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Principals' Personnel Management Practices and Secondary School Teacher Job Satisfaction in Jalingo Education Zone, Taraba State, Nigeria

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ABSTRACT

The study examined principals' personnel management practices and secondary school teachers' job satisfaction in Jalingo education zone, taraba state, Nigeria. Two research questions and two null hypotheses raised to guide the study. The study adopted correlation research designs. The population of the study comprised of 1,040 teachers and the sample size was 429 respondents, selected through multi-stage sampling technique practice. The instrument used for data collection has two self-developed structured questionnaires, tittle 'Principals' Personnel Management Questionnaire (PPMPQ) and Teachers' Job Satisfaction Questionnaire (TJSQ) which were duly validated by three experts in the Faculty of Education, Taraba State University, Jalingo. The reliability of the instrument was obtained by subjecting the instrument to a pilot test and it yielded a reliability coefficient of 0.84 for PPMPQ and 0.76 for TJSQ respectively. Descriptive and inferential statistics were employed to analyse the data obtained from the study. Descriptive statistics of mean and standard deviation were employed to address the research questions at criterion of 2.50, while linear regression was used to test all the null hypotheses at 0.05 level of significance. The findings of the study revealed that there is significant relationship between principals' staff training and development practice and principals' staff performance appraisal practices and job satisfaction among secondary school teachers in Jalingo Education Zone, Taraba State, Nigeria. It was therefore concluded that principals' personnel management practices have significant relationship with teachers' job satisfaction of secondary schools in Jalingo Education Zone, Taraba State, the paper recommend therefore, that for effective school management of public secondary school principals should collaborate with pertinent stakeholders to enhance teachers' professional development by organizing annual seminars and workshops, sponsoring teachers to attend conferences, and facilitating on-going training, thereby improving job performance and potentially increasing job satisfaction, Secondary school principals must prioritize staff performance review and implement appropriate rules for evaluating teachers.

Keywords: Principals' Personnel Management Practices, Secondary School Teachers', Job Satisfaction, Jalingo Education Zone

INTRODUCTION

Education has a multifaceted function in the society. It serves to empower children and adults to actively engage in societal development by instilling values, attitudes, and behaviours that facilitate coexistence in a diverse and pluralistic environment. It serves as a tool for political and economic socialization, allowing the student to discern right from wrong and to understand numerous privileges and fundamental human rights. A fundamental objective of education is to enable the citizens develop skills that are capable of efficiently propelling national economies. According to the National Policy on Education (FRN, 2014), education in Nigeria is classified into primary, secondary, and

postsecondary levels, each with defined objectives to be accomplished. The capacity of each educational level to attain commendable goals relies on the development and execution of effective educational policies, together with a highly motivated and dedicated and satisfied workforce. A staff with elevated job satisfaction will dedicate their time, energy, and efforts to achieving high productivity.

The teachers constitute a crucial component of the educational workforce. The absence of teachers hinders the attainment of the educational objectives outlined in the National Policy on Education. Hanawa and Iyekekpolor (2022) asserted that teaching constitutes the essence of education, and societal advancement is contingent upon the quality of educators. Education planners may create new schools, modify structures and curricula, and recommend teaching methods and aids; nevertheless, ultimately, teachers will be accountable for the execution of educational plans. Teachers are, consequently, the pivotal element, and no educational institution can surpass the calibre of its educators. The significance of teachers in achieving educational objectives cannot be overstated; thus, it is essential to prioritize their job satisfaction.

Job satisfaction is described as the contentment and pleasant emotional state derived from evaluating one's job experiences and attitude towards one's employment (Emenike, 2013). Teachers' job happiness is the comprehensive attitude and perspective of educators toward their work environment and vocation. It is a function of the perceived relationship between a teacher's desires from teaching and their perception of what teaching provides. The teaching profession's capacity to address teachers' needs and enhance their job satisfaction may be factor of their productivity. Job satisfaction among teachers is characterized by a positive and fulfilling work environment, distinguished by contentment and commitment to teaching duties. Naylor (2019) asserted that if educators are dissatisfied with their profession, their morale will decline, resulting in significant detriment to the educational system. Job satisfaction of teachers is therefore essential for the long-term development of educational systems globally, and their good disposition towards teaching and elevated aspirations influences their effectiveness in the performance of their duties.

