UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.2;
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355. *January-June, 2021*
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

RELATIONSHIP BETWEEN PRINCIPALS' HUMAN RESOURCE MANAGEMENT PRACTICES AND TEACHERS' JOB SATISFACTION IN SECONDARY SCHOOLS IN ANAMBRA STATE.

Enwezor, Chibuogwu Helen
Department of Educational Foundations
Faculty of Education
Chukwuemeka Odumegwu Ojukwu University

Abstract:
The purpose of this study was to investigate the relationship between principals' human resource management practices and teachers' job satisfaction in secondary schools in Anambra state. This study was guided by three research questions and one hypothesis. The area of the study was Ogidi education zone, the population of the study was 40 principals in all the public secondary schools in the area. A stratified simple random sampling technique was used to select twenty-four (24) samples of principals and was determined using Taro Yamane's formular. The questionnaire instrument titled relationship between principals' human resource management practices and teachers' job satisfaction in secondary schools (RPHRMPTJSSS) with 15 items which was used to collect the needed data. The data collected was analyzed with SPSS package through mean statistics and standard deviation for the research questions and the hypotheses test was done with chi-square statistics. Findings shown that principals' improvement and maintenance of teachers' welfare services is significantly related with teachers' job satisfaction inOgidi education zone of Anambra state. The study concluded that payment of teachers' salaries in senior secondary schools in Anambra State is moderate and promotion of teachers' in senior secondary schools in Anambra State is also moderate. Therefore, the study recommended that since the extent of principals' human resource management skills determine teachers' job satisfaction, the principals in public secondary schools inOgidi education zone of Anambra state should improve in the area of motivation and allowance and pay package to teachers. The principals should pay more attention to improve and maintain teacher's welfare services since it will induce teachers to put more efforts in classroom.

Keywords: Principals', human, resource, management, practices, teachers', job satisfaction.

INTRODUCTION

Human resource is a key variable for growth, development and survival of any education institution. For the purpose of achieving the national policy objective on secondary education, the management and coordination of human factors are necessary and this is done by the school principal. The human resources management then is defined as the process of recruiting, selecting and retaining the best candidates and posting to various departments where their talents and skills can be utilized (Akpakwu, 2012). According to Flippo (2015), human resources management involves "planning, organizing, directing, controlling of procurement, development, compensation, integration, maintenance, and staff welfare in order to achieve individual, organizational and social objectives. Thus, the performance of a school is dependent on existence of good resources management. The relation, communication, coordination, promotion and rewards competence of the principal to aid motivation of teachers. Human resource management in school is vital in promoting teachers' job satisfaction, Principals' human resource management is defined as an aspect of educational management, mapped out to promote good working relationship among teachers and principals in the secondary schools institution (Akpan, 2011). He added that the principal's human resource management involves activities relating to obtaining and maintaining a competent and harmonious workforce in which each teacher is provided with opportunities for personal development. The human resource management in the school deals with the way and manner a principal school manages his/her teachers. The principal human resource management encompasses those activities designed to provide for the teacher and co-ordinate them in the school system (Byars& Rue 2004). The principals human resource management in school organization involves practices such as; training and development, induction and orientation, performance appraisal, delegation, assignment of duties, job security, rewards, compensation and supervision (Edem, 2006; Omenyi, 2007; Armstrong, 2009). This entails that the way in which

teachers in secondary schools are managed by the principal, influence teacher's commitment positively or negatively. This may also influence teachers' decision to remain or quit the teaching profession. However, training and job security are two important determinants of teachers' job effectiveness.

Teachers' job satisfaction is defined as the extent to which a teacher is satisfied with the condition of service as pertains to his or her teaching employment. This entails that the degree of efficiency and effectiveness of the teacher on the job depends on the extent to which he or she seeks some self-expression and actualization in his or her duty. Lawler and Hall (2017) defined teachers' job satisfaction as the degree to which a teacher perceives his total work situation to be an important part of his life and to be central to him and his identity because of the opportunity it affords him to satisfy his important needs. Teachers' job satisfaction is defined as the degree to which a teacher displays commitment with his present job. It is the extent in which the teacher actively participates in the school activities and considers his performance important to his self-worth. It is therefore a complex concept based on cognition, action and feeling. Highly satisfied teacher demonstrates a strong desire to be at work, willing to exert himself to cope with the demands and challenges of his job and sees his work activities as self-rewarding (Lawler & Hall, 2017). Therefore, the need for effective human resource management in the secondary schools in Anambra state particularly Ogidi education zone is integral and can provide a wide range of mediums through which school principals carry out statutory duties and other responsibilities. The principal can manage the human resources (teachers) within the context of the school system effectively through; appropriate motivation, remuneration, promotion, instilling discipline, quality control standards, supervision, the involvement of teachers in decision making, inter-personal relationship, effective communication and the delegation of responsibilities to teachers (Owan, 2018).

