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Teachers' Perception of Personnel Management Functions and their Job Performance in Ikom Education Zone of Cross River State, Nigeria

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ABSTRACT

The study was conducted to examine secondary school teachers' perception of personnel management functions and their job performance in Ikom Education Zone of Cross River State, Nigeria. The study utilised two objective, research questions and hypotheses and the ex-post facto research design was adopted for the study. The study population comprised all public secondary school teachers in Ikom Education Zone of Cross River State. Data obtained from the Ministry of Education, Calabar which stood at 15, 972 and a sample of 529 teachers were used and the study with stratified random sampling technique a well validated researcher's developed instrument titled School Teachers' Perception of Personnel Management Functions and their Job Performance Questionnaire (STPPMFJPO) was adopted for data collection. The instrument was scrutinized for correction by expert validation the Department of Educational Foundations and Administration, and two from Measurement and Evaluation, all from the Cross River University of Technology, Calabar. The face validity was also determined using the split half reliability method to determine the internal consistency which ranged from .76 to .84 accordingly and the data was analysed using descriptive (mean and standard deviation), and inferential statistical analysis (One-Way Analysis of Variance). The major findings revealed that there is a significant influence of staff recruitment on secondary school teachers' job performance. Also, staff development programmes do significantly influence secondary school teachers' job performance. It was recommended among others that the government should endeavor to recruit competent teachers in schools, so as to promote quality and standard in the teaching profession this will further enhanced teachers' job performance in Ikom Education Zone.

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Introduction

Background of the study

In any organization, whether profit-oriented or service oriented, are designed to work towards achievement of set-goals. As workers (teachers) consciously contribute towards goals of the organization, they also have personal or group goals they expect to satisfy (Koko, 2005). The author further deposited that of all tools in management (men, machine, material, money and market), without any iota of doubt, the most important is men. Men are the only animate instrument that is capable of achieving the other 3Ms (machine, material, money and market) or making them moribund and hence affect positively or negatively the purpose of a system. Personnel management, otherwise referred to as human resource management is concerned with the people dimension in management. Moreover, personnel management is an important management function concerned with obtaining, developing and motivating the human resources required by an organization to achieve its objectives. Generally, education in Nigeria has been perceived as an instrument "per excellence" for effecting national development (FRN, 2004:4). Government has stated that for the benefit of all citizens, the country's educational goals shall be clearly set out in terms of their relevance to the needs of the individual and those of the society, in consonance with the realities of

our environment and the modern world. If our education is to achieve the national goals, then, well-trained, well-qualified and efficient educators are absolutely essential. Thus, no educational system may rise above the quality of its teachers, is an old academic. Therefore, acquiring teacher's services, developing their skills, motivating them to high levels of productivity and ensuring that they continue to maintain their commitment to the organization are essential to achieving school organizational goals.

Teachers' personnel management is responsible for activities such as recruitment and selection, training, wage and salary administration, establishing staffing ratios, benefit planning and productivity. It is their responsibility to develop and recommend policies and procedures which will contribute to the achievement of the goals in the educational system. In summary, the functions of personnel are to select, train, develop, assimilate and remunerate teachers. Managing teachers is that part of school management function which is concerned with teachers at work and their relationship within the educational enterprise. It seeks to bring together and develop into an effective educational organization, men and women who make up the teaching workforce, enabling each to make his/her own best contribution to its success. Management of teaching workforce involves a number of strategies that begins and maintain activities toward the

achievement of personal and organizational goals. Omebe (2001) was of the view that well managed teachers will always look for better ways to do their teaching job. They are more quality oriented and more productive. Management of teachers can be through the adoption of these management strategies; supervision, in-service training and compensation among others. Hence, any teacher that enjoys the influence of the above named strategies is bound to give all his best in discharging his or her duty because he would derive the satisfaction of being a teacher, which in turn will boost his/her job performance. Against the background of the foregoing, this study seeks to investigate teachers' perception of personnel management functions as determinant of their (teachers') job performance in secondary schools in Ikom Education Zone of Cross River State, Nigeria

Mustapha, Ilesanmi and Aremu (2011) carried out a study to investigate the impact of well-planned recruitment and selection process on corporate performance of staff. The study was anchored on the premise that a sound recruitment programme logically follows a well-drawn up manpower plan. The study identified a typical source by separation recruitment into internal and external and discussed the advantages of each method. The analytical tools used in the study were regression analysis and analysis of variance (ANOVA) to determine the relationship between well planned recruitment and selection process on corporate performance of staff. Findings revealed that there is a significant relationship between recruitment and selection based on merit and organizations performance, that effective recruitment and selection are key to organizational commitment that a well-planned recruitment and selection contributes to organizational performance. The school system like any other modern organization depends on the caliber of the manpower that steer the affairs of the organization.