Scholars suggest that principals' management strategies may foster teachers' job happiness. Personnel management, referred to as human resource management by Ogbonnaya (2019), pertains to the administration of individuals in the workplace and their interactions inside the organization, including industries, businesses, or educational institutions. Consequently, principals' personnel management practices encompass all operations executed by secondary school principals to enable the efficient deployment of staff (teachers) in achieving school objectives. It includes efforts aimed at acquiring and sustaining a skilled and cohesive workforce, ensuring that each teacher has opportunity for personal development. Personnel management practices within the educational system are typically executed by school boards; however, Williams (2019) contended that contemporary principals are anticipated to serve as educational visionaries, instructional and curriculum leaders, assessment specialists, disciplinarians, community developers, public relations and communication authorities, budget analysts, facility managers, administrators of special programs, and custodians of diverse legal, contractual, and policy mandates and initiatives. The principal serves as the government's or agency's representative in schools, thereby assuming responsibility for personnel management.

Scholars have acknowledged the significance of excellent personnel management methods in fostering job satisfaction among teachers. Effective and efficient human management contributes to a well-organized school, which in turn fosters academic success. Armstrong (2015) asserts that a school organization is seen effective and productive when it exhibits proficient personnel management. Uko et al. (2015) asserted that a critical determinant of teachers' job satisfaction is the personnel management methods of administrators. Enweozor (2020) asserted that the degree of administrators' human resource management techniques may influence teachers' job satisfaction. Arogundade (2022) contended that the decline in job satisfaction among secondary school teachers is indicative of inadequate people management inside educational institutions.

It has been observed that personnel management practices are inadequately executed by principals in the majority of secondary schools in Nigeria, particularly in Jalingo Education Zone. Reports indicate problems such as an inadequate salary structure and benefits, substandard working conditions, insufficient welfare packages, lack of training and development opportunities, absence of recognition, promotion challenges, inadequate teacher incentives, and low staff morale. These factors may lead to

job dissatisfaction among teachers and, consequently, diminished commitment to their roles. Consequently, the educators seem to exhibit a tepid disposition, diminished devotion, disloyalty, and reduced concern for pupils, while some have forsaken their teaching positions in pursuit of more fulfilling employment (Arogundade)

The responsibilities of principals in managing the human resources of their schools are evident in their routine administrative duties, which, as noted by Okereke (2018), encompass: student and staff discipline, recruitment and selection, staff compensation, resource allocation, staff evaluation, relationships with staff, students, and the community, decision-making, negotiation, conflict resolution, instructional oversight, motivation of staff and students, and employee relations, among others. Additional categories encompass: personnel development, motivation, and advancement, and employee discipline, delegation of duties, performance rating methods, oversight, and employee welfare procedures, among others. However, this study focused on staff training and development, staff performance appraisal practices, in relations' to teachers' job satisfaction in Jalingo Education Zone, Taraba State, Nigeria.

Staff training and development is a continuous collaborative learning process that systematically fosters the progress of educators (teachers) through adult learner-centred, job-embedded methodologies (Speck & Knipe, 2015). This study defines staff training and development as the comprehensive and strategic training initiatives conducted by the principal for teachers' professional capacity, both within and outside the school. It emphasizes instructors acquiring the skills, competencies, and profound comprehension necessary to enhance student performance. Consequently, the on-going training and professional development of educators is a systematic, perpetual, and lifelong endeavour through which teachers seek to enhance their personal and professional attributes, augment their knowledge, skills, and practices, resulting in their empowerment, the enhancement of their agency, and the advancement of their institutions and students. This can be accomplished through in-service training, conferences, refresher courses/retreats, workshops, and seminars, among others (Adi et al. 2019). Consequently, training and development can excite educators, instil a sense of pride, enhance their morale, and encourage them to work with greater enthusiasm.

Researchers have noted deficiencies in teacher training requirements and biases in the selection of beneficiaries for training by certain school principals (Alado, 2018; Obimma, 2017). Furthermore, the researcher has noted that in Jalingo Education Zone Taraba State, certain instructors in public secondary schools are infrequently allowed to pursue additional professional development owing to lack of available teachers to cover their absence. This may explain the phenomena of truancy, tardiness, and dereliction of duty, lack of dedication, cynicism, and poor work ethic demonstrated by the teachers. These appear to negatively impact teachers' morale and, if not promptly addressed, could hinder educational development initiatives aimed at fostering academic, social, and moral excellence in secondary schools, specifically within the Jalingo Education Zone and Taraba State as a whole. This study investigated the correlation between principals' staff training and development practices and job satisfaction of secondary school teachers in Jalingo Education Zone, Taraba State, Nigeria.

Arogundade (2019) examined the relationship between staff development and promotion and teachers' work satisfaction in secondary schools in Ekiti State, Nigeria. The findings indicated a substantial correlation between staff training and development, promotion, and teachers' work satisfaction.

