

## ***Novel Personnel Management Practices and Teachers' Job Performance in Secondary Schools in Calabar Education Zone of Cross River State, Nigeria***

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### **Abstract**

*The study examined the relationship between novel personnel management practices and teachers' job performance in secondary schools in Calabar Education Zone of Cross River State, Nigeria. The study adopted correlational research design. The population of the study comprised all 46 principals and 2,700 teachers in the 46 public secondary schools in the zone, totaling 2,746. Multi-stage sampling procedure was used to select a sample of 600 comprising of the 46 principals and 540 teachers for this study. Two instruments titled "Novel Personnel Management Practices Questionnaire (NPMQ)" and "Teachers Job Performance Questionnaire (TJPQ)" were used for data collection. The instrument was validated by two experts in Educational Measurement and Evaluation from the University of Calabar. The reliability of the instruments, established using Cronbach alpha analysis, were 0.85 and 0.89 respectively for NPMQ and TJPQ. The data collected were analyzed using Pearson Product Moment Correlation statistics. The results revealed that there is significant relationship between novel staff motivational practices, novel staff training practices, novel supervisory practices and teachers' job performance. Based on the findings of the study, it was recommended among others that principals should endeavour to integrate modern personnel management strategies in the management of their teachers.*

**Keywords:** novel, personnel, management, teachers, performance

### **Introduction**

Formal organizations such as educational institutions always have set goals and objectives that they strive to attain. These objectives are achieved through the efforts of people that constitute the staff of these organizations. Without the support of committed and dedicated personnel, the realization of organizational goals would remain a mirage. In secondary schools, it is through the staff, especially the teachers, that the actual implementation of educational processes takes place.

Teachers with diverse set of skills, knowledge and expertise are employed in schools to deliver various essential services for which students are the major beneficiaries.

Some of the services rendered by teachers range from lesson delivery, classroom management, academic advising, students' evaluation, records management and other related services (Ogbau, 2023). Lesson delivery is the ability of teachers to skillfully provide students with effective instruction in the classroom. Teachers use a variety of pedagogical styles to ensure that transfer of knowledge to students is successful. Classroom management is the ability of teachers to take charge and control their classes by ensuring that students maintain order and avoid disruptive behaviour during classes. A well-managed classroom is characterized by decorum and attentiveness of students. Academic advising are the helps given to students on how best to succeed in their academic pursuits while students' evaluation includes different methods adopted by the teacher to assess or appraise students' level of understanding of what has been taught them in the classroom. Some of the various methods adopted by teachers in assessing students are tests, examinations and quizzes for evaluation purposes. Records management refers to the accurate arrangement and storage of students' data and other information such as attendance registers, test results and examination results. A critical look at the roles played by teachers shows that teachers occupy a significant position in the school system. According to Nnaji et al. (2023), teachers are the heart and soul of any educational programme.

However, the effectiveness of teachers in the successful performance of their duties depends on their level of commitment which may be determined by various factors. Umio (2019) stated that the attitude to work of teachers is basically dependent on the way and manner they are being managed. Personnel management techniques deployed by school administrators may have a way of impacting on the teachers' performance (Makinde, 2020). In secondary schools, principals have the sole responsibility to perform the task of personnel management.

Personnel management, according to Dupom (2007), is the planning, organizing, directing and controlling of the development, compensation, integration and maintenance of human resources to the end that both individual and organizational objectives are achieved. Basically, personnel management in the school system is concerned with the effective management of the school staff with the ultimate goal of getting them to put in their maximum effort towards the achievement of school goals. However, these seemingly routine management practices are becoming ineffectual considering the dwindling performance of teachers in the areas of teaching, academic advising and students' evaluation. School administrators in any level of education need to be innovative in carrying out personnel management tasks.

Considering the new dynamics in the present world, modern organizations are now deploying novel strategies for managing their human resources in order to maximize their full capabilities and potentials. While the nomenclature of personnel management tasks is still maintained, managers now adopt new techniques to make their efforts in

these tasks more effective and fruitful. Ogbonna (2010) stated that the best way to retain high performing staff and boost their efforts is the aspiration of modern managers. This involves adopting novel and innovative practices that can motivate staff towards higher performance. Novel strategies for managing staff has become the new way for thriving organizations. As learning organizations, schools should be at the forefront of innovations. School administrators are expected to achieve excellence through the adoption of innovative practices (Hujaheb, 2020).

