



Perceived Influence of Human Resources Management on Teachers' Job Performance in Senior Secondary Schools in Rivers State

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ABSTRACT

The study examined the perceived influence of human resources management on teachers' job performance in senior secondary schools in Rivers State. A descriptive survey research design was used for the study. The population of the study comprised 268 principals 7,425 teachers in the 268 public senior secondary schools in Rivers State. A sample of 134 principals and 734 teachers, representing 50% of the population of principals and 10% of the population of teachers was used for the study. The disproportionate stratified random sampling technique was adopted in obtaining the sample size. A self-structured questionnaire titled "Perceived Influence of Human Resources Management on Teachers' Job performance Questionnaire was used for data collection. The face and content validities of the questionnaire were assessed by the researcher's supervisor and other experts in Educational Management. The reliability of the instrument was determined through test-retest technique. The responses were correlated and analyzed, using Pearson Product Moment correlation statistics that yielded a reliability co-efficient of 0.80. Mean and standard deviation were used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed among others that newly recruited teachers are helped in meeting their needs for direction in performing their job and that staff supervision enables teachers to be mentally stable in performing their duties. It was therefore recommended that school administrators should ensure that secondary school teachers are effectively supervised in order to discover in time areas of weakness that require immediate attention.

Keywords: Human Resource Management, Job Performance, Teachers, Influence,

INTRODUCTION

Nigerian schools are citadels of learning established for the dissemination of instruction and the transmission of knowledge desirable in the society from one generation to another (Okoh, 2015). Therefore, taking a cursory view of Nigerian school system reveals that our secondary schools are changing in scope, which has consequently expanded the scope of work of the teachers to meet with the changing times. It is in this regard that the management of human resources (teachers) becomes a matter of concern in the contemporary period. For teaching and learning to be effective in Nigerian schools, the management of teachers must be taken into cognizance since no education system can rise above the quality of its teachers (FRN, 2013). The teacher is at the centre stage when it comes to students learning and academic achievement. The teacher is the person who provides education for the pupils and students. The role of the teacher is to impact knowledge into the students and the use of appropriate teaching methods to deliver his lessons is of utmost importance.

Teaching is a legally recognized profession in Nigeria; in this regard, government has set up the Teachers' Registration Council (TRCN) to control and regulate the practice of the profession (FRN, 2013). Within the school, the principal is saddled with the responsibility of managing, planning, coordinating, and supervising

the teachers to enhance their performance and also achieve educational goals. Teachers' job performance is paramount because teachers are the backbone of most educational activities. Thus the success and failure of educational activities highly depends on their performance. Their performance is directly linked to the process and product of education. Therefore, the performance of teachers is emphatic for the improvement of education (Okunola, 2009). For instance when the performances of teachers are poor, it may reflect negatively on the achievement of students in particular and the educational system in general. Perhaps this could be the reason for the constant dismal performance of secondary school students in National Examinations like Senior Secondary Certificate Examination (SSCE), National Examination Council (NECO) and Unified Tertiary Matriculation Examination (UTME) and so on.

Performance may be described as the ability to combine skillfully the right behavior towards the achievement of organizational goals and objectives (Olaniyan, 2008). Again, Obilade (1999) states that teachers job performance can be described as the duties performed by a teacher at a particular period in the school system in achieving educational goals. And for performance to be effective there must be some laid down measurement and evaluation processes as contained in the human resources policy of an institution.

Human Resources Management (HRM) in the school system will never cease to be a topical issue among scholars. According to Denisi and Griffin (2005), HRM is defined as the comprehensive set of managerial activities and tasks concerned with developing and maintaining a qualified workforce in ways that contribute to an organizational effectiveness. Armstrong (2009) defines human resources management as a strategic, integrated and coherent approach to the employment, development and well-being of the people working in an organization. It emphasizes adequate and effective planning as failing to plan is planning to fail (Okoroma, 2008). Among all the resources available to organizations, human resource is the most unique and most difficult to manage. This is so because it is the only resource that has life and sense of direction. Koko (2005) asserted that people are naturally the most important resource of an organization and thus, achievement of goals or not depend to a large extent on their willingness to participate in activities that are beneficial to the organization.

Human Resources are sometimes rational or irrational, predictable or unpredictable, they are motivated by diverse re-enforcement hence effective, yet management of other resources depends largely on human resources quality (Onyenze, 2016). Therefore, the need to secure willing contributions from employees places human resources management at the centre of management as in this case of school administrators (Nzewi, 2014). Human resources management underpins the human side of the management and enterprises and employees' relations with their organizations and its purpose is to ensure that the workforce of companies are effectively and efficiently utilized in a way that the employer obtains the greatest possible benefits from their abilities and similarly, the employees obtain both material and psychological rewards from the services rendered. HRM involves the following; human resources planning, teachers training and development, staff supervision, induction/orientation of staff, promotion, remuneration, as well as teamwork etc. However, this study focused on staff induction/orientation and staff supervision.