Yusuf and Kalawole (2016) further proved this fact in their study which sought to investigate effect of recruitment and selection on employee performance. The study used descriptive survey design. Stratified and simple random sampling techniques were used for the study. The study populations were the principals, teachers and students. The researcher used 30% as population sample size for the public secondary schools, 30% as population sample size for principals, 10% for teachers and 10% for the students. The target sample was (30) public secondary schools, (30) school principals, (85) teachers and (136) students. The findings of the study showed that Nandi County has qualified and well trained teachers. However, in some instances the findings showed teachers' needed refresher-training courses to improve on their teaching performance. The findings showed that students continue to perform poorly in academics in some public secondary schools. It was further found out that contribution of teacher capacity development influences students' performance to a greater extent. The conclusion of the study reinforces the existing studies that have shown that quality of education depend on effective teaching skills, knowledge and attitudes acquired by teachers' through continuous in-service education and training and for which teachers employ at a given time leading to improved students' performance. Similarly, teachers' capacity development should be strengthen in order to enhance teacher professional growth, and to realized quality students' outcome in academic achievement. School principals should ensure that teachers' are held accountable for student learning by putting in place measures that ensures education offered to learners is of high quality. However, students who are not endowed in

academics should be guided to discover their talents early, nurture and pursue careers of their choice. Further research on the best approach of addressing poor students' performance in academic achievement in secondary schools need to be undertaken.

Teachers constitute an important factor in the implementation of the school curricula. The quality of teachers is known to be a key predictor of students' performance. Stressing this point, Hammad (2001) pointed out that the simple most important determinant of what students learn is what teachers know. Teaching as a profession demands continuous development of knowledge and ability through training programmes. Such training programmes include workshops, conferences, seminars, induction and orientation for new staff, refresher course, in-service training and so on.

Staff development has been accepted as an effective method of increasing the knowledge and skill of teachers in order to enable teachers to teach more effectively. Law (2004) staff development programmes for teachers are important aspect of education process that deal with the art of acquiring skill in the teaching profession. They are essential practices that enhance subject mastery, teaching methodology and classroom management.

Katamba and Ibrahim (2013) investigated Staff development as a motivating factor in job performance among personnel in branch libraries, University of Maiduguri. The study aimed at determining the relationship between staff development programmes and job performance. It was a survey research method involving 47 (professional, paraprofessional and non- professional) staff in 15 branch libraries. The entire population of 47 staff was adopted for the study and so there was no sampling. Questionnaire was the only research instrument used in data collection. Questionnaire was divided into six sections (Demographic variables of respondents, formal education, seminars/Conferences, workshop attendance, and job performance). The instrument also comprises 15 items within the six sections. The 47 copies of questionnaire were administered and retrieved by the researchers. Data were analyzed by descriptive and inferential statistics. Descriptive statistics was used to analyze demographic variables of respondents. While inferential statistic i.e Pearson Product Moment Correlation (PPMC) was used to test the four formulated hypotheses, while Multiple Regression Analysis was used to test one (1) null hypothesis on the joint relationships between staff development programmes and job performance at 0.05 level of significance. Response rate showed that out of the forty seven (47) copies of questionnaire administered, 34 (72%) copies were returned and found usable. Majority of the respondents were males while professional staff were the majority of respondents. Hypotheses tested revealed that formal education does not enhance job performance of staff. On the other hand Seminars/conferences and workshop attendance enhances job performance of staff. As the staff development programmes collectively increases, the job performance of staff tends to be higher. Conclusion was that there was indiscipline on the part of staff and that there was no enforcement of discipline by the management despite opportunities for formal education in the university. The increase in opportunities for the various staff development programmes increase higher job performance on the part of staff in branch libraries. Among the recommendations include strict enforcement of discipline on

staff and creating opportunities for staff development by the University management.

