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PERSONNEL MANAGEMENT PRACTICES AND TEACHER'S JOB PERFORMANCE IN SECONDARY SCHOOLS IN YAKURR LOCAL GOVERNMENT AREA OF CROSS RIVER STATE, NIGERIA

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ABSTRACT

This study investigated the relationship between personnel management practices and teachers' job performance in public secondary schools in Yakurr Local Government Area, Cross River State. The study specifically examined the relationship between staff development, compensation and teachers' job performance. Two null research hypotheses were formulated accordingly to guide the study. The study employed a correlational research design, targeting a population of 346 teachers across 17 public secondary schools in Yakurr Local Government Area, Cross River State. Using purposive sampling, 176 teachers were selected for the study. Data were collected using an 18-item questionnaire, titled "Personnel Management Practices and Teachers Job Performance Questionnaire (PMPTJPQ)," designed on a four-point Likert scale (Strongly Agree to Strongly Disagree). The instrument's validity was confirmed by three experts in Educational Management, and Measurement and Evaluation from the University of Calabar, with reliability coefficients of 0.81 and 0.87, determined using Cronbach's alpha. Two research assistants were recruited to help administer the questionnaire, with proper guidance and permissions obtained from school authorities. After collection, the questionnaires were sorted, scored, and analyzed using Pearson Product-Moment Correlation via SPSS version 26, based on the study's null hypotheses at .05 level of significance. Findings of the study revealed that; staff development, and compensation have a statistically significant relationship with teachers' job performance. Based on the findings of this study, it was concluded that personnel management practices have

a statistically significant relationship teachers' job performance in public secondary schools in Yakurr Local Government Area of Cross River State, Nigeria. The study recommended that among others that, school management should introduce a mandatory annual professional development program for all teachers that focuses on modern teaching techniques, curriculum updates, and the integration of technology in the classroom to ensure continuous improvement in instructional practices.

Keywords: Personnel, Management Practices, Teachers', Job Performance, Public Secondary Schools.

Introduction

Organizations, whether focused on profit or service, are established with the intent to achieve specific goals. Achieving these goals is impossible without the vital resource known as personnel. The school system, as a formal organization, is no exception. For success, schools require dedicated teachers, who are considered the most valuable assets and key stakeholders in the education sector, playing a crucial role in the effective functioning of secondary school education in Nigeria (Obona & Etete, 2019). No school can operate without teachers, and the quality of their work is fundamental. Teachers' job performance is pivotal in the student learning process. Nwosu (2017) emphasized that students' academic success is largely dependent on the effective job performance of teachers; without it, the education system would be paralyzed.

In this study, teachers' job performance refers to the effective delivery of instruction, facilitation of student learning, and demonstration of professionalism in their educational roles. Jay (2014) describes teachers' job performance as the ability to integrate essential inputs to enhance the teaching and learning process. According to Arop, Owan, and Madukwe (2019), teacher job performance involves fulfilling the statutory curricular duties that help students achieve educational goals. Ayoro, Onyeike, and Jack (2023) view it as the degree to which teachers contribute to achieving the school's objectives. In essence, teachers' job performance reflects how successfully they meet their instructional responsibilities, including lesson planning, effective lesson delivery, classroom management, use of instructional materials, assessment of students, record-keeping, and participation in extracurricular activities to meet set goals.

Several indicators reflect a teacher's job performance in the school setting. These include efforts to improve students' academic performance, possession of deep subject knowledge, effective lesson delivery, classroom organization and control, and participation in school activities (Bolarinwa, 2016). A teacher's effectiveness is also judged by their regularity and punctuality, positive relationships with colleagues and superiors, discipline, motivation, appropriate student counseling, and adherence to professional conduct.

Teachers' job performance is critical as it directly influences student learning outcomes, overall school effectiveness, and the creation of a positive educational environment. The Ministry of Education expects teachers to exhibit high performance characterized by loyalty, dedication, hard work, and commitment (Ayeni, 2014). A positive school culture is more likely when teachers perform well, which is often achieved by providing a conducive working environment and conditions (Obona et al., 2023).