However, the principal needs to understand his own behaviour and the behavior of teachers who influence educational policies. The principal must also understand the group dynamics of school boards, school-related organizations such as the parent-teachers association and the host community

which can affect the strength and qualities of schools. Vasiliki (2015) investigated interpersonal relations between teachers and co-teachers and between principals and teachers, as well as their contributions to the effective operation of the school and especially students' achievement and conduct. It was found that the relations between teachers and co-teachers and between principal and teachers in most schools are official and friendly. Moreso, important factors that create good relations are good behavior, qualifications and personalities of teachers and principals. Every school principal in Ogidi education zone should ensure that all teachers are involved in taking decisions that concerns the school, with this, teachers' morale can be enhanced to participate effectively in their school duties. Newman (2012) investigated "the influence of teacher's participation in decision-making in Zimbabwean schools". The study sample involved selection of 5 secondary school principals and 20 teachers. The findings of the research demonstrated that there is no significant relationship between teachers' involvement in school planning which resulted to low teachers job satisfaction and performance and this is as a result of principal poor human resource management skill. In the light of this study, the paper has a lot of gap to fill as the literatures reviewed lack information on principal's selection methods, quality control strategies, delegation of power to teachers, retention, assessment measures and teachers welfare services. Therefore, the study recommended among others that school principals should involve teachers in schools planning and other activities. Also, school principals should study the need to develop competencies, skills and should effectively carry out staff assessment regularly. The principal should also satisfy the teachers need, improving and maintaining teacher's welfare services. This will go a long way in motivating teachers to put in their best at work to achieve high productivity which can be measured in student's academic performance. It is against this backdrop that this study investigated the relationship between principals' human resource management practices and teachers' job satisfaction in public secondary schools in Ogidi education zone of Anambra State.

Statement of the Problem

The effective and efficient management of human resources in an organization leads to expansion and increase

productivity but revise is the case in our secondary schools in Anambra State precisely Ogidi education zone. Thus, the human resources management practices seem to be poorly implemented by principals in secondary schools in Ogidi education zone as there are reports of human resource management issues by the principals like; low staff morale, poor teacher incentives, staff disciplinary problem, low teacher motivation and as a result, teachers inOgidi education zone, are unsatisfied which is displayed in their attitude to work, lack punctuality, poor record keeping, unethical marking of the attendance register, absenteeism, lack of dedication to teaching irregular attendance of classes which affect the quality and standards expected of our secondary schools and the realization of national policy objectives on secondary education. It is pre-existing condition in our secondary school that motivated the researcher to investigate the relationship between principals' human resource management practices and teachers' job satisfaction in secondary schools in Ogidi education zone of Anambra State

Purpose of the Study

The main purpose of this study was to examine the relationship between principals' human resource management practices and teachers' job satisfaction in secondary schools in Ogidi education zone of Anambra State. Hence, this study sought specifically to examine the relationship between:

1. Principal motivation and teachers' job satisfaction inOgidi education zone of Anambra State.
2. Principals' staff assessment and teachers' job satisfaction inOgidi education zone of Anambra State.
3. Principals' improvement and maintenance on teacher's welfare services and teachers' job satisfaction inOgidi education zone of Anambra State.

Research Question

1. What is extent of relationship between principal motivation and teachers' job satisfaction inOgidi education zone of Anambra State?
2. Does principals' staff assessment relates with teachers' job satisfaction inOgidi education zone of Anambra State?
3. How does principals'' improvement and maintenance of teachers welfare services relates with teachers' job satisfaction inOgidi education zone of Anambra State?

Hypothesis

H01: Principals' improvement and maintenance of teacher's welfare services insignificantly relates with teachers' job satisfaction inOgidi education zone of Anambra State.

H02: Principals' improvement and maintenance of teacher's welfare services significantly relates with teachers' job satisfaction inOgidi education zone of Anambra State.

