either through salary payment monthly, leave allowances and rent allowances given to them, pensions and gratuity paid as at when due, provision of teaching materials and welfare packages. Onah (2013) warned that poor motivation of teachers has contributed to poor secondary education outcomes, meaning that a principal of public secondary school that chooses to motivate his teachers will get better results and vice versa. Ezeani (2012) opined that nothing positive happens in an organization until employees are motivated. Aja, Ulo, Ogbaga, Igwe and Osoego (2022) stated that motivating

teachers brings positive and effective job performance. So, for employees in the secondary school system to perform their job very well, their needs must be understood with a view of providing for such needs.

Job is a paid position of regular employment, it is a task or piece of work especially one that is paid, while performance is an outcome accomplished through contribution of individuals or groups to the goals of the organizations (Aguba, 2014). In all human activity, hard work is accepted as an important element of success that is result achievement, while the principal activity in one's life that is done to earn money is job. According to Budhar and Debrah (2011), Job performance is the overall expected value from employees' behavior carried out over the course of a set period of time. Mathis and Jackson (2012) opined that job performance may be considered as a function of the capacity to perform, opportunity to perform and willingness to perform which according to them is referred to as implying motivation.

Poor management of teachers in the secondary school system has been identified as the major cause of anti-social behaviour such as the increasing cases of examination malpractice, truancy, bullying, cultism, extortion and other social delinquencies observed among teachers and students (Ogba, 2012). This is to say that poor management of teachers, affects their job performance.

The knowledge, expertise and the ability level of teachers will determine the quality of the products of the system (Eze, 2014). The human resource managers in any organization must understand that they are responsible for creating the conditions in which people at work make the best and greatest contributions to the success of the enterprise. To Ezigbo (2011) proper human resource planning, effective and reliable recruitment processes will ensure effective and efficient human resource management practices. She identified training and development as complimentary processes to achieving this highly desired conducive atmosphere. While Ekundayo (2010) pointed out that effective instructional delivery and maintenance of standards in the school system are enhanced through regular internal and external supervision, as appropriate strategies.

In this study, the difference between human resource management practices and the human resource management function: human resource management practices are systems which attracts, develops, motivates and retains employees to ensure the effective implementation and also the survival of the organization and its members, (Aguba, 2014). While human resource management functions are functions of the company or organization that deals with the things that are related to the staff of the company in the areas of planning, directing, controlling and organizing (Manish, 2018). Practice means doing something over and over again because it has become an accepted custom or purpose to try to get better the job, (Aguba, 2014).

The Ebonyi State Secondary Education Board Reversed Personnel Management Manual (2010) stated that personnel management functions of the post primary school service commission in the state involve recruitment of teachers, through proper advertisement, orientation of newly employed teachers by way of in-service training, provision of welfare schemes, assessment, promotion and discipline of teachers. According to Lunenbury and Ornstein (2008) recruitment is a method of bringing out competent applicants needed to fill the position available in an organization which includes educational organization. In his own view Nwachukwu (2013), stated that for any organization to carry out recruitment exercise, it is important to know the manpower needs of such organization without it, it will be difficult to know the number of personnel required for recruitment, according to him when good caliber of teachers is recruited, it will improve their performance.

In-service training is a human resource management function which is essential for professional growth and to keep abreast with changes in teaching techniques and methods which are not static. Onu (2012) described in-service training as a consciously designed programme to improve the professional growth of employees for the achievement of organizational goals. Motivation of teachers is also an important human resource management function. It deals with conditions of service and provision of social amenities at workplace. Aguba (2014) maintained that motivation of teachers includes such issues like adequate and prompt payment of salaries and allowances, grant of study leave, grant of maternity leave and sick leave, among others, all these help in the improvement of teachers' job performance. Motivation is a process of stimulating teachers' actions so as to accomplish the goals of the constitution Aguba (2014).

Promotion is another important aspect of teachers' motivation; it elevates teachers to the next level. According to Adeyemi (2011), promotion is the elevation of someone's status as a result of having satisfied the required conditions. Waziri (2014) perceived teachers' promotion as the positive progression of teachers in rank or position in recognition of their contributions towards the growth of their institution or establishment. When teachers get promoted, they are motivated to work harder for the advancement of their establishments and these help in the improvement of teachers' job performance.

