

Human Resource Management and Job Performance among Senior Secondary School Teachers in Oyo Metropolis, Nigeria.

Lateef, A. Y. (Ph.D.)

Department of Educational Management, College of Education, Al-Hikmah University, Ilorin, Kwara State.

Abstract

This study examined human resource management practices and job performance among senior secondary school teachers in Oyo metropolis in Nigeria. Specifically, the study investigated the contributions of teacher motivation and teacher development to teacher job performance. Two research questions guided the study. This study was adopted a descriptive survey research design. A total of 96 participants across 24 senior secondary schools were sampled using stratified random sampling technique. Data were collected using a validated and well structured instrument tagged Human Resource Management–Teacher Job Performance Questionnaire “HRM-TJPQ” (reliability index $r=0.82$, test re-test of 3 weeks interval). Data were analyzed using Multiple Regression Analysis Statistics. Results showed positive and significant association between the combined independent variables (teacher motivation, teacher development) and teacher job performance. Results indicated that teacher motivation (Beta=0.375) had the highest contribution to teacher job performance, followed by teacher development (Beta=0.316), in that order. Based on the findings, it was recommended that teachers must be well motivated in terms of recognition and incentive scheme for exceptional teacher job performance. Also, government must encourage teacher capacity development in order to attain greater proficiency.

Introduction

Investment in education has become globally recognized as an instrument “par excellence” for development and eradication of poverty. This could be the reason why every scholar, irrespective of the school of thought agrees to the fact that education is the fulcrum of modern day socio-political and economic development. Teachers are the key actors in the education process, and every meaningful reform of education should always pay due attention to the teacher factor. As noted by Ololube (2004) and Alaba (2010). The achievement of educational goals of any society is basically hinged on the job performance of the teachers within that society. According to the National Policy on Education, “no education system can rise above the quality of its teachers” (FRN, 2004, P.33).

Human resources, according to Frankie-Dolor (2002) and Fapohunda (2004), refer to the energies, skills, talents and knowledge of people which potentially can be applied to the production of goods and rendering of services. Apart from being the most dynamic, complex and unpredictable resources, it is the available human resources that mobilize and galvanize other resources for performance in an organization (Abdulkareem, 2003). Hence, shortage of appropriate skills and knowledge would constitute a limiting factor to teacher job performance.

Human Resource Management otherwise referred to as personnel management is concerned with “people dimension” in management. It is a process consisting of four functions: acquisition, development, motivation and maintenance of human resources. Alabi (2002) stated that personnel management is an important management function concerned with obtaining, developing and motivating the human resources required by an organization to achieve its objectives. Therefore, acquiring teacher services, developing their skills, motivating them to high levels of performance, and ensuring that they continue to maintain their commitment to the organization are essential to achieving school organizational objectives.

Human motivation is a complex phenomenon, and is often driven by human needs. It is a form of incentive such as increased salary, transport, free medical services, regular and prompt payment of salaries and so on. However, Durosaro(2002) aptly defined motivation as the drive or intrinsic force within the human organism that makes him want to contribute towards the achievement of an organizational goal. Ogunsaju (2006) established that people are motivated by what they consider to be rewarding of their tasks. As opined by Ezuego (2004), both the school organization and the teacher stand to gain when the conditions are such that will maintain the mental and physical health of the teachers and make them comfortable in their work. Arikewuyo (2000) maintained that the welfare of teachers is very germane to their performance and any school that neglects teachers' welfare cannot get high academic performance.

Development in the context of human resources management means teaching or providing an employee with the skills he will require for future jobs. Teachers who enroll for higher degree programmes or in higher institutions in their chosen areas of specialization undergo development programmes. When human resources have been developed effectively, one can expect to have competent employees with up -to-date skills and knowledge. Staff development as noted by Adeogun (2008) is associated with the general improvement of the employee in terms of behaviour, attitudes, skills, knowledge perception and in the performance of their duties. Alabi (2002) posited that the immediate aim of staff development is to improve the performance of those with teaching and management responsibilities, while the ultimate aim is improvement of teaching

and learning processes. Alebiosu (2006) opined that Nigerian teachers should be encouraged to attend programmes for capacity development. Thus the need for investment in the teaching personnel in terms of motivation and development becomes paramount to teacher job performance.

High performance depends on both ability and motivation. Many employees with extraordinary talents do not perform satisfactorily because they do not exert the necessary effort (David and Stephen, 2008). Therefore, all efforts should be directed towards having effectively motivated teachers who have up-to-date skills and knowledge, then we can expect to have exceptional teacher job performance. Satisfactory job performance implies a combination of things. It means doing a job effectively and efficiently, and also minimizes problems for the organization by being to work on time, not missing days, and minimizing the number of work related issues.

It is against this background that the study sought to examine the relationship between human resource management and job performance among senior secondary school teachers in Oyo metropolis. Specifically it sought to determine the relative contributions of each component of the independent variables (teacher motivation and teacher development) to teacher job performance with a view to generating some necessary recommendations towards improving teacher job performance.