Orientaion is needed to give teachers the necessary knowledge about their work environment. Adeyemi (2009) orientation/induction are terms used in the school context to mean the process whereby newly appointed teachers are helped in meeting their needs for security, belonging, status, information and direction in both the job and the community. Accordingly, Onyeike and Njah (2014) opined that that orientation and staff induction programmes are used to ensure that new employees settle down on their new jobs easily without difficulties. Supervision on the other hand is a continuous process that helps keep the teacher focus. Okoroma (2007) supervisors help teachers to evolve various approaches and techniques of teaching; evolve a more ideal classroom climate and environment suitable for the learning process. The basis for teacher supervision is to help teachers' in self-discovery especially in the area of improvisation and the use of modern teaching skills and improved strategies in order to facilitate good teaching (Leigha, 2010). Teachers need to be supervised to ensure that they work in line with the set educational objectives.

Statement of the Problem

Over the years, the education sector in Nigeria has witnessed enormous dwindling in standards. In support of this view, statistics from the National Bureau of Statistics (NBS) revealed that the standard of education is falling generally in the country, and Rivers State is ranked low among many other states in terms of quality

education at the primary and secondary schools levels (NBS, 2015). Similarly, Ameawhule (2006) observed that late/lack of promotion and its attendant consequences have lowered the standard of living as well as job performance of the average Rivers State worker, particularly teachers. This is evidenced by the extent to which public servants (teachers) engage in other activities like petty trading even during official hours in search for extra income to augment the official salaries.

Furthermore, the problem that irregular supervision and inspection have brought to teaching and learning in senior secondary schools is unimproved instruction resulting from inadequate lesson preparation. In support of the above fact, Peretomode (2012) avers that, in most cases, teachers are given the syllabuses to use without constant checks to find out if the methodology and content are been meticulously followed. Also, Affianmagbon (2007 as cited in Wokocha, Babalola & Brown, 2017, p. 34) observed professional laxity on the part of teachers as many teachers are merely staying on the job to look for better jobs outside and that there are constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and indiscipline which constitute a big problem to the attainment of educational goals in secondary schools. It is based on the aforementioned facts, that the researcher investigated how some human resources management variables such as teachers' supervision and induction/orientation may influence teachers' job performance in senior secondary schools in Rivers State.

Purpose of the Study

The main purpose of this work was to examine the perceived influence of human resource management on teachers' job performance in senior secondary schools in Rivers state. Specifically, it sought to determine how:

1. Staff induction/orientation influences teachers job performance in secondary schools in Rivers State
2. Staff supervision as an aspect of human resource management influences teachers job performance in senior secondary schools in Rivers State

Research Questions

The following research questions were put forward in line with the objectives of this study:

1. What is the perceived influence of induction/orientation of staff on teachers' job performance in senior secondary schools in Rivers State?
2. What is the perceived influence of staff supervision on teachers' job performance in senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses were formulated as a guide to the achievement of the objective of this work:

1. There is no significant difference between the perception of principals and teachers on how induction/orientation of staff influences teachers' job performance in senior secondary schools in Rivers State.
2. There is no significant difference between the perception of principals and teachers on how staff supervision influences teachers' job performance in senior secondary schools in Rivers State.

METHODOLOGY

This study adopted the descriptive survey research design and the population for the study comprised all the two hundred and sixty eight (268) principals and seven thousand, four hundred and twenty five (7,425) teachers in the 268 public senior secondary schools in Rivers State (Source: Government of Rivers State of Nigeria. Planning, Research and Statistics Department, Rivers State Senior Secondary Schools Board (RSSSSB), Port Harcourt, 2018). The disproportionate stratified random sampling technique and simple random sampling technique was employed to obtain the sample size of one hundred and thirty four (134) principals and seven hundred and forty three (743) teachers, giving a total of eight hundred and seventy seven (877) respondents from the two hundred and sixty eight (268) public senior secondary schools in Rivers State, representing 50% of the population of principals and 10% of the population of teachers. The instrument for data collection was a 12 item-structured questionnaire titled "Perceived Influence of Human Resources Management on Teachers' Job Performance Questionnaire (PIHRMTJPQ). The instrument provided response to the two research questions. Item 1-6 dealt with research question one, item 7 – 12 dealt with research question 2 in a 4-point rating scale of "Strongly

