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PRINCIPALS' HUMAN RESOURCE MANAGEMENT COMPETENCY AS A PREDICTOR OF TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN KEBBI STATE, NIGERIA

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ABSTRACT

The study investigated principals' human resource management competency as predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria. one research question guided the study and one null hypothesis which was tested at 0.05 level of significance. Correlation research design was adopted for the study. The population of the study comprised 14,584 teachers in the 248 public secondary schools in Kebbi State. A sample size of 731 teachers was drawn for the study using proportionate sampling technique. Two sets of instruments titled Principals' Resource Management Competency Scale (PRMCS) and Teachers' Job Satisfaction Scale (TJSS) were used to collect data. The instruments were validated by three experts, two from the Department of Educational Management and Policy, and one from the Department of Educational Foundations, Nnamdi Azikiwe University. Cronbach alpha was used for a test of internal consistency of the instrument and it yielded reliability coefficients of 0.79, 0.80 while coefficient value of 0.82 was obtained for TJSS. The researcher together with five research assistants collected data for the study using the direct administration method and 97% return was recorded. Simple regression was used to answer the research question and the test hypothesis. while multiple regressionwas used to answer research question and test hypothesis. The findings of the study revealed among others that principals' material resource management competency are strong and significant predictors of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria. Based on the finding, it was recommended among others that Ministry of Education should organize annual training programmes for principals to improve their management competencies (material resource management competency) to enhance the job satisfaction of teachers.

Keywords: Principals; Human Resource Management; Competency; Teachers' Job Satisfaction

Introduction

Education plays important roles in national development by inculcating positive character in individuals and equipping them with sound knowledge and requisite competencies. It is also a means of enlightening individuals and shaping their attitude to bring about desired changes and improvement to the society. Obi and Chukwudebelu (2024) opined that education is an instrument for building character and getting learners informed about worthwhile

and desirable behaviour acceptable to society. They added that in Nigeria, there are three different levels of educational institution (Primary, post primary and tertiary levels of education) among which is the secondary school level also regarded as the post-primary school level.

Secondary education is the bridge between basic and tertiary levels of education. Obasi, Enyi and Ibueavunam (2023) asserted that secondary school is an institution or a human industry established for refining human beings in terms of competencies, behavior and all round excellence. Obi and Ogbuagu (2020) also noted that secondary education occupies a strategic position in the education system as it serves as a 'producer' (input for tertiary level of education) and a 'consumer' (absorbs the output from basic level of education). Secondary education is the post-primary level of formal education that equips students with essential knowledge of various subjects to prepare them for higher studies in tertiary institutions. The manager of a secondary school is the principal.

The school principal is responsible for ensuring the implementation of curricular and co-curricular programmes to achieve the predetermined objectives of secondary education. Rupia and Musa (2022) referred to principal as the leader, administrator and manager entrusted with the responsibility to supervise and coordinate daily activities for the success of a secondary school. The principal is the custodian and chief accounting officer of the resources in secondary school. Mohammed and Lawal (2020) defined principal as the leader who sees to the day-to-day running of school and is accountable to the Ministry/parastatals that deployed him to a secondary school. In order words, the principal is an administrator who oversees the daily activities in a secondary school. Contextually, a principal is the manager who plans, coordinates and oversees activities or events to enable smooth running of the daily affairs of a secondary school. The principal cannot effectively perform their functions to achieve set secondary educational goals without the availability of resources.

Resources are available inputs used in attaining set goals in an organization. According to Obi and Ogbuagu (2020), resources are capital, materials, human beings, information and time that can be rationally used in teaching and learning process in order to accomplish the desired organizational vision and objectives. Similar to this, Adasigwung (2020) asserted that men, money and materials are generally regarded as resources needed in organizations to achieve set goals. Resources are the funds, human, time and physical facilities available in learning institutions. The funds, human, time and physical facilities available in secondary schools could be properly controlled and utilized with resources management competencies.