Ekpoh, Edet, and Nkama (2013) carried out a study to investigate the influence of staff development programmes on secondary school teachers' job performance in Uyo Metropolis, Nigeria. A single hypothesis guided the study. Data were collected using two sets of questionnaires titled "Staff Development Programme Questionnaire" (SDPQ) and "Teachers' Job Performance Questionnaire" (TJPQ). SDPQ was administered on 450 teachers while TJPQ was administered on 1800 students to assess teachers' job performance. Data collected were analyzed using Independent t-test statistic at 0.05 level of significance. Findings showed that teachers who participated in staff development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of student's work. It was recommended among others, that the Ministry of Education and State Secondary Education Board in Akwa Ibom State should on a regular basis organize training programmes for teachers. Such programmes should relate to subject contents, use of teaching aids, lesson preparation and delivery, classroom management and student's evaluation.

Theoretical Basis of the study

The study was anchored on the Expectancy theory by Vroom (1964)

Expectancy theory holds that every person who joins any organization enters into economic contract with the organization; and the subordinate is expected to put in his/her best in terms of hours of work, skills, efforts for the benefit of wages, good working conditions and other fringe benefits. This theory is based on the fact that if the worker puts in his/her best, there is every hope that the employer will reciprocate by rewarding the worker. While the workers are working hoping things will change for the better, the employer also expects the employee to do his best as he will sometimes be compensated. This action is all aimed at fulfilling the individual's goals and objectives as well as that of the organization. Therefore, according to expectancy theory people are motivated if they believe that they will receive a desired reward and if they hit an achievable target. They are least motivated if they don't want the reward or they don't believe that their efforts will result in the reward. The theory is based on the following assumptions:

Valance: This is the emotional orientation people hold with respect to outcomes (rewards). It also refers to the depth of the need of an employee for extrinsic (money, promotion, time off benefits) or intrinsic (satisfaction/rewards). Management must discover what employees value most.

Expectancy: Employees have different expectations and levels of confidence about what they are capable of doing. Management must discover what resources, training or supervision, employees really need.

Instrumentality: The perception of employees as to whether they will actually get what they desire even if it has been promised by a manager. Here, management must ensure that promises of rewards are fulfilled and that employees are aware of that. Those who criticized Vroom expectancy theory were: Grean (1969), Lawler (1971) and Porter (1967). Their criticism against the theory were based on the expectancy model being too simplistic in nature, these critics made some adjustments to Vroom's model.

The relevance of Vroom's expectancy theory to this study is that if management use systems that tie rewards very

closely to performance and discover what employees value most, either intrinsic or extrinsic reward and ensure that the rewards presented are deserved and wanted by the recipients, employees, productivity will be enhanced or improved. Also, when the employees discover that management is making enticing rewards such as financial bonus, promotion, etc that are beneficial to them they will increase or change their attitude/performance so as to obtain the reward which leads to higher productivity.

Statement of problem

Prior to Independence on 1st October 1960 and shortly till 1970, Nigeria secondary school leavers were held with high esteem because of the genuineness of their training in school and the capability they demonstrated in places of work after graduating. Graduates of these schools served in the administrative, commercial and educational sectors. They got involved in editorial jobs in media places and made sincere contributions towards the political, social and economic development of Nigeria. They specifically played significant roles towards political emancipation and got involved in teaching in spite of the fact that trained teachers were not enough (Oloyede, Adesina & Dauda, 2014).

The belief that educational standard in those days were very high and probably higher than what obtains nowadays in schools is controversial. Whether the standard was high or higher than the standard of nowadays, the praises or blemishes were majorly traceable to teachers. This is because, teachers were the role models and students were at their impressionistic stage. The role of teachers in this stance on could not be exaggerated. Instances exist when students confess that they develop interest in medicine, law, engineering, teaching etc because of the teacher(s) that taught the fundamental courses leading to such profession. On the other hands many students trace their academic laxities to the inadequacies of the teacher(s) that taught them. In a nutshell, students tend to imitate their teachers in movement, talks, behavior, or attitude towards some things or beliefs. Some students equally imitate the behavior of some teachers (idiosyncrasy, bad mannerism, smoking etc) in school.

Consequently, good or bad attitudes of secondary school graduates may be traced to behaviors they inherited from their teachers. As no nation would rise above the standard of her education, teachers have onerous task of modifying their pupils' behavior in present day Nigeria. Okebukola (2003) observed that skills secondary school graduates display when employed and their general behavior reveal the inefficiencies of the secondary school education system in general and their teachers in particular. On examination results, he further observed that many of Nigerian students in secondary schools lack the basic literary, numeric and life skills. The results of public and school examinations continue to show declining capability of secondary school students. Report from West African Examination Council, the Joint Admissions and Matriculation Board and other examination bodies show a yearly lowering of performance in many key subjects.