Discipline of teachers is also an important human resource management function this is known as behaviour indicating submission to genuine authority. According to Aguba (2014), discipline is the ability of a teacher to conform to the laid down rules, norms and regulations and also full obedience to orders within the area where he works. As regards discipline of teachers, assessment of teachers is also a human resource management function. Assessment means an opinion of the worth or value of an undertaking, it is also judgment of value performance. Adeyemi (2009) viewed performance assessment as a systematic and formal judgment of both employers and employees, which normally comes in a prescribed and uniform manner at a specified time so as to identify both individual and group weaknesses and strengths so that weaknesses can be converted into strength. Performance assessment is also a method for analyzing and evaluating of individual job performance based on some set standards that helps to improve job performance of teachers (Aguba, 2009). According to Ogba (2012), the need to bridge educational gaps arising from primary education and preparing students for specialization in different fields of life, place fresh demands on the managers of secondary school level of education. This is because the number and structure of the workforce expand at this level and there exist some degree of academic independence among teachers and other staff.

Secondary education according to FRN (2014) is the education which children receive after primary education and before tertiary stage. In Anambra State, public secondary schools exist, just like in any other state in Nigeria Public Secondary Schools are owned and managed by the government. Public secondary school defined by Sonmezer and Eryaman (2008) are educational institutions owned and operated entirely by the government.

Public secondary school teachers are supposed to play a key role in the overall human resource developments, an efficient human capital development depends on the quality and effectiveness of the teachers. Abah (2013) pointed out that some teachers were recruited into the school system without the necessary qualification, he stressed that these persons lack the basic contents and pedagogy of the practice of teaching and release all kinds of information to the innocent students. There is therefore the need to develop human resource managerial strategies that will address fully all problems associated with human resource for the school to move forward (Chen, 2014), so as to avoid mass failure among the students in WAEC. Mass failure in the West African Senior

School Certificate Examination (WASSCE) is no longer news. It is becoming the norm in Nigeria's education sector and pages of newspapers are filled with information on poor performances in external examination due to the uncontrollable examination malpractices. Ezurike (2011), said that the results of the one thousand and twenty-one (1021) candidates that took WAEC in 2018 representing 9.03 percent are still being held over reported cases of examination malpractices.

If human resource in any educational institution is adequately and strategically managed, the poor performance of the students will be mild, on the other hand, when badly managed, the human resource can limit the progress of the school in every direction. In a similar vein, Ekundayo (2010) pointed out that this poor quality of managing human resources was as a result of multi-faceted problems bedeviling the system in Nigeria such as mismanagement of resources, low morale of teachers, poor supervision of schools and frequent changes in educational policies. Though a number of research works has been done so far on human resource management practices, the researcher in this case analyses how human resource management practices correlates with teachers' job performance in public secondary schools in Anambra State in the areas of recruitment, training, motivation, and discipline.

Statement of the problem

The importance of human resource management in the educational system cannot be over emphasized. Through human resource management, human resources are recruited and trained so as to achieve the objectives of the organization, without an efficient human resource management, motivation and assessment of the staff will be neglected. If the human resource management practices are not adequately done, it will cause one of the major impediments for the inefficiency of the school system in the state due to the fact that job performance will be poor. Out of the human resources in the education system, teachers form the central part in which all the school's operational activities revolve. Most times it is assumed that teachers who commit offence are not being disciplined because of God fatherism (a godfather is a person that manipulates the resources of a state to his advantage and to the detriment of others while God fatherism is a form of corruption in which an influential member assists another person in the climb to leadership due to many reasons (Ojimadu, 2015). He also said that the decision-making appointment are usually manipulated by the godfather). God fatherism in schools has done more harm than good, it makes the principals incapable of handling his teachers because some of the teachers have someone on top that makes them to disrespect the principal. They give bribe inform of fat envelopes and other gifts this makes the principals not to discipline them when they err because of the fear of being dismissed from service. They also have a bad influence on other teachers who try to emulate their bad behaviours like being absent from school and when present don't go to classes. Assessment of teachers has been a thing of the past where promotions are no longer done by the state government based on the performance of teachers and when done no financial implications attached, this seems to have effect on teachers' job performance.

Ebonyi State public secondary schools are established and managed by the ministry of education through the Secondary Education Board (SEB) with the Cardinal Objectives of managing secondary education. In spite of all the efforts of some public secondary schools to organize and teach efficiently as they can within their resource limits, their teaching efforts have continued to receive a lot of criticisms. Parents often complain of decline in the productivity of secondary school teachers which could be seen in the bad performance of students in both internal and external examinations this could relate to low job performance.

