
IMPACT OF PERSONNEL MANAGEMENT POLICY IMPLEMENTATION ON PERFORMANCE OF SECONDARY SCHOOL TEACHERS IN EKITI STATE, NIGERIA

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Abstract

It might be difficult to understand how to raise the overall quality of classroom teaching. But a good classroom strategy requires full interest and support from teachers and learners. Effective teaching and learning of basic science and technology at the junior secondary school level may depend to a large extent on the attitudes of teachers towards teaching. This is because learners at this age level tend to learn better when being taught by teachers that displayed the right attitudes among others to deal with a different type of classroom challenges. However, available evidence indicates that despite previous efforts and methods used in teaching, performance in basic science and technology is still very low. Hence, this study examined teachers' attitudes towards the teaching of basic science and technology and students' achievement in the subject at junior secondary school three in Ibadan metropolis. The study adopted a descriptive survey method. Data were collected from 40 basic science and technology teachers and 1,600 students made up of 1,060 from Ibadan city and the remaining 540 from Ibadan less city. The researcher used descriptive statistics and inferential statistics for this study. Three hypotheses were formulated and tested and two instruments were used for data collection in this study. The findings showed a positive disposition towards basic science and technology teaching and a significantly positive correlation between teachers' attitudes and students' achievement in basic science and technology. It is recommended that the government and all those concerned with education in the country should get more committed and invest more funds, time, and energy towards making teaching especially science and technology more attractive to teachers.

Keywords: Teachers' Attitudes, Students' Achievement, Basic Science and Technology

Introduction

The education system at every level to a great extent depends on the quality of its personnel for the execution of its programmes. This is because maintaining and improving educational standards is only possible through quality personnel. The personnel, therefore, is the most indispensable entity in the school. Personnel management deals with the establishment of procedures for the employment and payment of workers or staff. It is the arrangement of conditions that make possible

greater self-direction by staff in the performance of their duties. It is, therefore, an important function in the general context of all administrative responsibilities of managing staff.

However, in Nigeria, the ministry of education and the civil (public) service commission are very much involved in several policies affecting staff. Areas of such involvement, for example, include recruitment, staff development, transfers and promotions, salaries and pensions, staff appraisal, dismissal, and general discipline (Out, 2016). Though, the life of the school staff is affected by the activities of officials in the ministry of education or their agencies. Consequently, the interaction of the two becomes essential if school administration is to become effective. It should be noted that the major premise of staff management in schools is that the results of the educative process will be determined by the effectiveness of the school staff. Thus, given that quality learning depends on the recruitment, retention, and development of professional teachers (Paauwe & Boon, 2009), effective personnel management procedures are essential pre-conditions for the employment and continual development of adequately qualified and dedicated teachers that would promote an optimum level of performance towards the provision of quality education.

The implementation of personnel policy by the policymakers and supervisors can be a dilemma should the employment processes and development of teachers be neglected. How teachers and other supporting staff are employed and trained is important as any inadequacy in the standard can lead to poor performance thereby leading to poor quality of education and even to a large extent the development strive of the nation thwarted. An understanding of this and ways to improve quality is important to policymakers on how to ensure that at any point or stage of implementation, standards are strictly adhered to.

Moreover, the attitude of teachers and other staff in secondary schools poses a big challenge. This could be because of the fact that they are not adequately motivated, properly selected for the job and no articulated meaningful training and retraining programmes for the teachers. These have permitted them to probably set out to pursue a different career even while still in the teaching profession. In addition to this, migration and turnover of teachers have been described as a major challenge in many countries. Apart from economic factors, the lack of a good working environment and improper management practices can contribute to the loss of teachers. On the other hand, a good personnel management programme can contribute to the retention of teachers.

As disclosed by the Federal Republic of Nigeria (2009) and Azeke in Akinmade et al. (2000), teachers are the main determinants of quality in education but if they are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral and anti-social, the whole nation would be doomed. However, there are complaints by concerned individuals and stakeholders that teachers and other supporting staff still exhibit certain characteristics that are indicative of poor performance such as poor content delivery, poor etiquette, poor interpersonal relationship, and unavailability for consultation. This prompted the researchers to investigate the impact of personnel management policy implementation on the performance of secondary school teachers in Ekiti State. This is with the impression that the findings of the study would help improve teachers' performance and organizational effectiveness. It would also serve

as a wake-up call to the government to reposition their actions/attitudes towards personnel policy implementation for maximum productivity teachers who can be unbeatable anywhere they find themselves in the world.

Review of Relevant of Literature

The primary aim of school personnel management is to secure sufficient numbers and categories of suitable teachers and support staff to undertake the task of educating the students to the standard expected by the students, the parents, and the society at large. Thus, the quality of education provided in schools depends largely on the capability, commitment and motivation of the teachers together with significant numbers of non-teaching staff employed in a variety of support roles. According to O'Neill (1994), human resources available to schools constitute their most valuable asset.