However, the job performance of teachers in public secondary schools in Nigeria has raised concerns. Researchers like Sabitu (2022) point out issues such as inconsistent lesson preparation and chronic lateness. Gbenu (2012) and Ige (2013) have identified problems like low staff morale, poor attitudes toward work, lack of interest in teaching, low-quality teaching, and inadequate lesson planning and delivery. In public secondary schools in Cross River State, many teachers do not meet the required standards (Arop, Owan, & Madukwe, 2019). Obona et al. (2023) expressed concern over teachers selling goods during official hours, neglecting their duties altogether.

In public secondary schools in Yakurr Local Government Area, Cross River State, teachers often struggle with curriculum coverage, frequently arrive late, and sometimes skip work without permission. Issues such as unauthorized absences, failure to mark and correct students' work, lack of use of instructional materials, poor explanation of complex concepts, and inadequate classroom management are common. These shortcomings negatively affect students, leading to a lack of seriousness, tardiness, failure to complete homework, and even involvement in cultism, which ultimately results in poor exam performance. Given the crucial role of teachers' job performance in achieving educational goals, it is essential to identify factors that enhance it, with personnel management practices being a potential solution.

Personnel management practices in this context refer to the strategies and actions implemented by educational administrators to effectively manage staff and enhance their performance. According to Dessler (2019), personnel management practices involve the strategic and systematic management of human resources to optimize employee performance and contribution toward achieving organizational goals. These practices are essential for fostering a productive and positive work environment, ensuring the professional growth of staff, and ultimately improving student outcomes. Key personnel management practices in education include recruitment, selection, communication, and interpersonal relationships. However, this study will focus on the dimensions of staff development and compensation.

Staff development is a personnel management practice aimed at improving employees' skills and knowledge to enhance job performance. In education, it involves professional development to update teachers' methods and strategies, increasing their competence and effectiveness, leading to

better student outcomes (Akinwale, 2020). Compensation, which includes financial and non-financial rewards, is crucial in education as it encompasses teachers' salaries, benefits, and bonuses. Adequate compensation boosts teachers' job satisfaction and motivation, leading to improved performance and better educational outcomes (Akinyele & Fasakin, 2018). Therefore, effective personnel management practices are vital in enhancing teachers' job performance by ensuring they are well-supported, motivated, and equipped with the necessary resources and professional development opportunities.

Statement of the Problem

Teachers' job performance plays a crucial role in determining students' academic achievements and overall educational outcomes. Key indicators of effective performance include lesson planning, instructional delivery, classroom management, student engagement, and the assessment of learning outcomes. High-quality teaching not only improves student learning but also contributes to a positive school environment.

However, there has been increasing dissatisfaction among parents and stakeholders concerning the performance of teachers in secondary schools, particularly in Yakurr Local Government Area. Many parents have voiced concerns about ineffective teaching practices, inadequate support for students, and a general decline in educational standards. Reports from various stakeholders suggest that teachers are not meeting the expectations necessary to ensure student success. Observations and assessments have identified several challenges, such as inadequate lesson preparation, poor classroom management, and a lack of student engagement. These issues have contributed to low student performance and, if not addressed promptly, could undermine the quality of education, leading to dissatisfaction among parents and the community.

Despite efforts by the government and educational authorities, including timely payment of teachers' salaries, the introduction of professional development programs, curriculum reforms, and the renovation of educational facilities, the expected improvements in teachers' performance have not been realized. The persistent gap between expectations and actual performance raises important questions about the effectiveness of these interventions.

Given these ongoing challenges, this study explores whether personnel management practices could be a potential solution for enhancing teachers' job performance in secondary schools in Yakurr Local Government Area. The core issue of this study leads to the research question: "What is the relationship between personnel management practices and teachers' job performance in public secondary schools in Yakurr Local Government Area, Cross River State?"

Purpose of the Study

The main purpose of study is to find out the relationship between Personnel Management Practices and teacher's job performance in public secondary schools in Yakurr Local Government Area of Cross River State. Specifically, the study sought to examine whether;

1. Staff development relate to teachers' job performance.
2. Compensation relates to teachers' job performance.

Statement of Hypotheses

The following null hypotheses were formulated to guide the study:

1. Staff development does not have any statistically significant relationship with teachers' job performance.
2. There is no statistically significant relationship between compensation and teachers' job performance.