Mackenzie and Nwafor (2019) examined in-service training and job security as factors influencing teachers' commitment in public senior secondary schools in Abia State. The study's findings indicated a moderate positive correlation of r=0.59 between in-service training and teachers' job commitment, with a strong positive correlation of r=0.68 between job security and teachers' job commitment.

Khan and Abdullah (2019) examined the influence of staff training and development on teacher productivity in the Kurdistan Region of Iraq. The principal aim of this research was to examine the influence of staff training and development on the productivity and performance of teachers in both classroom instruction and administrative duties. The study revealed a significant and positive correlation between training and development and the productivity of teachers in the Kurdistan Region, Iraq.

Kenku et al. (2018) examined relationship between training and staff development and teachers' work satisfaction in the Ibadan North Local Government Area of Oyo State, Nigeria. The objective of the

study was to investigate the relationship between training and development and work satisfaction among teachers in Ibadan North LGA, Oyo State, Nigeria. The study utilized three research questions and three null hypotheses. The study employed a correlational research design. Two hundred (200) educators were selected utilizing a multi-stage sampling method. The group consisted of 80 males and 120 girls, aged between 25 and 50 years. The members comprised both married and single educators, with a foundational certification of National Certificate in Education (NCE) and a postgraduate degree as the highest credential. Data were gathered by a self-report questionnaire utilizing standardized instruments. The instrument's reliability was assessed by item analyses prior to the primary study. The collected data were examined using descriptive statistics, specifically simple frequency and percentage, to characterize the respondents. The hypotheses were tested using Pearson Product Moment correlation analysis. The results indicated that majority of secondary school teachers, 110 (55%), have participated in government-sponsored in-service training, whereas 40 (20%) funded their own training, and 50 (25%) did not receive any training support. A substantial positive correlation existed between the training received and job satisfaction ($r = .65$, $p<.01$). A substantial positive correlation exists between teachers' development and job satisfaction ($r=.69$, $p<.05$). Significant differences were between teachers who had recurrent training and those who did not ($t (198) = 2.93$; $p < .05$). Educators who get continuous in-house training exhibit greater job satisfaction compared to those who do not participate in such training.

Staff performance appraisal serves as a mechanism for several administrative functions, including decisions regarding compensation, promotion, and retention Grobler et al. (2015). Properly conducted assessments can greatly enhance employee satisfaction and motivation. Regular evaluation meetings conducted by principals assist teachers in understanding their performance and identifying areas for enhancement. In Jalingo Education Zone, a deficient assessment system has been noted in numerous secondary schools, attributed to favouritism and bias demonstrated by certain principals regarding performance evaluations and the remuneration of teachers. Grievances regarding the absence of openness and equity in the evaluation or recognition processes inside public secondary schools has been noted. The appraisal system in many schools appears to be ineffective, as it is solely managed by school administrators who conduct evaluations influenced by bias. Consequently, some staff are being denied advancements (Udoka, 2018). This may lead to instructors' dissatisfaction with their profession, resulting in evident adverse effects on their productivity. This study investigated the relationship between principals' staff performance appraisal practices and the job satisfaction of secondary school teachers in Jalingo Education Zone, Taraba State, Nigeria.

Jelegat and Edabu (2022) conducted a study on the impact of performance appraisal on the productivity of teachers in public secondary schools in Eldoret West Sub-County, Kenya. The objective of the study was to examine the impact of teacher performance appraisal on their productivity in public secondary schools in Eldoret West Sub-County, Kenya. The study found that performance appraisal positively impacted the productivity of teachers in public secondary schools in Eldoret West Sub-County, Kenya. Similarly, Adigun and Dairo (2021) examined in-service training, performance evaluation, and teacher productivity in secondary schools within the Osun West Senatorial District of Osun State, Nigeria. The objective of the study was to determine the correlation among in-service training, performance appraisal, and the productivity of secondary school teachers in Osun State, Nigeria. The research indicated that the performance appraisal conducted in secondary schools within the Osun West Senatorial District of Osun State, Nigeria, is successful and improves teachers' productivity.

Anyanwu (2018) conducted a study on the efficacy of performance appraisal in secondary schools within the Ado-Ekiti Local Government Area of Ekiti State, Nigeria. The objective of the study was to determine the effectiveness of performance appraisal in enhancing teachers' performance in secondary schools in Ado-Ekiti. The results indicated that performance appraisal significantly enhances instructors' performance. The study concluded that performance appraisal significantly enhanced teachers' performance in secondary schools within the Ado-Ekiti Local Government Area, Ekiti State, Nigeria. Daniel and Ibrahim (2019) conducted research on the impact of performance assessment management on staff productivity at North-South Power Company in Niger State, Nigeria. The objective of the study was to investigate the influence of staff appraisal metrics on employee productivity at North South Power Company, Niger State. The study revealed that a substantial

association exists between performance appraisal management and staff productivity at North-South Power Company in Niger State, Nigeria.