Research Questions

The following research questions were posed in order to guide this study

1. What is the joint effect of the independent variables (teacher motivation and teacher development) on the dependent variable (teacher job performance)?
2. What are the relative effects of independent variables (teacher motivation and teacher development) on the dependent variable (teacher job performance)?

Research Design and Sampling Technique

The study adopted a descriptive survey research design with the questionnaire as the major instrument of data collection. Stratified random sampling technique was used to select 96 respondents from 24 public senior secondary schools in Oyo metropolis. Only the vice principals and heads of departments were purposely selected as the respondents because they are the major elements that appropriately satisfy the requirements of the study. Population stratification was based on the dimensions of Local governments. There are four local governments in Oyo metropolis and six schools were

sampled from each local government. The sample characteristics could therefore be described as a better approximation of the population characteristics and this enhances proper generalizability of the results of the sample.

Instrumentation

A 17-item researcher developed questionnaire of four point Likert-type scale, tagged “Human Resource Management and Teacher Job Performance Questionnaire” (HRM & TJPQ), was used to generate data for the study. The instrument was moderated by experts in Educational Management and Measurement and Evaluation to attest to its face, content and construct validity. A reliability index of 0.82 was established through test re-test within three weeks interval. Ninety-six copies of questionnaire were administered with the help of four research assistants.

Procedure for Data Analysis

Although 96 copies of the questionnaire were administered to the respondents, only 94 copies were found usable for data analysis. This represents a usable rate of 98%. The inferential statistical tool employed was Multiple Regression Analysis Statistics. Multiple Regression is a method of analysis of the collection and separate contributions of two or more independent variables (X_1, X_2) to the variation of dependent variable Y , in a functional notation. This is written as $Y = f(X_1, X_2)$, where X_1 and X_2 are predictor values.

Result

This chapter presents the results and interpretation of findings of the study.

Research Question 1:

What is the joint effect of the independent variables (teacher motivation and teacher development) on the dependent variable (teacher job performance)?

Table 1: Composite contribution of the independent variables to the dependent variable

Multiple R	R ²	Adjusted R Square	Std. Error of Estimate
0.814	0.663	0.601	0.076

Analysis of Variance

Source of Variation	Sum of Square	df	Mean Square	F-Ratio	
Regression	6.563	2	1.1462	138.631	0.000
Residual	3.977	92	0.0057		
Total	10.540	92			

Table 1 shows a combination of two independent variables (teacher motivation and teacher development) in predicting teacher job performance. Teacher job performance correlated persistently with two prediction variables which yielded a co-efficient of multiple regression (R) of 0.814 and a multiple R-square of 0.663. This means that 66% about of the variance in the teacher job performance is accounted for by all the two predictor variables when taken together. The significance of the composite contribution or the prediction was tested at $p < 0.05$, producing the F-ratio of 138.631, of $df = 2/92$. This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model might have accounted for the remaining variance. The degree of association between the joint independent variables and dependent variable is high and positive.

Table 2: Relative contribution of the independent variables to the dependent variable.

Variable	B	Std Error	Beta	T-Value	P value	Remark
Teacher Motivation	0.3746	3.9347	0.3744	1.4632	0.000	Sig
Teacher Development	0.3151	0.0113	0.3163	1.0265	0.000	Sig

Table 2 reveals the contributions of each of the two independent variables to the dependent variable, expressed as Beta weight. Using the standard regression coefficient of the dependent variable, teacher motivation (Beta=0.375, T=1.463, P<0.05) was the higher contributor to teacher job performance; followed by teacher development (Beta=0.316, T=1.0265, P<0.05). This logically implies that each of the two independent variable positively and effectively predicted teacher job performance.

Discussion

The results of the findings have established a positive and reasonable degree of association between human resource management and job performance among secondary school teachers in Oyo metropolis. The combined determinant variables (i.e teacher motivation and teacher development) in the study were said to predict job performance of the teachers. The P-value of 0.00, which is less than 0.05, further buttresses the fact that the predictive capacity of the independent variables could not be attributed to mere chance factors. Therefore job performance of teachers is contingent on their motivation and development. The results corroborate the conclusions of Yusuf(2003), Ofuegbu(2003) and Kester(2004). Conducive physical environment and other non-monetary incentives are significantly related to teacher performance. The results also provide strong support for the earlier ones reported by Hayble(2001), that teachers in most Nigerian public schools are inadequately remunerated, frustrated and unmotivated which had a strong negative influence on teachers in carrying out their major responsibilities. The current study revealed that teacher motivation as a determinant was found to be on the increase followed by teacher development (0.375 and 0.316 respectively). This means that high teacher job performance is contingent more on teacher motivation than teacher development. The implication of the above findings is that if a teacher is to perform effectively extrinsic factors such as working conditions, job security and supervision must be seen as satisfactory. Also of necessity is the intrinsic factor such as achievement, recognition and responsibility from their work. This logically implies that school organizations can use both monetary and non-monetary rewards to motivate teachers thereby bringing the problem of low performance and turnover to the minimal. A close analysis of the above findings clearly shows that, teachers will definitely prefer to work in an environment that will be conducive, as opposed to a dirty and stinking environment. Moreover, they will appreciate more factors that give the opportunity to grow and advance within the education system.