Methodology

This research work employed survey design to study the relationship between principals' human resource management practices and teachers' job satisfaction in secondary schools in Anambra State. The area of study was Ogidi education zone which comprises of Oyi local government, Idemili South local government and Idemili North local government area respectively. The Ogidi education zone is made up of forty public secondary schools which include; Community Secondary School, Awkuzu, Unity Secondary School, Awkuzu, Women Education Centre Awkuzu, Community High School NkwerreEzunaka, Model Comprehensive Secondary School NkwerreEzunaka, Boys' High School Nteje, New Era Secondary School Nteje, Cave City Secondary School-Ogbunike St. Monica's College Ogbunike, Community Secondary School, Umunya and Progressive Secondary School, Umunya. The Idemili South local government area comprises St. John's Secondary School, Akwu-Ukwu, Anglican Girls' Grammar School, Alor, St. John's Science and Technology, Alor, Girls' Secondary School, Awka-Etiti, St. Joseph's Secondary School. Awka-Etiti, Comprehensive Secondary School, Nnobi, Our Lady's Secondary School, Nnobi, Community Secondary School, Nnokwa, Unity Secondary School, Nnokwa,
Anglican Girls' Grammar School, Oba, Merchants of Lights, Oba, Boys' Secondary School, Ojoto and Girls' Secondary School, Ojoto, Abannaa Secondary School, Abatete, Notre Dame High School, Abatete, Community Secondary School, Eziowelle, Community Secondary School, Ideani, GTC, Nkpor, Urban Secondary School, NkporAwada Secondary School, Obosi, Community Secondary School, Obosi, Union Secondary School, Obosi, Anglican Girls' Grammar School, Ogidi, Boys' Community Secondary School, Ogidi,

Community Secondary School, Oraukwu, Oraukwu Grammar School, Oraukwu, Community Secondary School, Uke, Community Secondary School, Umuoji and Mater Amabilis Secondary School, Umuoji. The population of the study consists of 40 principals in all the above listed secondary schools located in the study areas. The researcher used stratifies sampling technique to select sample of 24 principals in eight of the public schools each in the study area. The samples of 24 principals were determined using Taro Yamane's formular. Questionnaire was used in collecting data through face to face administration method. The title of the instrument was relationship between principals' human resource management practices and teachers' job satisfaction in secondary schools (RPHRMPTJSSS) made up of 15 items. The research instrument was validated by two experts in the Department of Educational Management Policy and one from Measurement and Evaluation in the Department of Educational Foundations all in the Faculty of Education Nnamdi Azikiwe University, Awka. A pilot study was conducted in five (5) secondary schools out aside the study area and the reliability of the questionnaires was established at 0.80 and 0.75 using Cronbach's Alpha technique. Questionnaires administered respectively were collected in three (3) weeks. The data collected was analyzed using SPSS package with mean statistics at 2.50 scales for acceptance. The hypotheses test was done with chi-square statistics.

UNIJERPS

Result

Research Question 1: What is the extent of relationship between principal motivation and teachers' job satisfaction inOgidi education zone of Anambra State?

Table 1: Mean and standard deviation for the extent of relationship between principal motivation and teachers' job satisfaction inOgidi education zone of Anambra state.

S/No	Items	N	Mean	S.D	Remark
1	The teachers fill satisfied when the principal displayed a good human relation attitude to them.	24	3.0	3.16	VHE
2	It enhances teachers' performance.	24	2.91	5.29	HE
3	The teachers' work is affected when the principal lack cooperation and coordination skill.	24	2.75	2.44	ME
4	The productivity of teachers' is improved when they are motivated by the principal.	24	2.62	0.81	ME
5	Teachers' are not encouraged to prepare lesson note when the principal lack the knowledgement and appreciation.	24	2.91	2.82	HE
	Total		3.54		VHE

Key: n= sample size, SD = Standard deviation, VHE= very high extent, HE= High extent and ME= Moderate extent.

In table 1 of the analysis, it is observed that the mean and standard deviation of teachers' responses on the extent of relationship between principal motivation and teachers' job satisfaction inOgidi education zone of Anambra state with a grand mean of 3.5. This shows that the principals' in secondary schools in Ogidi education zone of Anambra state have a moderate extent of human resources management.

Research Question 2

Does principals' staff assessment relates with teachers' job performance inOgidi education zone of Anambra State?

Table 2: Mean and standard deviation for the extent ofprincipals' staff assessment relating with teachers' job performance inOgidi education zone of Anambra state.