Khuda et al. (2020) conducted a study on performance appraisal satisfaction and teacher performance in government colleges of Khyber Pakhtunkhwa, Pakistan. The primary aim of the study was to examine the effects of performance appraisal satisfaction on teacher performance. The study's findings indicated that satisfaction with performance appraisal significantly affects teachers' task performance, contextual performance, and creative performance in government institutions in Khyber Pakhtunkhwa, Pakistan.

Statement of the Problem

Personnel management practices appear to be ineffectively executed by principals in secondary schools within Taraba State, particularly in the Jalingo Education Zone. Reports indicate various human resource management issues, including insufficient training programs for teachers, ineffective performance appraisal resulting in promotion stagnation, inadequate teacher incentives, diminished staff morale, disciplinary challenges, substandard welfare packages, and undue delays in the disbursement of salaries and other entitlements, all of which may reflect significant job dissatisfaction among educators. These issues may be the explanation for the lack of commitment among most teachers in the Zone, as noted by stakeholders. Teachers are frequently blamed for the deterioration of educational standards and have been criticized for neglecting their responsibilities in favour of more lucrative opportunities.

The remaining individuals in the sector are not doing their duties to the satisfaction of the stakeholders. The aforementioned scenario indicates that personnel management is insufficiently prioritized by the principals of public secondary schools in Jalingo Education Zone, Taraba State.

Consequently, the apparent deficiencies in personnel management procedures by the principals, as noted above, may result in significant job discontent among teachers at public secondary schools within the Jalingo Education Zone. Furthermore, observations by scholars indicate that insufficient job satisfaction among teachers may result in negative work attitudes, absenteeism, diminished commitment to teaching and assigned responsibilities, elevated teacher attrition rates, and other misconduct that could hinder the achievement of school objectives in the Zone. Thus, it is imperative to investigate this trend to ascertain the current situation and determine a path forward. The researcher considered it prudent to examine principals' personnel management procedures and the job satisfaction of secondary school teachers in Jalingo Education Zone, Taraba State, Nigeria.

Purpose of the study

The main purpose of this study was to examine the personnel management practices of principals and the job satisfaction of secondary school teachers in Jalingo Education Zone, Taraba State, Nigeria. Specifically, the study sought to:

1. Examine relationship between principals' staff training and development practice and job satisfaction of secondary school teachers in Jalingo Education Zone, Taraba State.
2. Determine the relationship between staff performance appraisal practice and job satisfaction among secondary school teachers in the Jalingo Education Zone, Taraba State.

Research Questions

The study was guided by the following research questions:

1. What is the relationship between staff training and development practice and the job satisfaction of secondary school teachers in Jalingo Education Zone, Taraba State?
2. What is the relationship between staff performance appraisal practice and work satisfaction among secondary school teachers in Jalingo Education Zone, Taraba State?

Research Hypotheses

The following null hypotheses guided the study and were tested at 0. 05 level of significance

Ho1: Principals' staff training and development has no significant relationship with job satisfaction of secondary school teachers in Jalingo Education Zone, Taraba State.

Ho2: There is no significant relationship between principals' staff performance appraisal and the job satisfaction of secondary school teachers in Jalingo Education Zone, Taraba State.

RESEARCH METHOD

The study employed a correlational research design. The research population included 1,040 teachers from all 54 public secondary schools in Jalingo Education Zone, Taraba State. The study's sample comprised 429 teachers from 26 out of 54 public secondary schools in the Jalingo Education Zone, Taraba State, Nigeria. The multi-stage sampling technique was used to select the sample size. The data collection instruments consisted of two researcher-developed questionnaires: the Principals' Personnel Management Practices Questionnaire (PPMPQ), referred to as part 1, and the Teachers' Job Satisfaction Questionnaire (TJSQ), referred to as part 2. Each of the two components comprised two sections: A and B. Section A requested the respondents' demographic information, and Section B contained the questionnaire items. The (PPMPQ) was subdivided into four clusters, A through D, based on the research variables, with each cluster comprising 10 items. This resulted

in a total of 40 items. Clusters A-D was developed to gather information regarding principals' practices in staff training and development, staff and appraisal practice respectively. The TJSQ, part 2 of the instrument, comprised 20 items designed sequentially rather than in clusters to assess the dependent variable of the study: which is teachers' job satisfaction. The PPMPQ and TJSQ were made a four-point rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD) and were assigned scores of 4, 3, 2, for positive items and 1, whereas negative items were assigned scores of 1, 2, 3, and 4, respectively.