Teachers' remuneration should include prompt payment of salaries, compensations and fringe benefits, etc. In Nigeria where many teachers are still suffering from physiological needs, which is lower order needs according to Maslow hierarchy of needs, this study shows that a lot of importance should be

attached to pay rise and benefits that will be instrumental to satisfy these basic needs. This is the reason why money is still a great motivator among secondary school teachers. As long as the public image of teachers is uncomplimentary, teachers are not likely to achieve the highest level of job performance.

The view of Oduwaiye (2005) is supported by the findings of the study, while poor students' performance has been directly linked with teachers' turnover and dissatisfaction. The fact is that unhappy employees are unlikely to make a productive workforce. The unfavourable environment like dilapidated buildings, poorly furnished classrooms and lack of instructional materials continue to erode teachers' zeal for work. The necessary incentives that can be enjoyed by teachers include accident insurance, long service award, free medical services, scholarship for teachers' children, staff quarters and so on.

The emerging trend sees on the one hand the need to develop and equip teachers in order for them to contribute to the operational competencies of the school as an organization. Also in order to reduce the fear associated with change and innovation, teacher development is of paramount importance. Development activities attempt to install sound reasoning processes to enhance ability as well as to understand and interpret knowledge. The view of Adeogun (2008) is corroborative. Development focuses more on teacher's personality growth. From the background and qualification of our teachers and statement of the institutional objectives we can begin the step in teacher development process. Thus, the need for investment in teacher personnel in terms of motivation and development becomes paramount to teacher job performance.

Conclusion

Human Resource Management is concerned with “people dimension” in management. Therefore, the school as an organization depends on people to make them work. People and their abilities, knowledge and skills are essential factors in job performance.

The results of this study have shown that the two independent variables (teacher motivation and teacher development) are important in explaining the variance in teachers' job performance. Since both variables were jointly and individually significant, it is obvious that school managers must design means of improving on teacher motivation and teacher development because they are the critical ingredients of teacher job performance.

Recommendations

The status of Nigerian teachers should be improved by providing better condition of service and recognition. There is need for incentive scheme for exceptional teacher job performance. The school should work out what constitute exceptional performance, and plan a sliding scale for anything above it. A school can choose to reward wastage reduction, quality improvement,

innovation or parental satisfaction. Once the school has successfully raised the motivation level of its teachers, it is important to maintain the motivational level.

School administration must embark on modern management technique that can create a working climate that will be effective in minimizing the problem of low performance, absenteeism, turnover and loyalty. This will definitely motivate teachers to be positively oriented towards the school organization and to feel committed to the growth and development of the school.

Teacher should be encouraged to acquire more knowledge to improve their skills and competencies, because no matter how laudable educational objective may be, not much could be achieved in the absence of adequate teacher development. The ministries of education in conjunction with teaching service commissions must support various programmes for teacher capacity development in the current trends in teaching methodologies in order to attain greater proficiency. Performance-Improvement Programme (PIP), concerns improving staff commitment by means of non-financial rewards such as career development as well as coaching and counseling.

References

- Abdulkareem, A. Y. (2005). Nigerian universities and the development of human resources. *African Journal of Educational studies*, 3(1), 201-212, Department of Education foundations, University of Botswana. Botswana.
- Adeogun, A. A. (2006). Training and experience as predictors of teacher's productivity in secondary schools in Nigeria. *International Journal of Educational Management*, 4(1),
- Alabi, A. T. (2002) School personnel management. In F. Durosaro & S. Ogunsaju (Eds.) *The craft of educational management* (pp. 153-167). Ilorin: INDEMAC Print Media
- Alebiosu, K. A. (2006). Disposition of substandard primary school teachers to training programmes, implication for quality and availability of teachers. *Nigerian Journal of Curriculum Studies* 13 (2)
- Durosaro, D. O. (2002). Motivation: Concept and issues. In F. Durosaro & S. Ogunsaju (Eds.) *The craft of educational management*. (pp 106 – 113). Ilorin: INDEMAC Print Media
- Ezeugo, C., (2004) *Perspective in school management*. Onitsha: A. M. Books.
- Fapohunda, T. M. (2004). High level human resources development and training in the oil industry in Nigeria: A model for achieving the 1969 Nigerianization decree. *Journal of Research in Education* 3(1)
- Federal Republic of Nigeria (2004) *National policy on education*. Lagos: NERDC Press.
- Frankie – Dolor, T. R. (2002). *Evaluating resources for education in tropical Africa*. London: George Allen and Unwin.
- Kester, K. O., Ajala, E. M., & Okunloye, S. O. (2004). A survey of motivational incentives and job performance among teachers in selected public secondary schools in Lagos State, Nigeria. *Journal of Research in Education*, 3 (1),
- Ogunsaju, S. (2006) *School management and supervision*. Ilorin: Crystal Press.
- Yusuf, L. A. (2002) *Prediction of teachers' productivity from the principals' style of motivation and communication* in Lagelu Local Government Area. Unpublished master's thesis, University of Calabar, Nigeria.