Significance of the Study

The study may benefit educational administrators by identifying effective personnel management strategies that can be implemented to enhance teacher performance and optimize school management. By adopting these strategies, administrators can create a more supportive environment that promotes teacher development and accountability, ultimately leading to improved overall school performance.

Literature Review

Staff development and teachers' job performance

Research suggests that training and development can effectively build teachers' professional competencies, leading to greater satisfaction and commitment in their instructional roles. In a study by Sultana Mahbuba (2013), the impact of training programs on workforce productivity was investigated with a sample of 250 employees in Dhaka. The correlation analysis indicated that training significantly enhances productivity, underscoring its importance in employee development. However, the study did not determine how such training specifically affects teachers' job performance in secondary schools, a gap the current research address.

In another study, Okeleke, Uzoka, and Oladejo (2017) studied the relationship among employee training, socio-demographic characteristics, and job performance in public colleges of education in Southwest Nigeria. Using a descriptive survey design with a sample of 4,080 participants, the study found a significant correlation between professional development and staff performance, indicating that appropriate training is vital for good job performance. While this aligns with the current study's focus on enhancing the education sector, it was conducted in tertiary institutions, prompting a need for similar research in secondary schools.

In a related study, Arogundade (2019) investigated the relationship between staff development, promotion, and teachers' job satisfaction in Ekiti State secondary

schools. The study, which included 800 respondents from 203 public schools, established a significant relationship among the variables, indicating that staff development and promotion enhance job satisfaction and commitment. While relevant, the methodology differs from the current study, highlighting the need for further exploration in the secondary education context.

Khan and Abdullah (2019) studied the impact of staff training and development on classroom teaching and administrative performance among 58 teachers in the Kurdistan region of Iraq. The findings indicated a strong positive relationship between training and productivity, suggesting that professional development is a key aspect of principals' supervisory roles that can enhance teachers' job performance. This study's context differs from the current research, thereby filling a contextual gap. Mduma and Mkulu (2021) investigated the influence of teachers' professional development practices on job performance in Nyamagana District, Tanzania, using a mixed-methods approach with a sample size of 91. The study concluded that workforce training significantly impacts various dimensions, including teaching strategies and overall performance.

Compensation and teachers' job performance

Compensation is a critical determinant of teachers' job performance, influencing their motivation, job satisfaction, and overall effectiveness in the classroom. Empirically, studies provide insights into how compensation affects teachers' job performance. Njeru (2017) explored the impact of compensation on job performance among secondary school teachers in Kenya. The study employed a descriptive survey design with a population of 1,200 secondary school teachers in Nairobi County. A sample of 300 teachers was selected using stratified random sampling. Data were collected using a structured questionnaire that assessed teachers' perceptions of their compensation and its effect on their job performance. The statistical tool used was Pearson correlation analysis. The study found a significant positive relationship between compensation and teachers' job performance. Teachers who were satisfied with their compensation reported higher job satisfaction and better performance in the classroom. The study concluded that improving teacher compensation is essential for enhancing educational outcomes in Kenya.

In a related study, Adeniji (2016) examined the effect of compensation management on teachers' performance in Nigerian public secondary schools. The study used a mixed-methods approach, combining quantitative and qualitative data. The population consisted of 800 public secondary school teachers in Lagos State, Nigeria. A sample of 400 teachers was selected using simple random sampling. Quantitative data were collected through a questionnaire, while qualitative data were obtained through interviews. The quantitative data were analyzed using multiple regression analysis, and qualitative data were analyzed thematically. The results

showed that compensation management practices, including timely payment of salaries and provision of benefits, significantly influenced teachers' job performance. Teachers who received regular and adequate compensation were more motivated and performed better in their teaching roles. The qualitative data revealed that teachers valued not only the amount of compensation but also the consistency and reliability of payments.