Agreed” (SA) – 4 points, “Agreed” (A) – 3 points, “Disagreed” (D) – 2 points and “Strongly Disagreed” (SD) – 1 point. To establish the validity of the instrument, the questionnaire was subjected to face and content validity by two experts from the Department of Education Management and one expert in Measurement and Evaluation, all of Faculty of Education in Rivers State University. To ensure the consistency of the instrument, the test retest method of reliability was adopted in establishing a reliability coefficient of 0.80. All 877 copies of questionnaire administered were retrieved and used for the study. The data analysis was done using the mean to analyze the research questions while z-test was used to test the hypotheses. The mean was obtained by the summation of all responses as assigned to a rating scale in an item divided by the total number of responses: $4+3+2+1/4 = 2.50$. The mean score of 2.50 and above indicated an agreement, while those below 2.50 indicated disagreement. Also, the decision rules for the hypotheses was that hypothesis with z-calculated value less than the z-critical table value of 1.96 was accepted whereas if it is greater than the critical table value it was rejected.

RESULTS

Research Question 1: *What is the perceived influence of induction/orientation of staff on teacher’s job performance in Senior Secondary Schools in Rivers State?*

Table 1: Perception of Principals and Teachers on how Induction/Orientation of Staff Influences Teacher’s Job Performance in Senior Secondary Schools in Rivers State.

S/N	Questionnaire Items	Principals (134)		Teachers (743)		Mean Set $\frac{\bar{x}_P + \bar{x}_T}{2}$	Remarks
		\bar{x}_P	SD _P	\bar{x}_T	SD _T		
1.	Induction/orientation helps newly appointed teachers in meeting their needs for direction in performing their jobs.	3.16	0.84	3.32	0.66	3.24	Agreed
2.	It ensures that new employees settle down on their new jobs easily without difficulties.	3.07	0.83	3.16	0.81	3.12	Agreed
3.	It enables teachers to make use of their abilities to achieve job satisfaction.	3.32	0.75	2.86	0.99	3.09	Agreed
4.	Through induction/orientation teachers achieve job satisfaction.	2.94	1.04	2.82	0.99	2.88	Agreed
5.	It helps to provide solutions to multiple problems the new teacher may have with his new job.	3.07	0.95	3.02	0.98	3.05	Agreed
6.	It to raise the retention rate of new teachers in the performance of their job.	3.18	0.86	2.27	1.01	2.95	Agreed
Total Mean/SD		3.12	0.88	2.98	0.91	3.06	Agreed

Sources: Field Survey, 2019

The data on Table 1 showed that items 1,2,3,4,5 and 6 have weighted mean scores 3.24, 3.12, 3.09, 2.88, 3.05, and 2.95 above the criterion mean of 2.50 and were agreed by principals and teachers as to how induction/orientation of staff influences teachers' job performance. With an aggregate weighted mean set of 3.06, it was evident that principals and teachers agreed that items 1-6 are perceived as how induction/orientation of staff influences teacher's job performance in Senior Secondary Schools in Rivers State.

Research Question 2: *What is the perceived influence of staff supervision on teacher's job performance in senior secondary schools in Rivers State?*

Table 2: Perception of Principals and Teachers on how Staff Supervision Influences Teacher's Job Performance in Senior Secondary Schools in Rivers State.

S/N	Questionnaire Items	Principals (134)		Teachers (743)		Mean Set $\frac{\bar{x}_P + \bar{x}_T}{2}$	Remarks
		\bar{x}_P	SD _P	\bar{x}_T	SD _T		
7.	Staff Supervision enables teachers to be mentally stable in performing their duties.	3.32	0.81	3.32	0.72	3.32	Agreed
8.	It assists teachers to solve their instructional problem so that students benefit from classroom activities.	3.32	0.73	3.28	0.66	3.30	Agreed
9.	It helps teachers to bring to awareness the various resources that can help improve their teaching functions.	3.13	0.91	3.27	0.67	3.20	Agreed
10.	It teachers to evolve various approaches of teaching to enhance their job performance.	3.19	0.87	3.14	0.88	3.17	Agreed
11.	It helps in self – discovery by teachers in improvisation of teaching materials for job performance	3.09	0.84	3.30	0.63	3.20	Agreed
12.	It helps in self – discovery by teachers in the use of modern teaching skills in order to facilitate good teaching.	3.24	0.70	3.33	0.62	3.29	Agreed
Total Mean/SD		3.22	0.81	3.27	0.70	3.25	Agreed

Sources: *Field Survey, 2019*

The data on the Table 2 showed that items 7,8,9,10,11, and 12 have weighted mean scores 3.32, 3.30, 3.20, 3.17, 3.20 and 3.29 above the criterion mean of 2.50 and were agreed by principals and teachers as how staff supervision influences teachers' job performance. With an aggregate weighted mean set of 3.25 it was evident that principals and teachers agreed that items 7 - 12 are perceived as how staff supervision influences teachers' performance in senior secondary schools in Rivers State.