Both the PPMPQ and the TJSQ were subjected to critical appraisal by three experts from Faculty of Education Taraba State University Jalingo. The experts were required to check the adequacy, comprehensiveness and suitability of the items. Based on the comments and observations of the experts, the instrument was corrected and copies were produced for the determination of the reliability of the scores.

The reliability of the questionnaires was done through pilot test involving 40 teachers randomly selected from two secondary schools in the Wukari Education Zone, which is not included in the study but possesses similar features. The test-retest method was utilized. The objective of the pilot test was to allow the researcher to gather data regarding the properties of the test item and to get reliability indices for the instrument. Two data sets were acquired and analysed using Pearson Product Moment Correlation. The result gave reliability coefficients of 0.84 for the PPMPQ and 0.76 for the TJSQ, respectively. Consequently, the questionnaires were deemed credible for the study.

Data generated from the study was analised using mean and standard deviation to answer the research questions and linear regression to test all the null hypotheses at 0.5 level of significance.

Research Question 1: *What is the relationship staff training and development practice and secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State?*

Table 1a: Mean Ratings of Respondents with Regard to Staff Training and Development Practice

s/n	Item description	Response							
	CLUSTER A: Principals' Staff Development Practices	SA	A	D	SD	**Sum**	**X**	**SD**	**Dec**
1	I am often recommended by the principal to attend seminars and workshops to improve my teaching skills.	12	108	518	108	746	1.84	0.599	**D**
2	In-service training has often been facilitated in my school for staff by my principal to keep them up-to-date in their chosen fields.	32	228	488	78	826	2.03	0.677	**D**
3	I have access to various school training workshops due to recommendations by my principal.	92	279	380	100	851	2.10	0.833	**D**
4	I have often been given opportunities to attend conferences by my principal that has improved my job performance.	0	126	374	177	677	1.67	.656	D
5	Staffs in my school have been granted permission for further studies due to recommendations by my school principal.	224	795	138	16	1173	2.89	0.674	**A**
6	I have become more relevant in my chosen field due to my principal's insistence on acquisition of ICT skills.	56	279	462	68	865	2.13	0.720	**D**
7	My principal has often helped me to plan for my professional growth.	92	318	192	181	783	1.93	0.965	**D**
8	My principal makes every member of my school team to learn activities that helps in task performance	140	318	362	84	904	2.23	0.874	**D**
9	My principal often holds discussions with me regarding aspects of my classroom activities that require improvement.	140	708	190	40	1078	2.66	0.773	**A**
10	My principal ensures newly employed staff are given orientation training to enable them to work comfortably in the school	184	435	372	29	1020	2.51	0.788	**A**
	Cluster Mean						**2.20**	**.844**	**D**

Source: Researcher's Field Survey, 2024

From the table above on how principals' staff training and development practice, the mean ratings and standard deviations of the respondents are presented. Majority of the mean scores of respondents are below the acceptance level of 2.50. The respondents disagreed with most of the items. They disagreed that teachers are often recommended by the principal to attend seminars and workshops to improve teaching skills (x = 1.84; SD = .599); in-service training has often been facilitated in their schools for

staff by principal to keep them up-to-date in their chosen fields (x=2.03; SD=.677); they disagreed that teachers have access to various school training workshops due to recommendations by the principals (x = 2.10; SD = .833); that principals often give opportunities for teachers to attend conferences which has improved teachers' job performance (x=1.67; SD= .656); respondents disagreed on the item that inquired whether teachers have become more relevant in their chosen field due to principal's insistence on acquisition of ICT skills (x=2.13; SD= .720); that principals do not often help staff to plan for their professional growth (x=1.93; SD= .965). Equally, respondents disagreed that principals make every member of the school team to learn activities that helps in task performance (x=2.23; SD= .874). Respondents however agreed to 3 out of 10 items, that staff in their schools have been granted permission for further studies due to recommendations by school principal (x=2.89; SD= .674); that, principals often hold discussions with teachers regarding aspects of classroom activities that require improvement (x=2.66; SD= .773); and finally that principals ensure newly employed staff are given orientation training to enable them to work comfortably in the school (x=2.51; SD= .788). Due to the low mean scores on most of the ratings, which influenced the final mean score, a final cluster mean score of 2.20 and standard deviation of 0.844 was realized. This implies that principals' staff training and development practice in Jalingo Education Zone, Taraba State was rated as low.