In another study, Modise and Mosoge (2019) examined the relationship between teacher compensation and job performance in public schools in South Africa. The study employed a cross-sectional survey design, with a population of 2,000 public school teachers in Gauteng Province. A sample of 500 teachers was selected using stratified random sampling. Data were collected through a structured questionnaire, and the statistical analysis was conducted using Structural Equation Modeling (SEM). The study found a strong positive correlation between compensation and job performance. Teachers who perceived their compensation as adequate reported higher levels of job satisfaction and were more committed to their teaching roles. The study recommended that policymakers focus on improving teacher compensation to enhance educational outcomes in South Africa.

The review of literature was done theoretically and empirically based on the different sub variables of the main independent variables viz: staff development, compensation, and teachers job performance. The literature review showed significant relationship between the above stated independent sub-variables mentioned and the dependent variable. However, the researchers observed that are several gaps resulting from variables, location, scope, and/or methodology which the present study filled. For instance, majority of the reviewed studies were conducted outside Cross River State, and Nigeria. Also, majority of the studies even though related to the present study, used different variables and methodologies from this study as such, their findings may not be fully applied in present study location. Premised on these facts, the researcher deemed it necessary to investigate Personnel Management Practices and teacher's job performance in public secondary schools in Yakurr Local Government Area of Cross River State, Nigeria, since no such study was so far seen to be conducted on the topic. Therefore, this study was conducted to fill a gap in literature.

Research Method

The study employed a correlational research design, targeting a population of 346 teachers across 17 public secondary schools in Yakurr Local Government Area, Cross River State. Using purposive sampling, 176 teachers were selected for the study. Data were collected using an 18-item questionnaire, titled "Personnel Management Practices and Teachers Job Performance Questionnaire (PMPTJPQ)," designed on a four-point Likert scale (Strongly Agree to Strongly Disagree). The instrument's validity was confirmed by three experts in Educational Management, and

Measurement and Evaluation from the University of Calabar, with reliability coefficients of 0.81 and 0.87, determined using Cronbach's alpha. Two research assistants were recruited to help administer the questionnaire, with proper guidance and permissions obtained from school authorities. After collection, the questionnaires were sorted, scored, and analyzed using Pearson Product-Moment Correlation via SPSS version 26, based on the study's null hypotheses, at .05 level of significance.

Presentation of Results

Hypothesis one: Staff development does not have any statistically significant relationship with teachers' job performance in public secondary schools in Yakurr Local Government Area, Cross River State.

The two variables in this hypothesis are **s**taff development and teachers' job performance. Pearson Product Moment Correlation was used to test the hypothesis and the result of the analysis is presented in Table 1. Table 1 showed the correlation coefficients between staff development and teachers' job performance. The correlation coefficients was statistically significant for teachers' job performance ($r = .61$, $p<.05$). Since p(.000) is less than p(.05), hypothesis one is rejected in terms of teachers' job performance. The result of the analysis implied that there was a statistically significant relationship between staff development and teachers' job performance in public secondary schools in Yakurr Local Government Area, Cross River State.

TABLE 1: Summary of correlation between management of **s**taff development and teachers' job performance in public secondary schools in Yakurr Local Government Area, Cross River State (N=176)

Variables	$\bar{X}$	S.D	R	Sig.
Staff development	19.76	3.25		
Teachers' job performance	20.49	3.07	.61*	.000

*Significant at p<.05 df=174

Hypothesis two: There is no statistically significant relationship between compensation and teachers' job performance in public secondary schools in Yakurr Local Government Area, Cross River State. The two variables in this hypothesis are compensation and teachers' job performance. Pearson Product Moment Correlation was used to test the hypothesis and the result of the analysis is presented in Table 2. Table 2 showed the correlation coefficients between compensation and teachers' job performance. The correlation coefficients was statistically significant for

teachers' job performance (r = .47, p<.05). Since p(.000) is less than p(.05), hypothesis one is rejected in terms of teachers' job performance. The result of the analysis implied that there was a statistically significant relationship between compensation and teachers' job performance in public secondary schools in Yakurr Local Government Area, Cross River State.