Resources management competencies are the possession of necessary technical know-how and aptitudes to ensure optimal use of the available assets and inputs of an organization for the achievement of set goals. Akpan and Lion (2023) described resources management competencies as the capabilities for planning, scheduling and controlling, people, equipment, materials and other facilities to ensure they are utilized optimally and in alignment with organizational objectives. Resources

management competencies are combination of knowledge, ability, and experiences required for optimal use of available resources to achieve set goals. It is capabilities to safeguard school assets from loss and damage. Yidawi, Alabi and Babaji (2023) defined resources management competencies as series of knowledge, abilities, and experiences for utilizing the assets of an organization. It is the abilities to organize and effectively use available resources of an organization. Contextually, resources management competencies are abilities for planning mobilization, prudent allocation and judicious use of available human, time, financial and material assets to attain set educational goals.

There are varieties of resources management competencies highlighted by different scholars such as human, material, financial and time resources competencies. Igberaharha and Utoware (2023) highlighted resources management competencies to include human, material, time and financial resources competencies. In the same vein, Yidawi, Alabi and Babaji (2023) noted that resources management competencies are required by school administrators in the areas of human resources (staff and students), material resources (classrooms, equipment, supplies), and financial resources (budget, fundraising and accounting). The study will focus on all these resources management competencies (human, material, time and financial resources) identified by these scholars because the existence of problems which could show that these resources are not properly managed to create conducive learning environment.

Human resources comprised students, teaching staff, non-teaching staff and managers in secondary schools. These personnel are organized and controlled through human resource management competency. Human resource competencies are abilities for planning activities of staff, delegation of duties, controlling and utilizing them towards achieving organizational goals. Obona, Udang and Egeh (2023) noted that human resource management competency are capacities for developing, attracting, retaining, motivating, and managing teachers who contributes to the attainment of the goals of education. It is the ability to plan, empower and utilize members of staff to work hard toward realizing set goals. Anyakora (2021) noted that human resources competencies required by principals are the ability to delegate duties and authority to capable staff, ability to communicate freely, ability to share learning experience with colleagues, involving staff in decision making, recognition of staff efforts in teaching and learning, resolving conflict without fear or favour and ability to encourage appropriate professional development. The management of human resources could motivate them to utilize the available material resources to promote teaching and learning.

Human resources comprised students, teaching staff, non-teaching staff and managers in secondary schools. Human resource competencies are skills for planning activities of staff, delegation of duties, controlling and utilizing them towards achieving organizational goals. Obona, Udang and Egeh (2023) noted that human resource management skills for developing, attracting, retaining, motivating, and managing teachers who contributes to the attainment of the goals of education. It is the ability to plan, empower

and utilize members of staff to work hard toward realizing set goals.

Human resource management competencies are the skills for selecting the right people for the job, organizing orientation for new staff, provision of incentives; appraising performance, supervising activities, resolving disputes, maintaining discipline and communicating with all staff. Anyakora (2021) noted that human resources competencies required by principals are the ability to delegate duties and authority to capable staff, ability to communicate freely, ability to share learning experience with colleagues, involving staff in decision making, recognition of staff efforts in teaching and learning, resolving conflict without fear or favour and ability to encourage appropriate professional development.

Motivation competency is the capacity to drive and induce members of staff to initiate, engage and maintain activities towards the realization of set objectives. Ezinine and Okekeocha (2021) asserted that it is the efforts and abilities of the principals to encourage desirable and sustainable attitude and behaviour among teachers. Pam and Mashi (2023) stated that motivation could be rewards which come in forms of financial compensation, emotional support, recognition, opportunities for growth, and more.

Communication competency is the ability to disseminate information, transfer messages, share ideas and express opinions among two or more people. Odu-Dikoro (2022) asserted that communication competency is the capability to disseminate information in an accurate and clear manner and as intended. Furthermore, Odu-Dikoro (2022) opined that communication competency involves speaking appropriately to people while maintaining good eye contact, eloquent speech with tailored language, listening effectively, writing clearly with concise language, being confident, friendliness, empathy, use of questions, open-mindedness, and presenting ideas appropriately. A school principal is required communication competency to effectively use their verbal and non-verbal skills in running affairs of secondary schools.

Orientation competency is ability to organize programmes that help newly recruited staff and admitted students to adapt to the learning environment. Ebirim Abraham and Meenyinikor (2023) pointed out that orientation is an activity designed to assist staff in educational institutions to become ready, better and familiar with work situations, activities and other resources of the institutions. Continuing, Ebirim et al asserted that orientation gives room for new members of staff of tertiary educational institutions to have relaxed mind with the new environment of their place of work. The principals with orientation skills can easily help new adjust, adapt and fit into the learning environment.