Table 1b: Mean Ratings of Respondents With Regard to Teachers' Job Satisfaction

s/n	Item description	Response							
	Teachers' Job Satisfaction. Due to my principals' personnel management practices:	**SA**	**A**	**D**	**SD**	**Sum**	**X**	**SD**	**Dec**
1	I derive much pleasure from performing my assigned responsibilities.	196	462	214	96	968	2.38	0.976	**D**
2	I have become more productive in my job performance	132	498	298	58	986	2.43	0.834	**D**
3	I come to school regularly to carry out my duties	284	570	202	44	1100	2.71	0.880	**A**
4	I have no intention of leaving my teaching job for another job	184	276	392	72	924	2.28	0.885	D
5	I hardly get involved in accidents because I always pay attention to details	424	363	214	72	1073	2.64	1.053	**A**
6	I carry out my assigned duties easily without feeling much stress at work	156	291	362	89	898	2.21	0.894	**D**
7	I am always willing to accept extra responsibilities at work	344	453	218	60	1075	2.65	0.975	**A**
8	I can easily handle any pressure emanating from my job performance	112	477	286	76	951	2.34	0.860	**D**
9	I am able to happily relate very well with my colleagues at work	272	411	272	65	1020	2.51	0.952	**A**
10	I can comfortably go the extra mile in fostering my interpersonal relationship with students	188	507	248	66	1009	2.49	0.899	**D**
11	I hardly complain about my job because I have grown to love my job	92	309	372	94	867	2.14	0.834	**D**
12	I am very prudent on usage of school materials in the course of performing my job	336	402	258	59	1055	2.60	0.973	**A**
13	I am willing to give extra hours for co-curricular activities because I love my job.	128	237	464	63	892	2.20	0.792	**D**
14	I care less about unionism in my profession because I am satisfied with my job	196	423	260	86	965	2.38	0.950	**D**
15	I have become very careful in the usage of time when performing my job	276	468	260	51	1055	2.60	0.913	**A**
16	I always come to school early because I am very happy with my job.	216	468	242	75	1001	2.47	0.942	**D**
17	I have no doubt in recommending my kind of job to others.	116	207	474	71	868	2.14	0.783	**D**
18	I see teaching as a very rewarding job	116	222	462	72	872	2.15	0.791	**D**
19	Being satisfied with my job makes me relate very well my students in class	120	222	446	79	867	2.14	0.810	**D**
20	Delivering lessons in class makes me feel accomplished	592	426	168	32	1218	3.00	0.943	**A**
	Cluster Mean						**2.42**	**.927**	**D**

Source: Researcher's Field Survey, 2024

The Table above (1b), which checked for teachers' job satisfaction, revealed that 7 out of the 20 items were rated above the criterion score of 2.50. Thus, 13 of the items can be seen to be below the criterion mean of 2.5. For instance, the respondents' mean score on the item measuring whether teachers derived much pleasure from performing assigned responsibilities was 2.38, with standard deviation of .976; in measuring whether teachers have become more productive in job performance due to principals' personnel management practices, a mean score of 2.43 and SD of .834 was realized. Respondents disagreed on whether teachers have no intention of leaving teaching job for another job (x=2.28; SD = 0.885); teachers carry out assigned duties easily without feeling much stress at work (x=2.21; SD = 0.894). Items 8, 10, 11, 13, 14, 16, 17, 18, and 19 have means scores of 2.34; 2.49; 2.14; 2.20; 2.38; 2.47; 2.14; 2.15; and 2.14 respectively, which implies that respondents disagreed to those items. Nevertheless, despite respondents agreeing that, due to principals' personnel management practices, teachers go to school regularly to carry out their duties (x =2.71; SD = .880); that teachers hardly get involved in accidents because they always pay attention to details (x =2.64; SD = 1.053); due to principals' personnel management practices, teachers are always willing to accept extra responsibilities at work (x =2.65; SD = .975); and that, due to principals' personnel management practices, teachers are able to happily relate very well with colleagues at work (x = 2.51; SD = .952), the grand mean was found to be 2.42, which is below the criterion mean of 2.50 for acceptance level. This was despite items 12, 15, and 20 also having mean scores of 2.60; 2.60; and 3.00 respectively. This implies that the respondents rated teachers' job performance due to principals' personnel management practices as low. Therefore, there is tentative evidence from the similar grand mean scores of teachers' job satisfaction (2.20) and principals' staff training and development practices (2.42) that there is a positive relationship between the two variables. A low mean score rating below 2.50 on one variable is also evident on the other variable.

