

Teaching Personnel Management and Attitude to Work in Secondary Schools of Calabar Education Zone of Cross River state, Nigeria

¹Festus O. Arop, Ph.D
aropfestusobun@yahoo.com

¹Valentine J. Owan
owanvalentine@gmail.com

¹Judith N. Agunwa, Ph.D
agunwajudith@gmail.com

¹*Department of Educational Administration and Planning
University of Calabar, Calabar
Cross River State, Nigeria*

Abstract

This study assessed teaching personnel management and attitude to work in secondary schools of Calabar Education Zone of Cross River State, Nigeria. Two null hypotheses offered direction to the study using an Ex-post facto research design. The population of this study comprised all the public secondary school teachers in Calabar Education zone of Cross River State. Purposive sampling technique was employed in selecting a sample of 1,181 teachers. “Teaching Personnel Management and Attitude to Work Questionnaire (TPMAWQ)”, with Split-half reliability estimates of .83, .87, .93, and .84, was used as an instrument for data collection. Independent t-test and multiple regression analyses were used in testing the null hypotheses at .05 alpha level. The findings of the study revealed amidst others that there is a significant composite influence ($F = 279.438, p < .05$) of teachers’ training, placement and supervision on their attitudes to work. Teachers’ training was the highest predictor of their attitudes to work ($t = 20.727, \beta = .490$), followed by placement ($t = 10.294, \beta = .241$), and supervision ($t = 7.171, \beta = .164$). It was recommended among others that teachers should be properly trained on the principles, concepts, and methods of teaching before and during service.

Keywords: Teaching, personnel, management, Attitudes, Training, Supervision

Introduction

Teachers at all levels of education are very important in the curriculum implementation process. One of the core duties of secondary school is to modify learners' behaviour, prepare them for a useful living, and the development of students' cognitive, affective and psychomotor attributes. Owan and Agunwa (2019) opined that teachers play a pivotal role in any educational system without which, educational goals cannot be

attained. For any curriculum to be effectively implemented, teachers are highly necessary and there is a need for them to be effective in their day-to-day discharge of pedagogical duties (Owan & Agunwa, 2019). Thus, for teachers to become effective, their attitudes towards the activities of the school must be considered.

Teachers' attitude to work in Calabar Education Zone of Cross River State has been a major issue of concern to the Government and other stakeholders. Common observation has revealed that many teachers demonstrate a high level of ineffective attitude in terms of poor punctuality, engaging in conflict with school administrators, ineffective notes of lesson writing, and other poor disciplinary attitudes to work. Owan and Agunwa (2019) reported that, in Calabar Education zone of Cross River State, many teachers especially those in public secondary schools do not report to duty as expected. They display unfavourable attitude to punctuality and in teaching. Many headteachers complain of some staff not writing notes and demonstrating a high degree of absenteeism. In Calabar, it was reported that some secondary school teachers were engaging in sexual relationships with some senior secondary school students of the opposite gender. Some school principals have also reported that many teachers rarely resume school in the first week of resumption (Arop, Ekpang & Owan, 2018). Thus, such negative attitudes demonstrated by teachers are unprofessional, unethical, and inimical to realizations of secondary education goals, as well as those of the teaching profession.

In time past, many teachers had complained of poor and inconsistent payment of salaries, promotion and other work-related incentives. Many studies such as those of Ajayi (1991) and Arikewuyo (2006) have shown that secondary school teachers in Nigeria are not only dissatisfied with their teaching profession but also have poor job attitudes. Teachers see teaching as a job that has no prestige and which does not enjoy any recognition from the public. One of the greatest threats to secondary education in Nigeria is teachers' lack of job satisfaction. Tensions in Nigeria's educational system are consequent, in part, upon teachers' dissatisfaction with their job (Udofia & Ikpe, 2012).

The government has also intensified efforts in recent times by regularly paying teachers' salaries. For instance, in Cross River State generally, the government of the current dispensation has never owed primary and secondary school teachers. There was also massive recruitment of 2,000 teachers and 500 security in the year 2018, to address the issue of shortages and the replacement of ghost workers who were earning salaries without working. Despite all these measures in place, the attitudes of many teachers in Calabar Education Zone are quite unimpressive. In fact, it appears that there is an inverse relationship between improved efforts by the government, and the performance manifested by some secondary school teachers. It was on this premise

that the researchers' curiosity was raised in an attempt to address this issue. In doing this, the researchers wonder whether the problem of this study has any link to teaching personnel management.