Supervision is one of the required competencies for managing human resources in secondary schools. Obi, Ogbunude and Chukwudolue (2022) stated that the principal needs to possess and be able to demonstrate the capacity to carry out effective supervision of teachers to effectively influence discharge of their task performance in the schools. Obasi, Enyi and Ibueavunam (2023) noted that principals could be competent in supervision of instruction by inspecting the teachers in the classrooms as they teach, inspecting their

lesson plans and notes and providing instructional materials for effective teaching and learning to take place. They added that principals are to ensure that the teachers teach their lessons in line with the current trends.

Interpersonal relations competency is ability to build and maintain good human interaction in secondary school. Osuji and Nweneka (2022) asserted that principal inter-personal relationship refers to the cohesion that exists between a school principal and his teachers, students and other personnel within and outside the school environment. Odu-Dikoro (2022) pointed out that interpersonal relations competency entails having a good rapport with staff and delegating part of their duties with authority to their teachers. The author added that this interpersonal relationship competency may enhance trust, cordiality, and confidence between the school managers and staff.

Training and development is a vital competency in human resources management. Training and development competency is the skill required for organizing learning programmes that members of staff acquire new skills and update their knowledge about their work. Training and development competency helps to identity the professional development needs of staff, the required programmes and to organize them.

Teachers' job satisfaction is the fulfillment of teaching staff towards various facets of their work. Wakkala, Danjuma and Karima (2022) defined teachers' job satisfaction as the degree to which teaching staff like their job. They alleged that a satisfied teacher is more likely to be creative, flexible, innovative, and loyal. It is positive feelings and attachments of teachers towards the teaching profession. Teachers' job satisfaction is an affective or emotional reaction of academic staff to work activities and condition in secondary schools. Nwankwo and Ifeanyi (2021) referred to teachers' job satisfaction as the overall contentment and attitude of teaching staff towards their working conditions and profession. In the context of this study, teachers' job satisfaction is the level of contentment that members of academic staff feel regarding their responsibilities, work environment and conditions.

Teachers who are satisfied with their job are bound to be punctual to school and class, put extra efforts in performing their duties, effectively deliver their lesson, participate in extra-curricular activities and maintain high professional conduct. Hence, Obionu, Ughamadu and Obiagwu (2024) posited that teachers who are satisfied with their job are bound to be punctual to school, committed and dedicated to the discharging of their duties. They added that satisfied teachers devote their time and energy in performing their duties to ensure the success of students in learning environment. Also, Obi and Chukwudebelu (2024) posited that the effectiveness of teachers' job satisfaction is evident in punctuality to work, efficiency, commitment, positive relationship with colleagues both superior and equals, high productivity, good record keeping, coverage of scheme of works, being regular to work

Some teachers display undesirable work behaviour which tends to indicate dissatisfaction with their job in public secondary schools in Kebbi State. Wakkala, Danjuma and Karima (2022) observed some teachers are dissatisfied with their job which is evident by the exit and high level of turnover intention to leave the teaching

profession in public secondary schools in Kebbi State. They further noted that some teachers in the state express dissatisfaction with their job through low commitment to teaching, unaccepted ways of marking scripts, psychological withdrawals in the workplace; slowing down in work, extended breaks, late coming to work, early departures, retribution for presumed wrongs, unauthorized absences and lacking in job involvement. The increasing rate of negative attitude towards work among teachers could emanate from the ways in which the available resources are managed by the principals.

One may question whether educational resources are actually managed to an expected standard as it appears that there are prevailing cases of damaged facilities, infrastructural decay, embezzlement of funds, abandonment of school projects, misconduct among members of staff and failure to implement school programmes at the stipulated time which could be traceable to incompetence of principals in managing the available resources in pubic secondary schools in Kebbi State, Nigeria. To buttress this, El-Imam, Naseer and Gwabare (2022) asserted that over the years, maintenance of the available facilities by principals has suffered serious neglect in public secondary schools in Kebbi State. As a result of this, the authors added that dilapidated and acute shortages of infrastructures and facilities were experienced in public secondary schools of the State. Manga (2018) noted that there are increasing cases of negligence of duty by teachers, misconduct by students, as well as violation of due process by some school administrators in secondary schools in Kebbi State, Nigeria. It is against this background that this study seeks to investigate principals' resources management competencies as predictors of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.