The use of a variety of modern techniques and practices of management to organize and coordinate the activities of teachers should be a task all administrators should prioritize. Researchers (Ugo, 2023; Kenyru, 2021; Johnson, 2021) agree that a connection exists between motivation of employees and their level of productivity. However, new researches have not been carried out to draw a link between novel motivational strategies and workers' job effectiveness. Recognizing, praising and rewarding teachers with outstanding performance are morale boosters (Femahi, 2008). Assigning responsibilities to teachers, regular promotion of teachers, sponsoring teachers to conferences, seminars, and workshops are contemporary practices that have the potential of motivating and equipping teachers for excellent performance (Bontu, 2022). Adeoye (2000) posits that an employee who have not received proper training before being assigned with responsibilities may lack the capacity and confidence to be fully productive. Attendance to workshops, seminars, symposia, conferences, webinars as well as mentorship of new teachers by the senior ones will go a long way in empowering teachers with relevant skills that will enhance their effectiveness (Uko & Nnaji, 2015).

Deinik (2009) remarked that the hallmark of personnel management is the supervision of staff to ensure their compliance to organizational rules and standards. In the education system, clinical supervision in which the supervisor takes a holistic assessment of a teachers' task performance and devises unique strategies to correct observed lapses and improve teachers is being advocated. According to Emri (2022), modern supervision is not for fault finding but for improvement. A supervision process that is cordial, educative and not harshly done to find faults in the teacher is the modern style that enhances teacher performance (Nnaji et al., 2015). Effective principals will make effort to motivate teachers by delegating responsibilities to them, providing instructional facilities, ensuring that they are promoted as and when due and ensuring that they are engaged in in-service training (Romat, 2022). Riman (2020) remarked that when teachers are well managed and cared for, they will perform to optimum. Wukey (2023) stated that teachers pursue excellence in their jobs when cordial work climate is created by school administrators.

However, in recent times, the story has changed. It seems teachers are no longer dedicated to their jobs. Teachers have been accused of lack of commitment, low productivity and poor attitude to work. Ekpo et al. (2023) observe that in almost all

public secondary schools in the country, many teachers perform considerably low. Observations also show that teachers are not provided with the necessary training to equip them with the skills and abilities to enable them effectively carry out the task of teaching in this 21<sup>st</sup> century information and communication technology (ICT) controlled world. Teachers are also not sufficiently motivated to a level that they could be spurred to effectively perform their jobs. Udoh (2020) laments that most public secondary schools in the country are ill equipped in terms of classrooms, office accommodation for teachers and other instructional materials that aid teachers in their jobs. Most principals also adopt leadership styles that do more to dampen the morale of teachers than boosting their morale to put in their best on their jobs.

According to Ejiogu (1993), the level of productivity and attitude to work of a teacher depends on his/her abilities and available elements of motivation. Abilities and competence of teachers in turn depend on their level of training and skills possession (Uko & Nnaji, 2015). Principals, whose sole responsibility it is to manage teachers, should strive to adopt various motivational strategies to ensure that teachers embrace positive attitude to work. Ejiogu (1993) opines that providing opportunities for in-service training/development for teachers, involvement of teacher in decision making, provision of instructional materials, prompt payment of salaries and allowances, promotion and recognitions of teachers' achievements are possible ways that could positively influence teachers' attitude to work.

In a school where the instructional personnel do not possess modern relevant skills, where there is poor supervision of teachers, where there is lack of teacher motivation especially in terms of prompt payment of salaries and allowances, promotion and other benefits, frustration can set in and teachers can become unenthusiastic, disenchanted and unproductive. Good management of instructional personnel is therefore crucial to the success of any school; it must be done to enhance the achievement of school goals (Uko & Nnaji, 2016). It is against this background that this study seeks to examine the relationship between novel personnel management practices and teachers' job performance in secondary schools in Calabar Education Zone of Cross River state, Nigeria. The study sought to establish the relationship between teachers' involvement in decision making, principals ability to motivate teachers, principals' ability to provide teachers with professional development and teachers' job effectiveness.

### **Statement of the problem**

The issue of poor performance of teachers in secondary schools in public secondary schools in Calabar Education zone of Cross River State in general has become a thing of great concern to stakeholders in the state. The poor performance of students in internal and external examinations recently conducted by West African Examination Council (WAEC) and National Examination Council (NECO) calls into question the effectiveness of teachers in carrying out their duties of lesson presentation, classroom

management, academic advising, students' evaluation and records management. Some teachers do not use properly prepared lesson plans while some teachers are in the habit of skipping classes or going late to classes and therefore end up not covering their syllabus at the end of the school term. While students have not performed well academically, teachers have also complained of dissatisfaction with their work conditions in regards to the way and manner they are managed. Some of the principals adopt autocratic approach in dealing with the teachers thus creating unfriendly school climate in their schools. Some principals take unilateral decisions without seeking teachers' opinion in matters concerning them while some are still stuck with the usual rigid administrative routine of directing and commanding without consideration for staff emotions and welfare.