Personnel management is a process that is concerned with the maintenance of human relations, the physical wellbeing of employees, and manpower planning of personnel. It is the process of obtaining and maintaining a satisfactory and satisfied workforce. Personnel management can also be defined as the careful and systematic process of attracting, retaining and maintaining the workforce of an organization in order to promote the attainment of set objectives. Within the school system, teaching staff, non-teaching staff, and students constitute the main personnel that must be managed effectively. The focus of this study is on teaching staff who are the main drivers of the curriculum implementation process. Vaghela (2015) sees it as that phase of management which deals with the effective control and use of manpower as distinguished from other sources of power. It includes planning, organizing, directing and controlling various operative functions of procuring, developing, maintaining and utilizing a labour force such that the objectives, for which the company is established, are attained economically and effectively (Vaghela, 2015).

Mbieli (2006) listed some personnel management functions to include recruitment, selection, placement, induction, compensation, motivation, training, transfer, promotion, discipline (e.g., demotion, termination, dismissal), provision of safety against hazards, and serving as a link between employees and management. This study is primarily concerned with three of these areas of personnel management which includes teachers' training, placement, and supervision.

Teachers' training and development are a continuous process in improving the quality of teachers. It is an attempt to improve their current and future performance; but the organization should keep track of their performance after imparting them with training (Amin, Saeed & Lodhi, 2013). Personnel training, according to Akpan (2011), involves the process of developing skills and learning concepts, rules, and attitudes in order to increase the effectiveness of workers and improve the standard of job performance. Del-Valle, Castillo, Miguel and Antonio (2009) stated that skills, abilities and knowledge which are required for performing a job are provided to employees through training.

Teachers' placement refers to a situation where teachers considered to be qualified by the selection panel, are assigned jobs that suit their qualification, interest and areas of specialization. Many organizations are unproductive and inefficient as a result of poor placement. When employees are recruited into the organization, they should be assigned duties based on competence and specialization. Bankole (2000) sees

placement as putting the right person on the right job structure. Placement of applicants comes in after recruitment and selection have been concluded. Placement is to ensure the effectiveness and efficiency of applicants to the standard and set objectives of the organization (Bankole, 2000). Thus, if for any reason, teachers are not allowed to teach subjects based on their mastery and competence, then this might go a long way to affect their attitude to work.

Teachers' supervision refers to all efforts designed by the school towards providing leadership to teachers and other educational workers in the improvement of instruction; it involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials for instruction and methods of teaching and the evaluation of instruction (Kashyap, 2019). The nature of quality instructional supervision within a school is presumed to have effects on the expertise, practice and teachers' job performance and by extension on students' academic achievement (Aseka, 2016). Teachers' supervision also acts as an appraisal tool where teachers reflect on highlighted issues. For a thorough understanding of the issues some empirical studies related to this study were integrated.

Udoh (2014) examined the difference in teaching effectiveness between teachers who had staff development and those who did not, in secondary schools in Uyo Senatorial District of Akwa Ibom State. The population of the study consisted of all the 3,116 Secondary School teachers and 21,485 students in the Senatorial District. The findings of the study revealed positive and significant differences between teachers who attended in-service training programmes and those who did not, in their teaching effectiveness. On the basis of this, it was concluded that in-service training programme significantly influence the teaching effectiveness of Secondary School teachers in Uyo Senatorial District.

Romina (2016) investigated the relationship between in-service training, teaching effectiveness and academic performance of secondary school students in Boji-Boji Owa metropolis. Interview and questionnaire were the instruments for data collection from 48 teachers of two private schools used for the study. Findings emerging from data analysis using percentages and mean, indicate that teachers who participated in in-service training perceived the programme as useful and beneficial in many ways. The training which the teachers received positively affected their teaching effectiveness. Male and female teachers experienced improved teaching effectiveness after exposure to in-service training workshops. Hypothesis tested through Pearson Product Moment correlation shows that there is a significant relationship between in-service training and teachers' teaching effectiveness.