These criticisms suggested that there may be some weakness and deficiencies in the human resource management practices in the state. It also appears that secondary school system is not meeting up with the expected goals thus given rise to persistent and widespread loss of confidence in public secondary schools based on the poor performance of students in external examinations which may be due to inadequate management of human resources.

Teachers on the other hand often complain of poor conditions of service, inadequate and delayed payment of salaries, allowances and training. The inability or unwillingness of the employers of human resources may have caused some serious adverse effect in teachers' job performance. In view of the above considerations the researcher sought to find out whether there is a correlation between human resource management practices and teachers job performance in Anambra State public secondary schools.

Purpose of the study

The main purpose of this study was to investigate public secondary school principals' human resource management practices as correlate of teachers' job performance in Anambra state. Specifically, the study sought to:

1. Determine the relationship between teachers' orientation and their job performance in public secondary schools in Anambra State.
2. Ascertain the relationship between teachers' motivation and their job performance in public secondary schools in Anambra State.
3. Determine the relationship between teachers' disciplinary practices and their job performance in public secondary schools in Anambra State.

Research questions

The following research questions guided the study

1. What is the relationship between teachers' recruitment and their job performance in public secondary schools in Anambra State?
2. What is the relationship between teachers' motivation and their job performance in public secondary schools in Anambra State?
3. What is the relationship between teachers' discipline and their job performance in public secondary schools in Anambra State?

Hypotheses

Ho1: Ho2: There is no significant relationship between teachers' orientation programme and their job performance in public secondary schools in Anambra State.

Ho2: There is no significant relationship between teachers' motivation and their job performance in public secondary schools in Anambra State.

Ho3: There is no significant relationship between teachers' disciplinary process and their job performance in public secondary schools in Anambra State.

Methodology

The researcher used co-relational research design. The co-relational research design is a method where by two or more variables of interest are obtained for each member of the sample and the scores are paired, the paired scores are then correlated. Abonyi, Okereke, Omebe and Anugwo (2006) stated that correlational studies involve collection of information in order to establish after a calculation what relationship exists between two or more measurable variables. Thus, the

correlational research design supplies hints for adequate understanding of patterns of relationship among variables in the study. Therefore, the correlational research design becomes imperative since this study has two variables that will be paired and these paired scores will be correlated and result expressed as a correlation coefficient that indicates the degree of relationship between human resource management practices and job performance.

The population of this study was five thousand and fifty-four (5054) and this comprised all the principals and teachers of the two hundred and fifty-eight (258) public secondary schools in Anambra State Post Primary School Service Commission, (2020). This comprised four thousand seven hundred and ninety-six (4,796) public secondary school teachers and two hundred and fifty-eight (258) principals from the six education zones in Anambra State (ANSPPSSC, 2020).

The sample size for this study was six hundred and forty-three (643) respondents which comprise all the two hundred and fifty-eight (258) secondary school principals and three hundred and eighty-five (385) teachers. For the sample size of the teachers, Taro Yamane (1967) formula was adopted. A multi stage sampling procedure was used in selecting the sample. In the first stage, the state was stratified into six (6) strata called zones in this study. Two (2) zones were randomly selected using ballot with replacement which was the second stage from each of the two zones, one local government each was selected randomly using balloting with replacement and this was the third stage. In the fourth and final stage, all the teachers in the selected local government areas were used, this gave a sample size of three hundred and eighty-five (385) teachers. The two zones used were Ogidi zone under Oyi local government area (194 teachers) and Nnewi zone under Nnewi south local government area (129 teachers).

The instrument used for data collection was structured questionnaire developed by the researcher, titled "Human Resource Management Practices Questionnaire (HRMPQ)" and modified APER Performance Rating Scale for Classroom Teachers. In order to ascertain the face and content validity of the instrument used for the study, the questionnaire was given to three experts for assessment; two experts in Educational Administration and planning of the Department of Educational Foundations and one expert in Department of Science Education (Measurement and Evaluation Option) from Ebonyi State University, Abakaliki.

The three experts were requested to assess the instrument with regard to conformity with the subject matter (appropriateness of content), clarity of language, comprehensiveness and capability to achieving the purpose for which it was designed. The instruments have been modified after the observations and inputs of these experts and final copies produced.

The reliability of the instrument was obtained using the Cronbach Alpha Approach to get a reliability coefficient index of 0.6595 (0.660 approx.). This value was considered of a very high internal consistency, making the instrument suitable for use for the study.