Research Question Two: *What is the relationship between principals' staff performance appraisal practice and secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State?*

Table 2.3: Mean Ratings of Respondents with Regard to Staff Performance Appraisal Practice

s/n	Item description	Response							
	CLUSTER B: Principals' Staff Appraisal Practices	SA	A	D	SD	**Sum**	**X**	**SD**	**Dec**
11	Principal carries out appraisal of staff as at when due.	208	384	272	90	954	2.35	0.964	**D**
12	My principal often makes appraisal criteria available to staff before the exercise.	176	36	270	215	697	1.72	0.956	**D**
13	My principal often recommend staff who are due for promotion after appraisal	192	414	286	77	969	2.39	0.925	**D**
14	Principal often displays fairness in assessment of staff during appraisal	72	597	242	68	979	2.41	0.817	D
15	Performance standards as outlined are often adhered to by my school principal when carrying out staff appraisal	184	276	392	72	924	2.28	0.885	**D**
16	Immediate feedback is given to staff after appraisal by my school principal.	140	708	190	40	1078	2.66	0.773	**A**
17	Staff who performed well after appraisal are often praised by my principal, while those who performed poorly are honestly criticized	196	462	214	96	968	2.38	0.976	**D**
18	My principal often offers help to staff who are deficient during appraisal to enable them improve in the future.	132	498	298	58	986	2.43	0.834	**D**
19	My principal often initiates conversation with staff after each appraisal exercise to entertain questions from members of staff.	100	279	374	101	854	2.1	0.846	**D**
20	My principal gives timely information to staff before carrying out appraisal exercise.	404	288	278	70	1100	2.71	0.88	**A**
	Cluster Mean						**2.34**	**.926**	

Source: Researcher's Field Survey, 2024

Table 1 principals' staff appraisal practice, the mean scores and standard deviations are presented. Respondents strongly disagreed with 8 out of the 10 items. They disagreed that the principal carries out appraisal of staff as at when due (x = 2.35; SD = 0.964); that principals often make appraisal criteria available to staff before the exercise (x = 1.72; SD = 0.956); according to the respondents, the principal do not often recommend staff who are due for promotion after appraisal (x = 2.39; SD = 0.925); and that the Principal often do not display fairness in assessment of staff during appraisal (x = 2.41; SD = 0.817). The remaining four items, 15, 17, 18, and 19 all have mean scores of 2.28; 2.38; 2.43; and 2.10 respectively. On the other hand, only two items showed that respondents were in agreement, with a mean score above 2.50. Respondents agreed that immediate feedback are given to staff after appraisal by school principal (x = 2.66; SD = 0.773); and principals also give timely information to staff before carrying out appraisal exercise (x = 2.71; SD = 0.88). The cluster mean score is seen to be 2.34 with a standard deviation of 0.926, which means that respondents rated principals' staff appraisal practices to be low. In other words, mean score of 2.34 on staff appraisal practices of principals is similar to the low mean score of 2.42 for teachers' job satisfaction (as seen in table 1 b). This implies a relationship does exist between the two variables in a positive direction as low scores on the independent variable is equally seen on the dependent variable.

Hypothesis Testing

Principals' staff training and development practice has no significant relationship with secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State.

Table 3: Linear regression Analysis Showing Relationship between Principals' Staff Training and Development Practice and Teachers' Job Satisfaction

Descriptive Statistics

	Mean	Std. Deviation	N
Job Satisfaction	2.42	.258	406
Staff Development Practice	2.20	.323	406

Model Summary [b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.443[a]	.196	.194	.231

a. Predictors: (Constant), Staff Development Practices

b. Dependent Variable: Job Satisfaction

**R is significant at the 0.05 level (2-tailed)

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.274	1	5.274	98.521	.000[b]
	Residual	21.626	404	.054		
	Total	26.899	405			

Source: Researcher's Analysis, IBM SPSS Statistics, 2024

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Staff Development Practices

From the table 3 above, the relationship between principals' staff development practice and teachers' job satisfaction shows that (at N=406, R=0.443; p< 0.000), which is a very strong and positive relationship between the variables being tested. In addition to R^2 =.196, which indicates the coefficient of determination, shows the predictive capacity of staff development practice to determine teachers' job satisfaction. Also, the decision rule states that p-values greater than 0.05 is enough evidence to accept null hypothesis, and if p-values are less than 0.05, null hypothesis will be rejected. Since the p-value is less than 0.05, the null hypothesis which states that principals' staff development practice does not significantly relate to secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State is therefore rejected and the alternate hypothesis is accepted.

Null Hypothesis Two:

There is no significant relationship between staff performance appraisal practice and secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State.