Ezeugbor, Onyali and Okoye (2018) examined staff personnel administrative practices adopted by Principals for promoting teacher job performance. The study was carried

out in Secondary Schools in Awka Education Zone of Anambra State. Two null hypotheses were tested at 0.05 level of significance. The findings revealed among others that the Principals adopted most of the staff professional development and motivational practices. There was a significant influence of teachers' placement on their appropriate subjects on their instructional delivery in secondary schools.

Iroegbu and Etudor-Eyo (2016) studied the differences in teachers' effectiveness based on principals' instructional supervision in public secondary schools in Uyo Local Education Committee in Akwa Ibom State. Data collected were analyzed using mean and independent t-test statistics. The findings were that there is a significant difference in teachers' effectiveness based on classroom observation, analysis/strategy, post-conference analysis, and post-analysis conference. Teachers in schools where instructional supervision was adequate were more effective than those that had inadequate instructional supervision.

The exploration of existing literature suggests that little has been covered in the area of teaching personnel management and attitudes to work. The existing studies have actually captured the independent variable of this study and its relationship with teachers' job performance. It must be noted that teachers' attitudes to work are quite different from their performance. The sub-variables under focus especially placement appears to be very scanty, as many studies conducted in Cross River State have not captured it vis-à-vis other personnel management variables. It was against this background that this study was germane to fill existing gaps by contributing to the literature with new evidence from Calabar Education Zone of Cross River State, Nigeria.

Statement of the problem

Observations have shown that many teachers in public secondary schools in Calabar Education Zone are displaying ineffective attitudes towards record keeping, punctuality, attendance to classes, writing notes of lessons, marking the attendance register, amongst other unacceptable behaviours. All these negative attitudes put forth by teachers cannot contribute to the development of the students at their disposal. Even the schools cannot attain set goals and objectives with such attitudes. This has been an issue of concern for the government and all relevant stakeholders making efforts to cushion this problem. The Government, in an effort to address this situation, has intensified supervision of secondary schools, increased teachers' salaries and improved teachers' training conditions in recent times in the State. All these measures applied by the government have not only yielded fruitless results but has not also been able to improve these negative attitudes on the part of secondary school teachers in Calabar Municipality.

Given the dynamic roles teachers play, as well as their position in the curriculum implementation phase, one will wonder why such negative and ineffective attitudes are persistently manifested by them. This worry and the need to address this issue, prompted the researchers to contemplate whether teaching personnel management has any association with their attitudes to work. Thus, the main problem of this study is: how does teaching personnel management in terms of training, placement, and supervision, relate to their attitudes to work in Calabar Education Zone of Cross River State? This study sought to provide an answer to this question.

Statement of hypothesis

The following null hypotheses were formulated and tested in this study.

Ho1: There is no significant difference in the work attitudes of teachers with proper training, placement and adequate supervision, and those without proper training, placement and with inadequate supervision.

Ho2: There is no significant composite prediction of teachers' training, placement, and supervision on their attitudes to work.

Methodology

This study adopted an ex-post facto research design. This design was considered appropriate due to the fact that the phenomena of interest (teachers' work attitude) have already occurred and no further manipulations can be made by the researchers. Thus, the phenomena can only be examined in retrospect. The population of this study comprised 1,419 public secondary school teachers in Calabar Education zone of Cross River State. Purposive sampling technique based on availability was employed in selecting all the teachers that were available during the data collection process. Thus, a sample of 1,181 teachers was used representing the total number of teachers that were available in 88 secondary schools in Calabar Education Zone during the process of data collection,

The instrument used for data collection was a questionnaire which was designed by the researchers and titled "Teaching Personnel Management and Attitudes to Work Questionnaire (TPMAWQ)." This instrument was designed in two sections. Section A was used in eliciting respondents' demographics, while section B was designed to measure the independent and dependent variables of this study using a total of 24 items. Items 1-6, 7-12, 13-18, and 19-24, were used to measure teachers' training, teachers' placement, teachers' supervision, and teachers' attitude to work respectively. The items were placed on the revised four-point Likert scale of SA - Strongly Agree, A - Agree, D - Disagree, and SD - Strongly Disagree. The instrument was validated by experts in Test and Measurement unit, Department of Educational Foundations, University of Calabar, while the reliability of the instrument was ascertained through Gutman Split Half approach. The reliability estimates of .83, .87, .93, and .84 were

obtained for the three independent sub-variables and the dependent variable of this study. These values indicated that the instrument was internally consistent in achieving the objectives of this study.