TABLE 2: Summary of correlation between management of compensation and teachers' job performance in public secondary schools in Yakurr Local Government Area, Cross River State (N=176)

Variables	$\bar{X}$	S.D	R	Sig.
Compensation	19.53	3.79		
Teachers' job performance	20.49	3.07	.56*	.000

*Significant at p<.05 df=174

Discussion of Findings

The result of hypothesis one indicated that staff development have a statistically significant relationship with teachers' job performance in public secondary schools in Yakurr Local Government Area of Cross River State. This finding is in agreement with the findings of Okeleke, Uzoka, and Oladejo (2017) who studied the relationship among employee training, socio-demographic characteristics, and job performance in public colleges of education in Southwest Nigeria. The study found a significant correlation between professional development and staff performance, indicating that appropriate training is vital for good job performance.

This is also in harmony with the findings of Arogundade (2019) who investigated the relationship between staff development, promotion, and teachers' job satisfaction in Ekiti State secondary schools. The study, which included 800 respondents from 203 public schools, established a significant relationship among the variables, indicating that staff development and promotion enhance job satisfaction and commitment. The finding is similar to that of Mduma and Mkulu (2021) who investigated the influence of teachers' professional development practices on job performance in Nyamagana District, Tanzania, using a mixed-methods approach with a sample size of 91. The study concluded that workforce training significantly impacts various dimensions, including teaching strategies and overall performance.

This result is not surprising because staff development programs, such as workshops, seminars, and continuous professional development courses, equip teachers with the latest pedagogical skills, subject knowledge, and innovative teaching

strategies. This enhancement directly impacts their ability to deliver quality education, leading to improved job performance. This implies that investment in professional development programs is crucial for improving the overall quality of education. This finding highlights the importance of allocating resources to continuous professional development for teachers. It suggests that by prioritizing staff development, schools can enhance their teachers' effectiveness, leading to better student outcomes and overall school performance.

The result of hypothesis two indicated that there is a statistically significant relationship between compensation and teachers' job performance in public secondary schools in Yakurr Local Government Area of Cross River State. This finding is in alignment with the findings of Njeru (2017) who explored the impact of compensation on job performance among secondary school teachers in Kenya. The study found a significant positive relationship between compensation and teachers' job performance. The finding of the study is also in harmony with that of Adeniji (2016) who examined the effect of compensation management on teachers' performance in Nigerian public secondary schools. The results showed that compensation management practices, including timely payment of salaries and provision of benefits, significantly influenced teachers' job performance.

The finding of the study is very much in agreement with the findings of Modise and Mosoge (2019) who examined the relationship between teacher compensation and job performance in public schools in South Africa. The study employed a cross-sectional survey design, with a population of 2,000 public school teachers in Gauteng Province. The study found a strong positive correlation between compensation and job performance.

The finding can be explained by the fact that fair and adequate compensation serves as a strong motivator for teachers. When teachers feel that their efforts are being appropriately rewarded through competitive salaries, bonuses, and benefits, they are more likely to be motivated, satisfied, and committed to their work. This financial recognition not only enhances their job satisfaction but also encourages them to put in extra effort, maintain high standards in their teaching, and stay dedicated to their professional responsibilities, all of which contribute to improved job performance.

The implication is that compensation plays a critical role in enhancing teachers job performance. This suggests that school administrators should prioritize competitive and equitable compensation structures to attract and retain high-quality teachers. By ensuring that teachers are adequately compensated, schools can foster a more motivated and effective teaching workforce, leading to better school performance and overall student outcomes.

Conclusion

Findings of the study revealed that; staff development, and compensation have a statistically significant relationship with

teachers' job performance. Based on the findings of this study, it was concluded that personnel management practices have a statistically significant relationship teachers' job performance in public secondary schools in Yakurr Local Government Area of Cross River State, Nigeria.

Recommendations

The study recommended that:

1. School management should introduce a mandatory annual professional development program for all teachers that focuses on modern teaching techniques, curriculum updates, and the integration of technology in the classroom to ensure continuous improvement in instructional practices.
2. **Schools should develop a performance-linked bonus system** that rewards teachers based on measurable improvements in student outcomes and classroom performance, incentivizing high-quality teaching and dedication to student success.

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