Table 4: Regression Analysis Showing Relationship Between Principals' Staff Performance Appraisal Practice and Teachers' Job Satisfaction

Descriptive Statistics

	Mean	Std. Deviation	N
Job Satisfaction	2.42	.258	406
Performance Appraisal Practices	2.34	.328	406

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.679[a]	.461	.459	.189

a. Predictors: (Constant), Performance Appraisal Practices

b. Dependent Variable: Job Satisfaction

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12.393	1	12.393	345.164	.000[b]
	Residual	14.506	404	.036		
	Total	26.899	405			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Performance Appraisal Practices

Source: ***Researcher's Analysis, IBM SPSS Statistics, 2024***

From table 6 above, which tests hypothesis 2, the relationship between principals' staff performance appraisal practice and teachers' job satisfaction shows that (at N = 406, R = 0.679; $p<$ 0.000), which is a very strong and positive relationship between the independent variable and the dependent variable. The coefficient of determination (R^2 =.461) indicates the predictive capacity of principals' staff performance appraisal practice to determine teachers' job satisfaction. Further inference is drawn from the decision rule which states that p-values greater than 0.05 is enough evidence to accepts null hypothesis and reject alternate. The p-value in the above table is less than 0.05. Therefore, the null hypothesis which states that there is no significant relationship between staff performance appraisal practice and secondary school teachers' job satisfaction in Jalingo Education Zone, Taraba State is rejected and the alternate hypothesis upheld.

DISCUSSION OF FINDINGS

The finding on principals' staff training and development practice teachers' job satisfaction have a positive impact on principals' personnel management practices and secondary school teachers' job satisfaction in Jalingo education zone Taraba State, Nigeria**.** This finding is in line with the finding of Arogundade (2019) who investigated the relationship between staff development and promotion and teachers' work satisfaction in secondary schools in Ekiti State, Nigeria, between staff training and development, promotion, and teachers' work satisfaction. The finding also corroborate with Mackenzie and Nwafor (2019) who examined in-service training and job security as factors influencing teachers' commitment in public senior secondary schools in Abia State, and found a positive correlation of r=0.59 between in-service training and teachers' job commitment. The finding also support the study of Khan and Abdullah (2019) who examined the influence of staff training and development on teacher productivity in the Kurdistan Region of Iraq and revealed a significant and favorable correlation between training and development and the productivity of teachers in the Kurdistan Region, Iraq. The finding further agrees with Kenku et al. (2018) who examined the relationship between training and staff development and teachers' work satisfaction in the Ibadan North Local Government Area of Oyo State, Nigeria and found a significant relationship between the two variable. This result implies when staff training and development is given to teachers, they will be happy and satisfied and will consequently be productive in their jobs.

The finding on Staff performance appraisal practices also found significant relationship between principals' and teachers' job satisfaction in Jalingo education zone, Taraba State, Nigeria. The finding agrees with the finding of Jelegat and Edabu (2022) who conducted a study on the impact of performance appraisal on the productivity of teachers in public secondary schools in Eldoret West Sub-County, Kenya and revealed that performance appraisal positively impacted on the productivity of teachers in public secondary schools in Eldoret West Sub-County, Kenya. The finding is in line with the study of Adigun and Dairo (2021) who examined in-service training, performance evaluation, and teacher productivity in secondary schools within the Osun West Senatorial District of Osun State, Nigeria. And found that performance appraisal conducted in secondary schools within the Osun West Senatorial District of Osun State, Nigeria, is successful and improves teachers' productivity. The study corroboratesalso with the study of Anyanwu (2018) who conducted a study on the efficacy of performance appraisal in secondary schools within the Ado-Ekiti Local Government Area of Ekiti State, Nigeria and found that performance appraisal significantly enhanced teachers' performance in secondary schools within the Ado-Ekiti Local Government Area, Ekiti State, Nigeria. The study is in line with the finding of Daniel and Ibrahim (2019) conducted research on the impact of performance assessment management on staff productivity at North-South Power Company in Niger State, Nigeria and found that performance appraisal impacted positively on staff productivity. The study also agrees with the study of Khuda et al. (2020) conducted a study on performance appraisal satisfaction and teacher performance in government colleges of Khyber Pakhtunkhwa, Pakistan. And found that performance appraisal significantly affected teachers' task performance, contextual performance, and creative performance in government institutions in Khyber Pakhtunkhwa, Pakistan.

CONCLUSION

The study concludes that principals' personnel management practices have significant relationship with secondary school teachers' job satisfaction in the Jalingo Education Zone, Taraba State, Nigeria. This indicates that the practices of staff training and development and performance appraisal, by principals contribute to the job satisfaction of secondary school teachers in the Jalingo Education Zone, Taraba State, Nigeria.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations were made:

4. Secondary school principals should collaborate with pertinent stakeholders to enhance teachers' professional development by organizing annual seminars and workshops, sponsoring teachers to attend conferences, and facilitating on-going training, thereby improving job performance and potentially increasing job satisfaction.
5. Secondary school principals must prioritize staff performance review and implement appropriate rules for evaluating teachers.

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