Statement of the Problem

Principals as the chief executive officers of secondary schools ought to be properly equipped with the competencies required for judicious use of the available resources to attain predetermined educational objectives. There are some worrisome situations that tend to suggest that principals have not been managing the available resources well in pubic secondary schools in Kebbi State, Nigeria. There are cases of lateness to work, absenteeism, professional misconduct, sneaking out of school to attend to their private businesses, irregular and unauthorized movement from their duty post among some teachers could show that human resources are poorly managed.

Some facilities which seem to be in a dilapidated state probably due to the fact that they are not properly managed by principals in public secondary schools in Kebbi State.

It is an issue of concern to notice worn out facilities, broken furniture, crack walls untidy environment, rough floors, windows without louvers, leaking roofs, over grown grasses in premises of public secondary schools in the state. It appears that there are frequent interruptions of school programmes, procrastination and failure to meet deadline in public secondary schools in Kebbi State, Nigeria. One is also worried to notice fraud, embezzlement and mismanagement of funds in public

secondary schools in Kebbi State, Nigeria. In some cases, funds allocated to schools tend to be diverted to other purpose in secondary schools in Kebbi State. This could contribute to job dissatisfaction among secondary school teachers in the state. Some teachers seem to display dissatisfaction with their job by use of ill-prepared lesson notes in teaching, poor coverage of syllabus, inappropriate instructional delivery, low morale in carrying out assigned tasks, nonchalant attitude towards their work and high attrition rate in public secondary schools in Kebbi State. These acts have huge negative implications towards the attainment of objectives of secondary education. Premised on these problems, the study intends to investigate principals' resources management competencies as predictors of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.

Purpose of the Study

The purpose of the study was to investigate principals' resources management competencies as predictors of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria. Specifically, the study sought to investigate: Principals' human resource management competency as a predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.

Research Questions: The research question that guided the study is:

What is the predictive value of principals' human resource management competency on teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria?

Research Hypothesis: Hypothesis for the study which was tested at 0.05 level of significance is:

Principals' human resource management competency is not a significant predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.

Research Design: Correlational research design was adopted for this study. **Population of the Study:** The population of the study was 14,584 teachers in the 248 public secondary schools in Kebbi State. **Sample and Sampling Technique**: The sample for this study consisted of 731 teachers drawn using proportionate stratified sampling technique. **Instrument for Data Collection:** Two sets of instruments titled Principals' Resources Management Competencies Scale (PRMCS) and Teachers' Job Satisfaction Scale (TJSS) were used to collect data. **Validation of the Instrument:** Face validation of the instruments was determined by three experts. **Reliability of the Instrument**: The internal consistencies of the instruments were established using Cronbach alpha method. These yielded co-efficient values of 0.83, PRMCS with the overall reliability index of 0.80 and the co-efficient value obtained for TJSS was 0.82. **Method of Data Collection**: Direct method of data collection was applied by the researcher and five research assistants who are teachers in public secondary schools in Kebbi State. **Method of Data Analysis**: Simple regression was used to analyze the research question and test the hypothesis, while multiple regressions were used to answer research question 5 and test hypothesis 5.

Result and Discussion

The data collected was presented in a table with answer to the research question and testing of the hypothesis. At the end of the presentation, discussion of the finding was made.

Research Question: What is the predictive value of principals' human resource management competency on teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria?

Table 1: The Summary of Simple Regression on Principals' Human Resource Management Competency as Predictor of Teachers' Job Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
1	**.825**	**.681**	**.680**	**.32682**	**Strong**

Table 1 indicated that the predictive value of simple regression analysis between principals' human resource management competency and teachers' job satisfaction is 0.825 with a coefficient of determination of 0.681. This shows that 68.1% variation in teachers' job satisfaction can be attributed to principals' human resource management competency. The regression coefficient r of 0.825 indicated that principals' human resource management competency is a strong predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria

Hypothesis One: Principals' human resource management competency is not a significant predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.