Copies of the instrument produced were administered to the participants by the researchers on different occasions. The collected data were coded accordingly using a computer spreadsheet program (MS-Excel 2016). Coded data were analyzed using descriptive statistics, while the null hypotheses were tested at .05 level of significance using independent t-test and multiple regression analyses (where applicable) with the aid of Stata software v15.

Presentation of results

The results of this study were presented and interpreted in line with the hypotheses guiding this study as shown below.

Ho1: There is no significant difference in the work attitudes of teachers with proper training, placement and adequate supervision, and those without proper training, placement and with inadequate supervision.

The results presented in Table 1 revealed that there was a positive mean difference of 4.728 in the work attitudes between teachers with proper training and those without proper training. There was a mean difference of 3.735 in the work attitudes of teachers with proper placement and those with improper placement. There was a mean difference of 2.611 between the work attitudes of teachers with adequate supervision and those with inadequate supervision. Teachers with proper training, proper placement and adequate supervision, demonstrated higher positive attitudes to work than those without proper training, placement and with inadequate supervision.

The calculated t-values of 16.217, 12.327 and 8.385, for teachers' training, teachers' placement and teachers' supervision, were greater than the critical t-value of 1.962 respectively, at .05 level of significance and 1179 degree of freedom. Alternatively, the respective p-values of .000 for teachers' training, placement and supervision, are less than .05 alpha level at 1,179 degree of freedom. With these results, the null hypothesis was rejected while the alternate hypothesis was retained. By implication, there is a significant difference in the work attitudes of teachers with proper training, placement and adequate supervision, and those without proper training, placement and with inadequate supervision. Thus, the mean differences of 4.728, 3.735 and 2.611 were not due to chance

Table 1: Independent t-test results summary of the differences between the various groups compared

Attitude to work	N	Mean	SD	M.Diff	t. cal.	Sig.
Teachers with proper training	522	17.63	4.902	4.728	16.217	.000*
Teachers without proper training	659	12.90	5.033			
Teachers with proper placement	530	17.05	5.230	3.735	12.327	.000*
Teachers without proper placement	651	13.32	5.137			
Teachers with adequate supervision	564	16.36	5.416	2.611	8.385	.000*
Teachers with inadequate supervision	617	13.75	5.281			
*Significant at .05 alpha level; df = 1,179				t. crit.= 1.962		

Ho2: There is no significant prediction of teachers' training, placement and supervision on their attitudes to work.

Multiple regression analysis was used in testing this null hypothesis at .05 alpha level, and the results from the analysis of data are presented in Table 2.

Table 2: Multiple regression results summary of the composite and relative prediction of teachers' training, placement, and supervision on their attitudes to work

R	R ²	Adjusted R ²	SE		
.645 ^a	.416	.414	4.209		
Source	SS	Df	MS	F	Sig.
Regression	14848.924	3	4949.641	279.438	.000 ^a
Residual	20848.034	1177	17.713		
Total	35696.959	1180			
Model	B	Std. Error	Beta	t	Sig.
(Constant)	1.523	.511		2.981	.003
TTRA	.490	.024	.481	20.727	.000
TPLAC	.242	.024	.241	10.294	.000
TSUP	.167	.023	.164	7.171	.000
a. Predictors: (constant), teachers' training, teachers' placement, teachers' supervision					
b. Dependent variable: attitude to work					

The results in Table 2 revealed that the three independent sub-variables (teachers' training, placement, and supervision) had a joint moderate and positive multiple correlations (R = .645) with the dependent variable, and accounted for 41.6 percent

($R^2 = .416$, Adj $R^2 = 41.4$) of the total variance of teachers' attitude to work; with the remaining 58.4 percent due to other variables not captured in this study.

The results also indicated that the p-value of .000 is less than .05 alpha level at 3 and 1177 degrees of freedom. Thus, the null hypothesis was rejected while the alternate hypothesis was upheld. The implication of this result is that there is a significant composite prediction ($F = 279.438$, $p < .05$) of teachers' training, placement and supervision on their attitudes to work in Calabar Education Zone of Cross River State. Thus, the R^2 value of .416 obtained was not due to chance.