S/No	Items	N	Mean	S.D	Remark
6	To what extent does principals' staff assessment enhance teacher teachers' job performance	24	3.16	4.24	VHE
7	Regular assessments of teachers by the principal improve teachers' job performance.	24	3.25	3.05	VHE
8	Proper assessments of teachers by the principal ginger teachers to be up to date in their lesson notes and regular class attendance.	24	2.75	2.44	ME
9	Irregular assessment of teachers by principal leads to laziness of teachers.	24	2.41	0.81	LE
10	Unilateral assessment of teachers by principals affects their job performance.	24	2.95	3.55	HE
	Total		3.63		VHE

Key: n= sample size, SD = Standard deviation, VHE= very high extent, HE= High extent, ME= Moderate extent and VLE= Very low extent.

Table 1, shown the result of the analysis on the principals' staff assessment relating with teachers' job performance inOgidi education zone of Anambra state.The mean and standard deviation of teachers' responses 3.57. This indicates that the principals' staff assessment relating with teachers' job performance inOgidi education zone of Anambra state has a very high extent in motivating teachers.

Research Question 3

How principal's improvement and maintenance of teacher's welfare services does relate with teachers' job

satisfaction inOgidi education zone of Anambra state?

Table 3: Mean and standard deviation on the extent of principals' improvement and maintenance of teacher's welfare services relates to teachers' job satisfaction inOgidi education zone of Anambra state?

S/No	Items	N	Mean	S. D	Remark
11	Principals improvement and maintenance of teachers' welfare services promotes teachers' job satisfaction	24	3.12	3.91	VHE
12	Principals' appreciation and recognition of teachers induce teachers' job satisfaction.	24	2.66	2.70	ME
13	Late payment of teacher's salaries causes negative attitudes to work.	24	2.41	1.89	LE
14	Principal's delegations of authority to teachers improve teachers' job satisfaction.	24	2.12	3.55	VLE
15	Nonpayment of salaries to teachers affects their job satisfaction and performance.	24	2.95	3.55	HE
	Total		3.21		VHE

Key: n= sample size, SD = Standard deviation, VHE= very high extent, HE= High extent, ME= Moderate extent, LE= low extent and VHE= very low extent.

In table 3, the result of the analysis on the extent of principals' improvement and maintenance of teachers welfare services relates teachers' job satisfaction inOgidi education zone of Anambra state indicates that the mean and standard deviation of' respondents is 3.21. This shows that the Principals' improvement and maintenance of teacher's welfare services relates with teachers' job

satisfactioninOgidi education zone of Anambra state has a high extent.

Hypotheses Test

Ho1: Principals' improvement and maintenance of teacher's welfare services insignificantly relates with teachers' job satisfaction inOgidi education zone of Anambra state.

The study tests the hypothesis with responses found in table1 and table 3 using at 0.05 level of significance.

Table 4: Summary of hypothesestest on the extent of principals'improvement and maintenance of teacher's welfare services relates with teachers' job satisfaction.

Items	**N**	**Total**
Principals' improvement maintenance of teachers' welfare services vs. teachers job satisfaction	24	75

Using $X^2 = \frac{\sum (o-e)^2}{2}$

Where X^2 = Chi square
O = Observed frequency
E = Expected frequency

$$\text{PIMTWS and TJS} = \frac{(10-18.75)^2}{18.75} + \frac{(8-18.75)^2}{18.75} + \frac{(5-18.75)^2}{18.75} + \frac{(1-18.75)^2}{18.75}$$

$$= 8.75 + 6.16 + 10.08 + 16.80 = 41.79.$$

X^2 computation is greater than X^2 critical (41.79 > 3.84).

The researcher hereby accept alternate hypothesis (H_{02}) and reject the null hypotheses (H_{01}) at 0.005 level of significance showing that principals' improvement and maintenance of teachers welfare services significantly relates with teachers' job satisfaction inOgidi education zone of Anambra state.

Discussion of Findings

In table 1 above the mean and standard deviation indicates that principal's motivation and teachers' job satisfaction inOgidi education zone of Anambra state relates to a

very high extent 3.54 scale. This implies that if principals in public secondary schools in Ogidi education zone motivate their teachers, it will enhance teachers' job satisfaction and performance. Table 2, shows that principals' staff assessment also relateswith teachers' job performance at 3.63 point showing that the extent of the relationship is very high.

Table 3, indicates that principals improvement and maintenance of teachers welfare services relates with teachers' job satisfaction inOgidi education zone of Anambra state 3.21 point showing that if principals improve and maintain teachers welfare services, teachers will be induced to put more efforts in classroom.