The researcher administered copies of the questionnaire through the All-Nigerian Conference of Principals of Secondary Schools (ANCOPSS) meeting where she met the principals that collected the instruments on behalf of their teachers and few that were absent in the meeting, the researcher employed two research assistants that helped her go to those schools to distribute the instruments and also retrieve same after completion. Research questions were analyzed using Pearson *r*. Hypotheses and 6 were tested at 0.05 level of significance using Linear model regression.

Results

Research question 1: What is the relationship between teachers' recruitment and their job performance in public secondary schools in Anambra State?

Data collected from the teachers and principals of secondary schools on teachers' recruitment were correlated with the data on job performance using a linear model regression. Summary of data analysis is presented in table 3.

Table 1: The Relationship between Teachers' Recruitment and their Job Performance in Public Secondary Schools in Anambra State

Computed r	r. square	Adjusted r ²	Standard error
0.121	0.015	0.011	4.52417

Summary of result on the analyzed data as presented in the table revealed that the computed r is 0.121 implying positive relationship between teachers' recruitment and their job performance in public secondary schools in Anambra State. As shown in the table the coefficient of determination (r^2) is 0.015 implying that approximately 2% of job performance of teachers could be attributed to teachers' recruitment.

Research question 2: What is the relationship between teachers training and their job performance in public secondary schools in Anambra State?

Data collected from the students on teachers training were correlated with the data on teachers' job performance using a linear model regression. Summary of data analysis is presented in table 4.

Table 2: The Relationship between Teachers Training and their Job Performance in Public Secondary Schools in Anambra State.

Computed r	r. square	Adjusted r ²	Standard error
0.103	0.024	-0.014	4.557

Summary of data analysis also presented in table 4 shows that the index of relationship between teachers training and teachers' job performance is 0.103. This also indicates a positive relationship between teacher's training and their job performance in public secondary schools in Anambra State. The summary of result also indicates that the coefficient of determination (r^2) is 0.024 implying that approximately 1% of job performance could be attributed to teachers' training.

Research question 3: What is the relationship between teachers' motivation and their job performance in public secondary schools in Anambra State?

Data collected from the teachers on teachers' motivation were correlated with data on teachers, job performance using a linear model. Summary of data analysis is presented in table 5.

Table 3: The Relationship between Teachers Motivation and their Job Performance in Public Secondary Schools in Anambra State is presented below:

Computed r	r. square	Adjusted r ²	Standard error
0.107	0.011	0.008	4.531

Summary of data analysis also presented in table 5 revealed that the computed r is 0.107 implying a low positive relationship between teachers’ motivation and teachers’ job performance. As shown in table 5, the coefficient of determination (r^2) is 0.011 implying that approximately 1% of job performance could be attributed to teachers’ motivation.

Hypotheses

H0₁: There is no significant relationship between teachers’ recruitment and their job performance in public secondary schools in Anambra State.

Table 4: The index Relationship obtained for Teachers Recruitment and Teachers’ Job Performance was subjected to a Test of Significance at 95% confidence level using t-test of Significance r. Summary of Data Analysis is presented in table 4

Computed r	r. square	Adjusted r^2	Standard error	Beta	T	Sig. of T.
0.121	0.015	0.011	4.52	0.121	1.946	0.000

As shown in table 4 the alpha level of (0.05) is greater than the computed significance of t(t probability) 0.000 value. Based on the decision, the researcher rejects the null hypothesis and concludes that there is significant relationship between teachers’ recruitment and their job performance in public secondary schools in Anambra State.

H0₂: There is no significant relationship between teachers’ training process and their job performance in public secondary schools in Anambra State.

Table 5: Test of Significance Relationship between Teachers Training and Teachers’ Job Performance in Public Secondary Schools in Anambra State.

Computed r	r. square	Adjusted r^2	Standard error	Beta	T	Sig. of T.
0.103	0.024	0.014	4.557	0.003	0.048	0.000

As shown in table 5, it also revealed that the alpha level of (0.05) is greater than the computed significance of t(t probability) 0.000 value. Based on the decision, the researcher rejects the null hypothesis and concludes that there is significant relationship between teachers’ training process and their job performance in public secondary schools in Anambra State.

H0₃: There is no significant relationship between teachers’ motivation and their job performance in public secondary schools in Anambra State.

Table 6: Test of Significance Relationship between Teachers’ Motivation and Teachers’ job Performance in Public Secondary Schools in Anambra State.

Computed r	r. square	Adjusted r^2	Standard error	Beta	T	Sig. of T.
0.107	0.011	0.008	4.531	0.107	1.721	0.000

As shown in table 6, result also showed that the alpha level of (0.05) is greater than the computed significance of t (t probability) 0.000 value. Based on this, the researcher rejects the null hypothesis and concludes that there is significant relationship between teachers' motivation and their job performance in public secondary schools in Anambra State.