It is obvious that for any organization to function effectively, human resources are essential to the task, the way they are recruited into the organization and the level of their training and education. As averred by Ogunsaju (2006), personnel management is the effective mobilization of human resources based upon appropriate recruitment, selection, training and placement of appointed staff to achieve the organizational set down goals and objectives. In the school system, both student and personnel functions are performed by school administrators to achieve the goals and objectives of the school. The objectives of the school personnel manager are: to plan and direct activities necessary; to select and assign the best qualified individual staff; to provide opportunities for the growth in service for these individuals; and to maintain good interpersonal relationships (Orubuloye, 2006; Paauwe& Boon, 2009).

Recruitment of teachers is one of the personnel management services which refers to those activities or operations which the school administrator undertakes with the intent of attracting and securing personnel of the desired quality and in the desired quantity to satisfy the needs of the school. Recruitment, according to Ogunsaju cited in Alabi (2006), is the process of scouting around for qualified applicants/candidates to fill up vacant positions in an organization. In agreement with the above definition, Robert (2014) affirmed that recruitment is the process of attracting, selecting and retaining competent individuals to achieve organizational goals. More so, recruitment is usually preceded by a determination of manpower requirement, indicating the vacant position and job analysis showing the qualifications, competencies and other characteristics of applicants needed for effective performance by the would-be employees.

There seems to be a general agreement that training and development enhance productivity but it is difficult to show a causal link between human capital development and organizational performance, partly because its pay-off may not be seen in the short term. Southworth (2002) argued that staff development is adult education and as such should be based on sound principles of education and aim at enriching the teachers understanding of his/her tasks that go beyond simply improving performance. According to Olagboye (2004), staff development programmes are important aspects of the education process that deal with the art of acquiring skills in the profession.

Staff development is a basic factor in building and maintenance of organizational effectiveness. According to Ngu (1999), staff development is so important that it is

not only imperative but continuous. This implied that no matter the cost, there is a need to continuously train the teachers at least to enable them to handle the teaching jobs effectively. This was elaborated by Roscoe and Freak in National Open University of Nigeria (NOUN) (2008) when they noted that an organization has to give the minimum training to its employees to make them at least become acquainted with the objectives, policies, rules, standards and procedures peculiar to the organization and the particular job.

Therefore, for better performance of secondary school teachers, there is a need to ensure that sufficient training and developmental programmes are put in place. These developmental programmes according to NOUN (2008) include in-service training, seminars, induction course, on-the-job training, off-the-job training, refresher courses, conference training and the likes. Thus, this study examined the impact of personnel management policy implementation on the performance of secondary school teachers in Ekiti State with a special interest in recruitment and training and development of teachers.

Theoretical Framework

The study is anchored on Fombrun, Tichy and Devanna theory of Human Resource Management (HRM) (1984). The theory emphasized the interrelatedness and the coherence of human resource management activities. The human resource management cycle in their theory consisted of four key constituent components. These are selection, performance, appraisal and rewards. Selection is a process of making comparisons among applicants and deciding on those to be finally required by the job(s). Obunadike and Nwankwo (2012) opined that school administrators' involvement in the selection of staff is a crucial step in the personnel policy implementation.

Meanwhile, performance connotes the level at which the duties assigned to staff are effectively performed. Hence teachers must be positively encouraged to increase their morale and motivate them to work harder towards the attainment of the educational objectives. Fombrun, Tichy and Devanna in Zwalchir (2008) stressed that assessment of employees' performance should be done in some systematic and planned way through the use of appraisal forms filled by a superior officer. Staff appraisals, therefore, should allow the staff to know their shortcomings, and for the education enterprise to identify the training and development needs of the staff (Alabi, 2006). However, reward connotes the totality of the motivation for duties performed by an employee. It includes both financial and non-financial rewards and relates directly with the recognition accorded employees and the provision of means of livelihood. In addition to salary administration, other rewards are promotions, tenure, leaves, development opportunities, and appropriate health and safety measures.

These four human resource activities aim to increase organizational performance. The weakness of the theory is its apparent prescriptive nature with its focus on four key HRM practices. It also ignored different stakeholder interests, situational factors and the notion of management's strategic choice. The theory is related to this study as its strength lies in the coherence of internal HRM policies which recommended that due process must be followed in the staff selection process and that staff must be

appraised to know their shortcomings, and for the education enterprise to identify the training and development needs of the staff.

Objectives of the Study

The study was set to:

1. determine the impact of personnel management policy implementation on recruitment of teachers in Ekiti State; and
2. ascertain the impact of personnel management policy implementation on training and development of teachers in Ekiti State.