Relatively, all the independent variables (teachers' training, placement, and supervision) have significant predictions on the response variable (teachers' attitude to work) respectively, with the reason being that their respective p-values of .000 were all less than .05 alpha level. However, teachers' training was the highest predictor of their attitudes to work ($t = 20.727$, $\beta = .490$), followed by teachers' placement ($t = 10.294$, $\beta = .241$), and teachers' supervision ($t = 7.171$, $\beta = .164$), in that order. The regression equation of this study is:

$$TAW = 1.523 + 0.490 TTRA + 0.242 TPLAC + 0.167 TSUP + e \dots \dots \dots (i)$$

Where:

TAW = Teachers' attitude to work, TTRA = Teachers' training, TPLAC = Teachers placement, TSUP = Teachers' supervision, e = the error term ($1 - 0.511 = 0.489$).

Discussion of findings

This study established through its first finding that there is a significant positive mean difference in the work attitudes of teachers with proper training, placement and adequate supervision, from those without proper training, placement and with inadequate supervision. Teachers with proper training, placement and adequate supervision demonstrated higher positive attitudes to work than their counterparts without proper training. This finding supports the finding of Udoh (2014), which revealed positive and significant differences between teachers who attended in-service training programmes and those who did not in their teaching effectiveness. This finding corroborates the findings of Ezeugbor, Onyali and Okoye (2018) which revealed among others that there was a significant influence of teachers' placement on their appropriate subjects on their instructional delivery in secondary schools. The study of Iroegbu and Etudor-Eyo (2016) also showed that there is a significant difference in teachers' effectiveness based on classroom observation, analysis/strategy, post-conference analysis, and post-analysis conference. Teachers in schools where instructional supervision was adequate were more effective than those that had inadequate instructional supervision.

This finding comes as no surprise since teachers who are properly trained possess the appropriate skills in terms of classroom management and methods of teachings, which those without proper teaching training will be lacking. It is also quite obvious that teachers who are assigned to teach courses based on their areas of specialization showed mastery during teaching than those placed in areas they do not specialize. The finding also suggests further that teachers who are adequately supervised discharged their duties in accordance with the expected principles and procedures, thus, making them more effective. Such teachers stood a better chance to be corrected where they make mistakes. With adequate supervision, erring teachers were also disciplined, and ineffective attitudes eliminated.

The second finding of this study also disclosed that there was a significant composite influence of teachers' training, placement and supervision on their attitudes to work, with the three variables, contributing a total of 41.6% to the total variance of teachers' attitude to work. However, teachers' training was the highest predictor of their attitudes to work followed by teachers' placement, and teachers' supervision, in that order. This finding supports the findings of Romina (2016) which indicated that teachers who participated in in-service training perceived the programme as useful and beneficial in many ways, and there is a significant relationship between in-service training and teachers' teaching effectiveness.

Conclusion

It was concluded in this study that there is a significant influence of teaching personnel management on their attitudes to work. The work attitudes of effective teachers with positive characteristics are significantly positive and higher than those of teachers with negative and ineffective characteristics. Teachers without proper training, placement, and adequate supervision are relatively more in numbers than those with proper training, placement and adequate supervision in Calabar Education Zone of Cross River State. Teachers' training is the most influential variable of their attitudes to work, followed by teachers' placement, and teachers' supervision.

Recommendations

The following recommendations were made based on the findings of this study:

- i. Teachers should be properly trained on the principles, concepts and methods of teaching before and during service. This training should be rendered in teacher-training institutions, seminars, workshops and conferences.
- ii. No teacher should be assigned to teach any subject outside his area of specialization and competence. In the event that some subjects lack teachers, secondary school principals should avoid assigning available teacher who is incompetent to handle such subjects, instead, such shortages should be communicated to appropriate authorities.

iii. Teachers' classroom instruction, records, and activities should always be supervised, monitored and evaluated from time to time by school principals and external supervisors. Proper disciplinary measures should also be adopted and meted to teachers who are underperforming.

iv. Teachers with outstanding performance should be encouraged with incentives. This will help in promoting the consistency of teachers towards maintaining positive work-related attitudes.

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