Conclusion

Based on the findings, it was concluded that the study has 40 principals in all public secondary schools in Ogidi education zone of Anambra state. The study used stratified sampling technique to select sample of 24 principals in eight of the public schools each in the study area. The sample of 24 principals were determined using Taro Yamane's formular. The mean and standard deviation for the extent of relationship between principal motivation and teachers' job satisfaction inOgidi education zone of Anambra state concluded that teachers feel satisfied when principals display good human relationship to them 3.0, it enhances their job performance 2.91 point, again, the teachers' work is affected when the principal lack cooperation and coordination skill 2.75, the productivity of teachers' is improved when they are motivated by the principal 2.62 and teachers' are not encouraged to prepare lesson note when the principal lack knowledge of appreciation2.91. As shown in tables above, it concluded that principals' staff assessment relates with teachers' job performance inOgidi education zone of Anambra state in the following ways; regular assessment of teachers by the principal improve teachers' job performance at 3.25 mean point, proper assessment of teachers by the principal ginger the teachers to be up to date in preparation of their lesson notes and regular class attendance 2.75, irregular assessment of teachers by the principal brings laziness of the teachers 2.41, unilateral assessment of teachers by principals affects their job performance 2.9. Principals improvement and maintenance of teachers welfare services relates with teachers' job satisfaction inOgidi education zone of Anambra state; the principals improvement and maintenance of teachers welfare services

promotes teachers' job satisfaction 3.12, principals' appreciation and recognition of teachers induce teachers' job satisfaction 2.66, Late payment of teachers salary brings indifferent to work 2.41, principal delegation of authority to teachers improve teachers' job satisfaction 2.12 and Nonpayment of salaries to teachers affects their job satisfaction and performance 2.95. Finally, the study concluded that there is significant relationship between principals' improvement and maintenance of teacher's welfare services and teachers' job satisfaction inOgidi education zone of Anambra state.

Recommendations

Based on the findings, the research recommended the following,

1. Since the extent of principals' human resource management skills determine teachers' job satisfaction, the principals in public secondary schools inOgidi education zone of Anambra state should improve in the area of motivation and pay package to teachers.
2. The principals in public secondary schools inOgidieducation zone of Anambra state should organize, encourage and support staff development programmes for their teachers such as seminars and workshops in order to improve in their skills and knowledge for better quality service delivery.
3. The principals should pay more attention to staff assessment by evaluating their classroom attendance, school attendance, lesson notes as well as students performance on the subject.
4. The principals should improve and maintain teacher's welfare services since it will induce teachers to put more efforts at classroom.
5. Teachers should be allowed to participate in taking critical decisions for the school especially those that deals with the school management. This will instill understanding, discipline, cooperation and enforcement of policies.
6. The principal should delegate authority especially when involving them to participate in management allows all teachers to be involved decisions and division of labour needs to be observed to avoid murmuring.

References

Akpakwu, O. J. (2012). Complementarity of interpersonal behaviors in dyadic interactions. Personality and Social Psychology Bulletin, 29, 1082-1090.

Armstrong, M. (2009).Armstrong's hand book of human resource management practices (11th ed.). London: Saxon.

Akpan, A.H. (2016). Classroom organization and management: A five-point strategy. Ibadan: Wisdom.

Armstrong, M. (2009).Armstrong's hand book of human resource management practices (11th ed.). London: Saxon.

Byars, L.L., & Rue, L.W. (2004).Human resource management. New York: McGraw Hill.

Casicio, W.F. (2013). Managing human resources: productivity, quality of work life, profits. New York: McGraw Hill.

Flippo, E. I. (2015). Pupils' causal attributions for difficult classroom behavior.*British Journal of Educational Psychology,*70(1), 85-96.

Edem, A.J. (2006). Introduction to educational administration in Nigeria. Ibadan: Spectrum books. Lawler, U. & Hall, E. (2017). Gender and school type differences in self-efficacy in teaching. *Sky Journal of Education Research*1(14), 23-31.

Newman, W. (2012).The influence of teacher participation in decision-making on their occupational morale.*Journal of Social Science*, 31(3), 361-369.

Omenyi, A. S. (2007). Leadership and school management: A problem-based approach. Awka: J. Goshen.

Onah, F. O. (2016). Human resource management (2nd ed.). Enugu: John Jacob's Classic.

Owan, V. J. (2018). Personnel management functions: Implication for the school. Retrieved from https://goo.gl/KUQiiq

Vasiliki, K. (2015). The interpersonal relations between teachers and between principals and teachers: factor in the all-round development of the students' personality. Humanities and Social Sciences Review, 4(01), 481–495