Hypotheses 1

There is no significant difference between the perception of principals and teachers on how induction/orientation of staff influences teachers' job performance in senior secondary schools in Rivers State.

Table 3: Z-test Analysis of the Difference between the Perception of Principals and Teachers on how Induction/Orientation of Staff Influences Teachers' Job Performance in Senior Secondary Schools in Rivers State.

Respondents	N	\bar{x}	SD	DF	Z-Cal	Z-Crit.	Decision
Principals	134	3.12	0.80	875	1.69	±1.96	Accepted
Teachers	743	2.98	0.91				

Sources: Field Survey, 2019

Table 3 showed a summary of mean, standard deviation and z-test of difference between the perception of principals and teachers on how induction/orientation of staff influences teachers' job performance. The z-test statistics calculated and used in testing the hypothesis stood at 1.69 while the critical z-value stood at ± 1.96, using 875 degree of freedom at 0.05 level of significance. Since the calculated z-value was less than the critical z-value, the researcher therefore accepted the null hypothesis of no significant difference between the perception of principals and teachers on how induction/orientation of staff influences teachers' job performance in senior secondary schools in Rivers State.

Hypotheses 2

There is no significant difference between the perception of principals and teachers on how staff supervision influences teachers' job performance in senior secondary schools in Rivers State

Table 4: Z-test Analysis of the Difference between the Perception of Principals and Teachers on how Staff Supervision Influences Teachers' Job Performance in Senior Secondary Schools in Rivers State.

Respondents	N	\bar{x}	SD	DF	Z-Cal	Z-Crit.	Decision
Principals	134	3.22	0.81	875	-0.67	±1.96	Accepted
Teachers	743	3.27	0.70				

Sources: Field Survey, 2019

Table 4 showed a summary of mean, standard deviation and z-test of difference between the perception of principals and teachers on how staff supervision influences teachers' job performance. The z-test statistics calculated and used in testing the hypothesis stood at - 0.67 while the critical z-value stood at ± 1.96, using 875 degree of freedom at 0.05 level of significance. Since the calculated z-value was less than the critical z-value, the researcher therefore accepted the null hypothesis of no significant difference between the perception of principals and teachers on how staff supervision influences teachers' job performance in senior secondary schools in Rivers State.

DISCUSSION OF FINDINGS

On the perception of principals and teachers on how induction/orientation of staff influences teachers' job performance in senior secondary schools in Rivers State, the findings of this study discovered that through induction/orientation newly appointed teachers are helped in meeting their needs for direction in performing their jobs and ensures that new employees settle down on their new jobs easily without difficulties. This finding is in lines with Adeyemi (2009) who posited that orientation or induction are terms used in the school context to mean the process whereby newly appointed teachers are helped in meeting their needs for security, belonging, status, information and direction in both the job and the community. Also, it supported the findings

of Onyeike and Njah (2014) who averred that orientation and staff induction programmes are used to ensure that new employees settle down on their new jobs easily without difficulties. Induction/orientation helps employee's to gain the required knowledge surrounding the activities of their job; this in turn help to improve their performance.

On the perception of principals and teachers on how staff supervision influences teachers' job performance in senior secondary schools in Rivers State, the study revealed that staff supervision enables teachers to be mentally stable in performing their duties, it assists teachers to solve their instructional problems so that students benefit from classroom activities, it helps to bring awareness of teachers various resources that can help improve their teaching functions. This finding is in agreement with Okoroma (2008) who averred that supervisors help teachers to evolve various approaches and techniques of teaching; evolve a more ideal classroom climate and environment suitable for the learning process. Leigha (2010) equally averred that the basis for teacher supervision is to help teachers' in self-discovery especially in the area of improvisation and the use of modern teaching skills and improved strategies in order to facilitate good teaching.

CONCLUSION

The amount of efforts teachers put in the performance of their jobs depends to a very large extent on the management strategies adopted by the principals. Thus, it is imperative for secondary school administrators (principals) to be effective in the management of the human resources of the schools. In the contemporary period, varied management strategies have been employed by principals to enhance teachers' job performance. Amongst such management strategies employed by principals are staff induction/orientation and staff supervision. Human resources management when effectively applied enhances, promotes or contributes to teachers' job performance. Presently, in our secondary schools, teachers are helped to discover areas of weakness that require immediate correction for job performance through staff supervision.

RECOMMENDATIONS

Based on the conclusion made so far, the researcher therefore, recommended the following:

1. The Rivers State government should ensure that teachers in secondary school are given orientation and trained/retained to acquire modern teaching skills for the enhancement of teacher's job performance.
2. School administrators should ensure that secondary school teachers are effectively supervised in order to discover in time areas of weakness that require immediate attention.

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