Discussion of findings

The relationship between teacher's recruitment and their job performance

The result of research question 3 as shown in table 4 revealed that there was positive relationship between teacher's recruitment and their job performance in public secondary schools. It means that personnel recruitment is based on academic qualification of teachers in public secondary schools, teachers are employed based on political patronage, vacancies advertised before recruitment enable qualified candidates to apply for job consideration and recruitment into public secondary schools is based on human resource needs. The result of this present study is in agreement with the findings of Kumari (2012) who stressed that normal procedure through due process of recruitment brings about positive relationship between teachers' recruitment and their job performance. This is also in line with Onwurah and Omeke (2010) who revealed that recruitment of teachers was based on qualification in public secondary schools and this made their job performance highly positive because only qualified teachers are employed. Fagbamiye and Durosaro (2007) agreed to the findings of this present study when they said that it is essential that vacancies for positions be widely advertised and that effective recruitment method followed for enhancement of teacher's job performance. Oboegbulem in Mgbodile (2009) maintained that the recruitment exercise is arranged in such a manner that qualified teachers are recruited who are likely to contribute to the attainment of the institutional goals through their job performance.

The findings also showed that there is significant relationship between the teacher's recruitment and their job performance in public secondary schools as shown in table 9 where the alpha level of (0.05) is greater than the computed significance of t (t probability) value. There is no difference therefore between teacher's recruitment and their job performance when qualified teachers are employed.

The relationship between Teachers Training and their job performance

The result of research question 4 as shown in table 4 indicated that the index relationship between teachers training and their job performance is 0.103, this indicates a positive relationship between teachers training and their job performance in public secondary schools.

It means that seminars/workshops are organized for all cadres of personnel always in public secondary schools, study leave with pay are always approved for teachers for upgrading of their knowledge, teachers are sponsored by the state government to participate in conferences, money are set aside for training by the government and principals of public secondary schools regularly organize orientation and induction courses for newly recruited teachers. The result of this present study is in line with Odo (2012) who revealed that the ways of improving teachers' job performance is effective training of teachers. This is also in line with Ejezie (2016) who stressed that in service training programs of teachers were strategies for improving teacher's job performance for effective implementation of public secondary schools. Ome (2010) also agreed

that training and retraining of teachers is a deliberate and systematic means of inculcating positive attitude and behaviour which leads to improvement of teacher's job performance.

The findings also showed that there is significant relationship between teachers training process and job performance in public secondary schools in line with (Agu & Udoh, 2012; Aneke, 2012) that retraining of staff positively impact on their job performance. Therefore, there is a positive relationship between teachers training and their job performance.

The relationship between teachers' motivation and their job performance

As shown in table 5 the result implies that there is low positive relationship between teacher's motivation and teacher's job performance in public secondary schools. It means that promotion of workers is regularly carried out, teachers are being paid their leave allowance, allowances are paid to teachers regularly to encourage them and teachers participate in decision making. Ogba (2012) and Obodo (2016) agreed with the result of this present findings that motivation increases job performance and recommended that the management of secondary schools should device ways of motivating their teachers. The findings of study agreed with Nwosu (2017) who stated that reward system (motivation) brings about the increase in job performance of teachers. It is also in line with Nwosu (2017), who discovered that teacher's motivation enhances their job performance positively.

The findings as shown in table 6 concluded that there is significant relationship between teacher's motivation and their job performance as corroborated by Aja, Ulo, Ogbaga, Igwe, and Osoego (2022) who observed that motivation is a predictor of employees' effective job performance in any organisation. Therefore, for effective teacher's job performance to be effective, motivation of teachers must be involved.

Conclusion

From the findings of this study, it was established that qualified teachers should be employed in order to have a good job performance, teachers have to be trained occasionally for better job performance, teachers when motivated are serious with their jobs thereby making their job performance to be high. Training/ retraining of teachers have a positive relationship with their job performance.

Recommendations

Based on the findings, the researcher recommended among others that:

1. Government through its appropriate agencies should adopt merit as the basis for recruitment, training and retraining of teachers.
2. Also, principal's report should be considered for rewarding teachers' excellent performance as way of motivating them to do their jobs.
3. Government through the Post Primary School Service Commission (PPSSC) should give their teachers all the allowances due to them. This will make the teachers concentrate on their job and also make the teachers to be happy thereby making their job performance very high.

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