The government has recruited more qualified teachers and endeavoured to provide facilities in secondary schools to support and improve learning outcomes in this zone but the problem still persists. In view of these fundamental problems, the study sought to examine issues surrounding teachers work conditions in terms of personnel management with the objective of examining novel personnel management strategies and how they relate with teachers' job effectiveness in public secondary schools in Calabar Education zone of Cross River state, Nigeria.

### **Hypotheses**

The following hypotheses guided the study:

**Ho1:** There is no significant relationship between novel staff motivational practices and teachers' job performance.

**Ho2:** There is no significant relationship between novel staff training practices and teachers' job performance.

**Ho3:** There is no significant relationship between novel supervisory practices and teachers' job effectiveness.

### **Methodology**

The study adopted correlational research design. The population of the study comprised all principals and 2,700 teachers in the 46 public secondary schools in Calabar Education zone. Multi-stage sampling procedure was used for this study. At first, schools were stratified according to local government areas. At the second stage, purposive sampling technique was used to select all the 46 principals. At the second stage, simple random sampling technique was used to select 10 percent of schools in each local government area. At the third stage, simple random sampling technique was used to draw 20 percent of teachers from each of the selected secondary schools. This gave a total sample of 600 comprising of 46 principals and 540 teachers.

Two instruments were used for data collection. The first instrument titled "Novel Personnel Management Practices Questionnaire (NPMQ)" was administered to the principals. The instrument was divided into two sections, A and B. Section A contained

items seeking information on demographic characteristics of the respondents while the section B is a four point Likert scale consisting of 18 items designed to measure the sub-variables of novel personnel management which include staff motivation, staff training and effective supervision. Each of these sub-variables was measured using six items. Each item has four response options including Strongly Agree (SA) - 4 points, Agree (A) - 3 points, Disagree (D) – 2 and Strongly Disagree (SD) - 1 point. The second instrument titled “Teachers Job Performance Questionnaire (TJPQ)” was administered to the teachers to assess their job performance in lesson presentation, classroom management, students’ record management and students’ evaluation.

The instrument was validated by two experts in Educational Measurement and Evaluation, from the Faculty of Educational Foundation Studies of the University of Calabar. The reliability of the instrument was established using Cronbach Alpha analysis. The reliability coefficient value yielded 0.85 and 0.89 for NPMQ and TJPQ respectively which were considered adequate for the study. The researchers chose one week for the distribution of the questionnaires to respondents so as to have ample time to cover all the schools used for the study. The researchers retrieved the copies of the questionnaires administered to respondents immediately after they were completed. All 600 copies of the questionnaires distributed were returned. The data collected were analyzed using Pearson Product Moment Correlation statistics.

### Presentation of results

**Ho1:** There is no significant relationship between novel staff motivational practices and teachers’ job performance.

**Table 1:** Pearson’s product moment correlation analysis of the relationship between novel staff motivational practices and teachers’ job performance (n-600).

Variables	$\Sigma X$	$\Sigma X^2$	$\Sigma Y$	$\Sigma Y^2$	$\Sigma XY$	$r_{xy}$
Novel Staff motivational practices (X)	4629	100617				
Lesson presentation (Y <sub>1</sub> )	3782	66954	81264			0.68*
Classroom management (Y <sub>2</sub> )	3195	47923	68498			0.57*
Students’ records management (Y <sub>3</sub> )	3215	48091	68481			0.44*
Students’ evaluation (Y <sub>4</sub> )	3882	66954	81264			0.51*

df = 598, critical r = 0.165

From table 1, the calculated r-value of 0.68 for lesson presentation, 0.57 for classroom management, 0.44 for students’ records management and 0.51 for students’ evaluation were all found to be greater than the critical r-value of 0.165 needed for significance at .05 level of significance with 598 degree of freedom. With this result the null hypothesis was rejected and the alternate hypothesis accepted for all the sub-variables of teachers’

job performance. This finding implies that novel staff motivational practices significantly relate to teachers' job performance in terms of lesson presentation, classroom management, records management and students' evaluation.

**Ho2:** There is no significant relationship between novel staff training practices and teachers' job performance.

**Table 2:** Pearson's product moment correlation analysis of the relationship between novel staff training practices and teachers' job performance (n-600)

Variables	$\Sigma X$ $\Sigma Y$	$\Sigma X^2$ $\Sigma Y^2$	$\Sigma XY$	$r_{xy}$
Novel Staff training practices (X)	4629	100617		
Lesson presentation (Y <sub>1</sub> )	3782	66954	81264	0.59*
Classroom management (Y <sub>2</sub> )	3195	47923	68498	0.58*
Students' records management (Y <sub>3</sub> )	3215	48091	68481	0.49*
Students' evaluation (Y <sub>4</sub> )	3882	66954	81264	0.55*

df = 598, critical r =0.165

From table 2, the calculated r-value of 0.59 for lesson presentation, 0.58 for classroom management, 0.49 for students' records management and 0.55 for students' evaluation were all found to be greater than the critical r-value of 0.165 needed for significance at .05 level of significance with 598 degree of freedom. With this result the null hypothesis was rejected and the alternate hypothesis accepted for all the sub variables of teachers' job performance. This finding implies that novel staff training practices significantly relates to teachers' job performance in terms of lesson presentation, classroom management, students' records management and students' evaluation.