The inefficiencies of teachers include lack of commitment and willingness to educate their students, sale of market during school period, sending students to work in their home during school hours. Teachers no longer dedicate their time and expertise to teaching and learning as most of them are often seen dabbling into private business, lateness to work, absenteeism, truancy etc. This problem of teachers' non-performance or inefficiency has been blamed on many factors such lack of motivation, poor/delay in salaries payment, lack of adequate supervision, poor condition of

service, lack of job prestige etc. However, does teachers' perception of personnel management functions have any significant influence on their job performance?

Purpose of the study

This study focused on secondary school teachers' perception of personnel management functions and their job performance in Ikom Education Zone of Cross River State, Nigeria. Specifically, the study sought to:

- Assess the influence of staff recruitment on secondary school teachers' job performance.
- Investigate the influence of staff development programs on secondary school teachers' job performance.

Research questions

The following questions were posed to guide the study:

- To what extent does staff recruitment influence secondary school teachers' job performance?
- To what extent do staff development programs influence secondary school teachers' job performance?

Statement of hypotheses

The following hypotheses were formulated to guide the study:

- There is no significant influence of staff recruitment on secondary school teachers' job performance.
- Staff development programmes do not significantly influence secondary school teachers' job performance.

Study Methodology

This research article focused on secondary school teachers' perception of personnel management functions and their job performance in Ikom Education Zone of Cross River State, Nigeria. In the course of this research undertaking, two objective, research questions and hypotheses were formulated to guide the study and the study adopted the ex-post facto research design. The study population comprised all public secondary school teachers in Ikom Education Zone of Cross River State. Data obtained from the Ministry of Education, Calabar which stood at 15, 972 a sample of 529 teachers were used and the study adopted stratified random sampling technique a well validated researcher's developed instrument titled School Teachers' Perception of Personnel Management Functions And Their Job Performance Questionnaire (STPPMFJPQ) was adopted for data collection. The instrument was scrutinized for correction by expert validation the Department of Educational Foundations and Administration, and two from Measurement and Evaluation, all from the Cross River University of Technology, Calabar. The face validity was also determined using the split half reliability method to determine the internal consistency which ranged from .76 to .84 accordingly and the data was analysed using descriptive (mean and standard deviation), and inferential statistical analysis (One-Way Analysis of Variance)

Presentation of Results

General description of variables

The study investigated secondary school teachers' perception of personnel management function and their job performance in Ikom Education Zone of Cross River State, Nigeria. The independent variable of the study is teachers' perception of personnel management function; while the dependent variable is teachers' job performance. Two instruments were constructed by the researchers and used to collect data on these variables. After due coding of the data, they were analyzed accordingly. The descriptive results of analyses for all categorical variables have been presented in Table 1.

Table 1. Descriptive statistics of all categorical variables in the study

S/N	Variables	Levels	N	\bar{x}	SD
1.	Staff recruitment	Low	250	12.584	4.083
		Moderate	62	14.796	5.557
		High	196	13.015	3.952
		Total	508		
2.	Staff development	Low	202	12.599	3.828
		Moderate	258	12.814	4.030
		High	50	13.725	4.332
		Total	508		

Hypothesis-by-hypothesis presentation of results

This section presents each hypothesis re-stated in the null form. The dependent and independent variables as well as the statistical analysis technique employed to test the hypotheses are equally presented. All hypotheses were tested at 0.05 level of significance.

Hypothesis one

There is no significant influence of staff recruitment on secondary school teachers' job performance in Ikom Education Zone. The independent variable in this hypothesis is staff recruitment (categorical variable); while the dependent variable is teachers' job performance (continuous variable). The independent variable was measured based on the level of recruitment of teachers on merit. For the categorization of the independent variable, a score range of 4-8 was considered low level of recruitment on merit, 9-14 was considered moderate level, and 15-20 was considered high level. To test the hypothesis, one-way ANOVA statistic was employed; and the results of the analysis presented in Table 2.

Table 2. One-way ANOVA of significant influence of staff recruitment on teachers' job performance

Descriptive statistics				
Staff recruitment	N	\bar{x}	SD	
Low	250	12.584	4.083	
Moderate	62	14.796	5.557	
High	196	13.015	3.952	
Source of variance	SS	df	MS	F_{cal}
				6.102*
Between group	217	2	108.50	
Within group	8837	506	17.78	
Total	9054	508		

* $P < 0.05$; $F_{crit(2, 597)} = 3.04$

The results of the analysis presented in Table 2 show that the calculated F-ratio of 6.102 is greater than the critical F-ratio of 3.04 at 0.05 level of significance and 508 degrees of freedom. It follows that there is significant influence of staff recruitment on teachers' job performance. Hence, the null hypothesis of "no significant influence" was rejected, and the alternative hypothesis retained. To investigate the exact groups with significance differences a Fisher's Protected t-test analysis was conducted, with results shown in Table 3.