Research Questions

The following research questions were raised to guide the study:

1. What impact does personnel management policy implementation have on the recruitment of teachers in Ekiti State?
2. How does personnel management policy implementation impact on training and development of teachers in Ekiti State?

Research Hypotheses

The following hypothesis was formulated and tested in the study are:

H01: Personnel management policy implementation has no impact on the recruitment of teachers in Ekiti State.

H02: Personnel management policy implementation has no impact on the training and development of teachers in Ekiti State.

Method

The study adopted a survey research design with the target population of 7044 respondents which comprised 183 principals, 6745 teachers and 116 MOE officials (Ekiti State Ministry of Education, 2016). A sample size of 9 principals, 337 teachers and 6 MOE officials totalling 352 respondents were selected as participants in the study using a stratified random sampling technique. This sample size represented 5% of the entire principals, teachers, and MOE officials' population. A self-designed instrument titled "impact of personnel management policy implementation questionnaire" (IPMPIQ) was used for data collection in the study. The instrument was validated by research experts in the Department of Educational Foundations and Curriculum and found it appropriate for the study. The validated instrument was pilot tested, data collected from the pilot study were analysed using Cronbach Alpha statistics and a reliability coefficient of 0.87 was obtained. The research questions raised in the study were answered using frequencies, mean and standard deviation, while Kruskal-Wallis was used to test the formulated null hypothesis at the 0.05 level of significance.

Results and Discussion

Data collected through the copies of the questionnaire administered were analysed using frequency counts, mean and standard deviation. The results are presented in

tables 1 and 2, while the results of hypothesis testing using the Kruskal-Wallis statistical tool are presented in tables 3 and 4.

Research Question One: What impact does personnel management policy implementation have on the recruitment of teachers in Ekiti State?

Table 1: Impact of personnel management policy implementation on recruitment of teachers in Ekiti State.

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Table 1: Impact of personnel management policy implementation on recruitment of teachers in Ekiti State

S/N	Item Statement	SA	A	D	SD	Mean	SD
1.	The procedure adopted in the recruitment and appointment of teachers is adequate	121	29	115	87	2.522	1.198
2.	The present mode of recruitment of staff into secondary schools negatively affects the performance of teachers	24	68	160	100	2.818	1.276
3.	Teachers are fairly assessed at the point of their appointment	68	44	113	127	2.150	1.113
4.	There is laid down criteria for recruiting staff for employment	176	69	64	43	3.073	1.080
5.	Personnel policies assist the school heads in taking decisions concerning teacher recruitment	159	85	61	47	3.011	1.078
6.	The staffing processes are done based on the principles provided by the policy.	141	84	101	26	2.965	0.992
7.	The working condition is not attractive to teacher and as such encourage brain drain.	153	77	72	50	2.946	1.099
8.	Interview and selection panel was used for the appointment of teachers into the schools.	113	52	134	53	2.639	1.084
9.	The teachers recruited to work in the schools are based on requirement and area of need.	173	64	60	55	3.008	1.136
10.	Attitude tests and interviews were used for the appointment of teachers in the schools.	124	95	35	98	2.286	1.205

Average mean = 2.74, Standard Deviation = 1.12

Table 1 on the impact of personnel management policy implementation on recruitment of teachers in Ekiti State showed the average response mean of 2.74 and standard deviation of 1.12. The result indicated that the average response mean is more than 2/5 of the standard deviation. This implied that there is a disparity in the response of the respondents but pointed towards a positive direction. This result implies that personnel management policy implementation has a positive and impressive impact on the recruitment of teachers in Ekiti State.

Research Question Two: How does personnel management policy implementation impact on training and development of teachers in Ekiti State?

Table 2: Impact of personnel management policy implementation on the training and development of teachers in Ekiti State.

S/N	Item Statement	SA	A	D	SD	Mean	SD
1.	The effective implementation of training and development policy improve staff initiatives, creativity and productivity.	106	49	113	84	2.502	0.154
2.	Training programmes provided always meet the professional needs of the teachers.	96	45	80	131	2.301	0.226
3.	The training of staff is a prerequisite for meeting the schools' manpower demand.	150	86	43	73	2.819	1.170
4.	There is a relationship between staff training and job performance.	107	47	83	115	2.414	0.228
5.	Additional training of teachers enables them to prepare lesson notes and use instructional materials effectively.	129	97	71	55	2.652	1.083
6.	The government has regularly been sponsoring staff on in-service training, conferences, seminars and workshops.	89	60	102	101	2.394	0.159
7.	Staff training is an important aspect of the staff development programme for effectiveness and efficiency in secondary schools.	91	71	114	76	2.202	1.096
8.	Teachers who benefit from training policies perform better than teachers who have not had an opportunity.	149	66	80	57	2.872	0.133
9.	Government always sponsor qualified teachers for training and retraining as a matter of policy.	52	88	75	137	2.380	1.087
10.	Teachers are opportune to go on in-service training when due during their period of service.	51	19	108	174	1.875	1.115