**Ho3:** There is no significant relationship between novel supervisory practices and teachers' job performance.

**Table 3:** Pearson's product moment correlation analysis of the relationship between novel supervisory practices and teachers' job performance (n-600)

Variables	$\Sigma X$ $\Sigma Y$	$\Sigma X^2$ $\Sigma Y^2$	$\Sigma XY$	$r_{xy}$
Novel supervisory practices (X)	46771	132612		
Lesson presentation (Y <sub>1</sub> )	3766	64411	81254	0.61*
Classroom management (Y <sub>2</sub> )	3174	47923	68498	0.53*
Students' records management (Y <sub>3</sub> )	3314	47433	66570	0.544*
Students evaluation (Y <sub>4</sub> )	3571	66693	87001	0.57*

df = 598, critical r =0.165

From table 3, the calculated r-value of 0.61 for lesson presentation, 0.53 for classroom management, 0.54 for students' records management and 0.57 for students' evaluation

were all found to be greater than the critical r-value of 0.165 needed for significance at .05 level of significance with 598 degree of freedom. With this result the null hypothesis was rejected and the alternate hypothesis accepted for all the sub-variables of teachers' job effectiveness. This finding implies that novel supervisory practices significantly relate with teachers' job performance in terms of lesson presentation, classroom management, students' records management and students' evaluation.

### **Discussion of the findings**

The result of the first hypothesis revealed that there is significant relationship between novel staff motivational practices and teachers' job performance in terms of lesson presentation, classroom management, students' record management and students' evaluation. This implies that the higher and better the deployment of novel motivational practices by school administrators, the higher the performance of teachers in their jobs. This result is in tandem with Ugo (2023), Kenyru (2021) and Johnson (2021) who agreed that a connection exists between motivation of employees and their level of productivity. This result corroborates Bontu (2022) who noted that assigning responsibilities to teachers, regular promotion of teachers, sponsoring teachers to conferences, seminars, and workshops are practices that have the potential of motivating and equipping teachers for excellent performance. This result shows that adopting new strategies of creating happiness and sense of belonging in the minds of teachers will boost their morale towards high performance. When there is impactful motivation by school administrators, teachers will be impelled to work as a team and display a great deal of commitment to their jobs.

Result of the second hypothesis revealed that there is a significant relationship between novel staff training practices and teachers' job performance. The implication of this result is that the more teachers are engaged in staff training, the more skills they acquire to become more effective and better in their jobs. Staff training therefore enhances the job performance of teachers. This finding is in line with Uko and Nnaji (2015) who asserted that the abilities and competences of teachers depends on their level of training and skills possession. Sending teachers for in-service training will enable them acquire new skills and keep abreast of modern developments in their subject areas. This finding also corroborates Adeoye (2000) who posits that an employee who has not received proper training before being assigned with responsibilities lacks necessary confidence to be fully productive. This finding also validates Uko and Nnaji (2015) who remarked that attendance to workshops, seminars, symposia, conferences, webinars as well as mentorship of new teachers by the senior ones will go a long way in empowering teachers with relevant skills that will enhance their effectiveness.

The result of the third hypothesis revealed that there is significant relationship between novel supervisory practices and teachers' job performance. This implies that the more principals deploy modern supervisory strategies in the supervision of teachers, the



higher the job performance of teachers is enhanced. This finding is in line with Deinik (2009) who remarked that the hallmark of personnel management is the supervision of staff to ensure their compliance to organizational rules and standards. This finding also supports Nnaji et al. (2015) in their position that a supervision process that is cordial, educative and not harshly done to find faults in the teacher is the modern style that enhances teacher performance.

### **Conclusion**

This study has established that there is significant relationship between novel personnel management practices and teachers' job performance. It is therefore concluded that teachers' performance in lesson presentation, classroom management, students' records management and students' evaluation will be greatly enhanced if principals deploy novel personnel management practices in the motivation, training and supervision of their teachers.

### **Recommendations**

Based on the findings, the following recommendations were made:

1. Principals should endeavour to integrate modern personnel management strategies in the management of their teachers.
2. Modern motivational measures should be put in place by school administrators to boost teachers' morale.
3. Provision should be made for periodic in-service training which could be in the form of workshops, conferences, symposium and mentorship programmes.
4. Supervision of teachers should be done in a friendly manner by principals and not for fault-finding.
5. Principals should endeavour to always involve teachers in every decision-making that affects them. This will help boost their morale toward higher performance.

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