Table 3. Fisher's Protected t-test analysis: Staff Development by TJP

Group	n_L	n_M	n_H
	250	62	196
L	12.584		
M	2.212*	14.796	
H	1.781*	0.431*	13.015

From the Fisher's Protected t-test analysis in Table 3, the significant difference existed between the low and high levels of staff recruitment based on merit.

Hypothesis two

Staff development programmes do not significantly influence secondary school teachers' job performance in Ikom Education Zone. The independent variable in this hypothesis is staff development (categorical variable); while the dependent variable is teachers' job performance (continuous variable). The independent variable was measured in terms of the level of teachers' participation in development programmes. For the categorization of the independent variable, a score range of 4-8 was considered low level of participation in development programmes, 9-14 was considered moderate level, and 15-20 was considered high level. To test the hypothesis, one-way ANOVA statistic was employed; and the results of the analysis presented in Table 4.

Table 4. One-way ANOVA of significant influence of staff development programmes on teachers' job performance

Descriptive statistics				
Staff development	n	\bar{x}	SD	
Low	202	12.599	3.828	
Moderate	258	12.814	4.030	
High	50	13.725	4.332	
Source of variance	SS	df	MS	F_{cal}
				1.354
Between group	42	2	21.00	
Within group	7706	506	15.50	
Total	7748	508		

Not significant $P > 0.05$; $F_{crit(2, 597)} = 3.04$

The results of the analysis presented in Table 4 show that the calculated F-ratio of 1.354 is less than the critical F-ratio of 3.04 at 0.05 level of significance and 508 degrees of freedom. It follows that there is no significant influence of staff development programmes on teachers' job performance. Hence, the null hypothesis of "no significant influence" was retained.

Staff recruitment and teachers' job performance

The finding from the test of the first hypothesis shows that there is significant influence of staff recruitment on teachers' job performance. This means that teachers who are recruited on merit perform better than those who are not recruited on merit. When teachers follow the due process of recruitment, the best qualified will be selected for the job, thereby having round peg in round holes teachers. But when people cut corners to get teaching jobs by hook or crook, there will be influx of square pegs in round holes in the teaching profession. Consequently, such teachers will not be able to perform their duties efficiently and effectively.

This finding agrees with the work of Mustapha, Ilesanmi and Aremu (2011). Their findings revealed that there is a significant relationship between recruitment and selection based on merit and organizations performance, that effective recruitment and selection are key to organizational commitment that a well-planned recruitment and selection contributes to organizational performance. The school system like any other modern organization depends on the caliber of the manpower that steer the affairs of the organization. Similarly, this finding also agrees with the study carried out by Yusuf and Kalawole (2016). Their study shows that recruitment and selection as a function of effective personnel management practices has a pivotal role in determining the level of employee performance in an organization.

Staff development programmes and teachers' job performance

From the analysis of the data collected on the second hypothesis, it was found that staff development programmes

do not significantly influence secondary school teachers' job performance in Ikom Education Zone. This means that the teachers with high participation in development programmes do not perform better than those with low participation. This finding contradicts the findings of Ekpoh, Edet and Nkama (2013) who carried out a study to investigate the influence of staff development programmes on secondary school teachers' job performance in Uyo Metropolis, Nigeria. Their findings showed that teachers who participated in staff development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of student's work.

Summary

From the statistical analyses the hypotheses of the study, the following findings were made:

- i) There is significant influence of staff recruitment on secondary school teachers' job performance in Ikom Education Zone.
- ii) Staff development programmes do not significantly influence secondary school teachers' job performance in Ikom Education Zone

Recommendation

Based on the findings of this study, the following recommendations were drawn

1. The government should endeavor to recruit competent teachers in schools, so as to promote quality and standard in the teaching profession this will further enhanced teachers' job performance in Ikom Education Zone.
2. Staff development programmes should be encouraged by the school leadership in corroboration with Government and non-governmental agencies. This will to a large extent help to promote quality in the teaching profession. Most especially among secondary school teachers' job performance in Ikom Education Zone

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