Average mean = 2.44, Standard Deviation = 0.64

Table 2 on the impact of personnel management policy implementation on training and development of teachers in Ekiti State showed the average response mean of 2.44 and standard deviation of 0.64. The result indicated that the average response mean is more than 1/5 of the standard deviation. This implied that there is a low disparity in the response of the respondents but pointed towards a positive direction. This result implies that personnel management policy implementation has not impacted on training and development of teachers in Ekiti State. This is because the government have not been regularly sponsoring teachers on in-service training, conferences, seminars and workshops.

Hypothesis One: Personnel management policy implementation has no impact on the recruitment of teachers in Ekiti State.

Data collected through the administration of questionnaires was analysed using Kruskal-Wallis. The summary of the hypothesis tested is presented in Table 3.

Group	N	Mean Rank	Chi-square (χ^2)	df	A	p-value	Decision
Principals	9	275.33	216.822	2	0.05	0.002	Rejected
Teachers	337	172.03					
MOE Officials	6	279.50					

Table 3 on the impact of personnel management policy implementation on recruitment of teachers in Ekiti State showed the group chi-square (χ^2) of 216.822 with a p-value of 0.002 at 2 degrees of freedom. Since the p-value (0.002) was less than the alpha level (0.05), the hypothesis which says that personnel management policy implementation has no impact on recruitment of teachers in Ekiti State was rejected. This result indicated that personnel management policy implementation has an impact on the recruitment of teachers in Ekiti State.

Hypothesis Two: Personnel management policy implementation has no impact on the training and development of teachers in Ekiti State.

Data collected through the administration of the questionnaire was analysed using Kruskal-Wallis. The summary of the hypothesis tested is presented in Table 4.

Group	N	Mean Rank	Chi-square (χ^2)	df	A	p-value	Decision
Principals	9	224.89					
Teachers	337	173.78	3.440	2	0.05	0.179	Retained
MOE Officials	6	256.83					

Table 4 showed that personnel management policy implementation has no impact on the training and development of teachers in Ekiti State. The table showed the group chi-square (χ^2) of 3.440 with a p-value of 0.179 at 2 degrees of freedom. Since the p-value (0.179) was higher than the alpha level (0.05), the hypothesis which says that personnel management policy implementation has no impact on the training and development of teachers in Ekiti State was retained.

Discussion of Findings

Finding on hypothesis one revealed that personnel management policy implementation has a positive and impressive impact on the recruitment of teachers in Ekiti State. This is because the recruitment of teachers in the state is done based on the principles provided by the policy. The state has an understanding of the fact that how teachers and other supporting staff are employed is important as any inadequacy in the standard can lead to poor performance thereby leading to poor quality of education and even to a large extent the developmental strive of the state thwarted. This finding agrees with other researchers (Ogunsaju cited in Alabi, 2006; Paauwe & Boon, 2009; Robert, 2014) as they stated that quality learning depends on the recruitment, retention, and development of professional teachers. Robert (2014) also affirmed that to appoint teachers, proper principles must be followed to recruit, select, and retain competent individuals.

Hypothesis two was retained because personnel management policy implementation has not impacted on training and development of teachers in Ekiti State. This is because the government have not been regularly sponsoring teachers training, conferences, seminars, and workshops. This finding contradicted other researchers (Ngu, 1999; Olagboye, 2004; Roscoe & Freak in NOUN, 2008). For instance, Ngu (1999) disclosed that staff development is so important that it is not only imperative but continuous. This implied that no matter the cost, there is a need to continuously

train the teachers at least to enable them to handle the teaching jobs effectively. Roscoe and Freak in NOUN (2008) also noted that an organization has to give the minimum training to its employees to make them at least become acquainted with the objectives, policies, rules, standards and procedures peculiar to the organization and the particular job.

Conclusion

The study concluded that effective implementation of the personal policy has a positive impact on the recruitment of teachers in Ekiti State as teachers in the state are recruited based on the principles provided by the policy. In addition, the conclusion was drawn that personnel policy implementation has not impacted on training and development of teachers in Ekiti State. Even though the training is an important aspect of the staff development programme for effectiveness and efficiency in secondary schools, the government have not been sponsoring teachers on in-service training, conferences, seminars and workshops regularly.

Recommendations

Given the findings from the study, the following recommendations were made:

1. Recruitment of teachers into the schools should be done based on requirement and area of need. This will not only improve teaching but will also help improve the quality of education in the state.
2. Ekiti State Government should invest more in the training and development of teachers in the public secondary schools in the state. This can be done by regularly sponsoring them on in-service training, conferences, seminars and workshops.

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