Table 2: The Summary of Simple Regression Analysis on Principals' Human Resource Management Competency as Significant Predictor of Teachers' Job Satisfaction

Predictor	R	R^2	*F*	*P-value*	Remark
Human Resource Management Competency	.825	.681.	1513.973	.000	*S

*Significant

As shown in Table 2, the simple regression coefficient (R) is 0.825, while the R^2 is 0.681 showing that principals' human resource management competency can contribute to 68.1% change in teachers' job satisfaction. The *F* (1/712) =1513.973 and the *p*-value of .000 is less than 0.05. Therefore, since the *p*-value is less than the stipulated 0.05 level of significance, the null hypothesis was not accepted. Therefore, principals' human resource management competency is a significant predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.

Discussion of Findings

The finding of the study revealed that principals' human resource management competency is a strong predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria. This is in agreement with the finding of Mukhlis, Denok, Munawaroh, Dina, Achmad and Agus (2020) which revealed that human resource management is a strong predictor of teachers' job satisfaction in public secondary schools. This also upheld the finding of Noor, Razail and Mutalib (2022) which showed that human resource management competency had strong relationship with job satisfaction of teachers in public secondary schools. This agreement with the findings could be attributed to the fact that the studies were conducted in educational institutions. The possible explanation for this finding is that principals' human resource management competency could be applied to create favourable work environment where teachers are valued and motivated to perform their duties. It is through human resource management competency that principals could show concern towards the needs and welfare of teachers which could be responsible for the strong prediction of their job satisfaction in public secondary schools in Kebbi State, Nigeria. Staff training, communication and reward which is promoted through human resource management competency of principals could possibly explain the strong predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.

It was also found that principals' human resource management competency is a significant predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria. This affirmed the finding of Obi and Chukwudebelu (2024) which indicated that principals' human resource management competency significantly predicted teachers' job satisfaction in secondary schools. The similarity in time span, participants and secondary level of education in which the study was conducted could be responsible for this agreement. It is through human resource management competency that principals could recognize the efforts of staff and provide the needed supports which might be connected to the significant predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.

The result of the study revealed that principals' resource management competencies are strong predictors of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria. This supported the finding of Esu (2014) which indicated that organizational resource management competencies had strong relationship with lecturers' job satisfaction. The agreement with the finding could be explained by the fact that resource management competencies help to create healthy, comfortable and supportive work environment that improve the job satisfaction of staff. The finding is perhaps due to the fact that it is through resource management competencies that principals provide staff with right facilities and tools needed to perform their duties effectively which create feelings of accomplishment and probably contribute to the strong predictors of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.

It was also found out that principals' resource management competency is a significant predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria. This is in line with the finding of Esu (2014) which indicated that organizational resource management competency had significant relationship with lecturers' job satisfaction. Principals' resource management competency applied be applied in providing supports needed by members of staff to effectively carry out their duties and possibly contribute to the significant predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.

Summary of the Findings

The summary of the findings are presented as follow:

1. Principals' human resource management competency is a strong predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.
2. Principals' human resource management competency is a significant predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.
3. Principals' resource management competencies are strong predictors of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria.
4. Principals' resource management competencies are significant predictors of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria

Conclusion

Based on the findings of this study, it is concluded that principals' resource management competencies are positive and significant predictor of teachers' job satisfaction in public secondary schools in Kebbi State, Nigeria. The principals who apply their competencies in managing human, material, financial and time resources create healthy atmosphere that make teachers to feel happy, fulfilled and satisfied with their job in public secondary schools in Kebbi State, Nigeria. Principals' resource management competencies can be means of creating comfortable work environment, meeting the professional needs and improving the well-being of teachers to enhance their job satisfaction in public secondary schools in Kebbi State, Nigeria.

Implication of the Study

There are numerous implications of the findings of the study to educational management and practices. One of the implications of this study is that resources management competences of principals create favourable work environment that improve the productive, efficiency and ultimately contribute to the job satisfaction of teachers. It implies that principals have the competencies to manage human, and other resources to accomplish predetermined goals and objectives of secondary education. The findings imply that principals' human resource management competency is required for organizing and motivating teachers to improve their job satisfaction.

Recommendations

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

1. Principals should enroll on human resource management professional courses to upgrade their competency and knowledge of managing teachers to improve their job satisfaction.

2. Ministry of Education should develop manual to guide principals in utilizing their resources management competencies to enhance the job satisfaction of teachers.

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