RELATIONSHIP BETWEEN PRINCIPALS' PERSONNAL MANAGEMENT PRACTICES AND TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE.

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ABSTRACT
This study investigated the relationship between principals' personal management & teachers' job performance in public secondary schools in Anambra State. This study was guided by five research questions and five null hypotheses tested at 0.05 level of significance level. Correlational Research design was adopted for the study. The population consisted 7027 teachers in 263 public secondary schools in the six educational zones of Anambra State. Simple random sample and Proportionate Sampling techniques were used to compose the sample size of 382. A researcher developed instrument titled "Principals Personnel Management Practices Questionnaire" and Teacher Job Performance Questionnaire were used to collect data. The instruments were for teachers as the respondents. The instruments was validated by three experts comprising two lecturers from the Department of Education Management and Policy and the other, a specialist in measurement and Evaluation, all from the Faculty of Education, Nnamdi Azikiwe University, Awka Cronbach Alpha was used to ascertain the reliability of the instrument and yielded overall reliability index of 0.86. Pearson product moment correlation was used to analyse the research question while t-test for correlation were used to test null hypothesis. The findings of the study revealed among others that the high positive and significant relationship existed between principal's personnel management practice and teachers' job performance. Based on the findings, it was recommended that principal should collaborate with relevant stakeholders to improve their knowledge on the use of personnel management practices with a view to boosting teacher job performance.

Keywords: Principals' Personnel Management Practices and Teachers' Job Performance.

INTRODUCTION

Principals and teachers are present in the school in order to achieve the goals of education. However, poor personnel management practices among secondary school principals pose a lot of negative effects in teaching and learning process. Kowale (2020) defined personnel management in education as a system that involves the process of getting, utilizing, developing and accessing teachers' job performance in order to actualize the stated school goals. Kowale further asserted that personnel management helps in increasing productive job performance of teachers in school. There are several personnel management practices that can be used to achieve optimal school goals. These practices include: staff maintenance, staff relations, staff development, procurement of staff and job performance reward, (Ivowi 2014). The principal as the leader should effectively learn and apply these practices in school management. The researcher defined personnel management practices as those techniques or approaches that are applied by the school administrator in the school system to enhance the productivity of the teachers.

Communication skills practices according to Manafe (2018) refer to the competency to transmit information exactly, clearly and as intended. Continuing Manafe stated that the ability of the school manager to perform her functions effectively depends on their communication skills. In the context of this study, a communication skill refers to those skills applied by the school principals in presenting

their ideas appropriately to the teachers in the school. Manijeh (2019) revealed three communication skills that can be used in the secondary schools; verbal skill, listening skill and feedback skill. The author further stressed that the above mentioned three communication skills are most widely used together by the principals for effective management in public secondary school.

Motivational practice is another personnel management practice. It is the process of influencing or stimulating a person to take action that will accomplish desired goals. According to Ihueze, Unachukwu and Onyali (2018), motivation as a school management practice enables the principal to inspire the teachers to achieve maximum teachers' job performance. A principal that adopt this kind of practice tends to support the productivity of teachers.

Another personnel management practices to be considered is involving staff in decision making. It refers to the degree of employee's involvement in a firm's strategic planning activities (Arop, Owan and Maduekwe, 2019). Adequate involvement of teachers by the principal in making decisions that concern the school will boost teachers' moral to take active part in any activity in which they were involved.

Inter-personal relationship practice is yet another personnel management to be considered. Inter-personal relationship practice is also known as cooperation strategy. Koula (2015), opines the good interpersonal relations create suitable condition for carrying out the process of learning and teaching pedagogic climate. In the current era, in which it is very difficult for the person to form relations with others, the interpersonal relation between principal and teachers in the school become a very important pedagogic process for the student and have a major importance for his later life.

Another personnel management practice is delegation of responsibilities. Delegation of responsibility practice can be seen as duty assigned strategy. The main reason for delegation of duties in the schools emanate from the fact that the task of running a school is too much for only the principal to manage alone. The workload has to be shared among the teachers while the principal controls and supervises the whole units as a chief manager. Principal inability to spur teachers who are strategic personnel to accomplishing secondary educational goal will aid poor teachers' job performance. Hence, it may seem enhancing teachers' job performance is imperative to effective principals' personnel management.

Teachers are a group of people charged with the responsibility of teaching, training, encouraging and inspiring students to learn (Okeke-James, Igbokwe, Anyanwu and Obineme, 2020). Teachers are the people employed to impart knowledge, skills, attitude and morals to the students in the school. No wonder, Ofoegbu (2017) stated that teachers' interactions, views and behaviour play a vital role in ensuring the achievement in educational institution. Therefore, the kind of teachers trained and posted to schools may well determine what the next generation will be like (Asiegbu, Onuh, Umeozor, Ani & Emmasiegbu)This strident role of teachers in the school makes their job performance an important phenomenon in the bid to achieve maximum development. Teachers job performance involve the activities, duties, behaviours and attitude a teacher is employed to do in the school in order to achieve the national education goals (Okeke-James, Anyanwu, Igbokwe, & Emegini, 2020). The quality of teachers' job performance in the area (Anambra state) has been put in doubts due to the poor attitudes manifested by several secondary school teachers who appear to be non- committed to their jobs. Some public-school teachers do not go to school on time, some rarely teach students, writing notes of lesson appears a boring task to many teachers who ought to have professionally behaved.

It is disheartening that some school principals are less concerned as regards to the level of job performance of their teachers. It appears that most teachers are poorly discharging their teaching duties. Moreover, various researchers like (Adriod, Owen and Madukwe, 2019) and Okeke-James, Anyanwu, Igbokwe and Emegini (2020) have observed the truant nature of some secondary school teachers as exhibited in their poor attitude towards instructional duties, lateness to work, inconsistence attendance to school or classes, poor record keeping attitude and their poor disciplinary attitudes. Thus, there're is need to investigate the relationship between principals' personnel management practices and teachers'

job performance in public secondary school in Anambra State. Specifically, the study sought to examine:

1. The relationship between Principal communication skill practices and teachers' job performance in public secondary school s in Anambra state.
2. The relationship between Principals' motivation practices and teachers' job performance in public secondary schools in Anambra state.
3. The relationship between principals' decision making practices and teachers' job performance in public secondary school in Anambra state.
4. The relationship between Principals' interpersonal relationship practices and teachers' job performance in public secondary school in Anambra state.
5. The relationship between Principal delegation of responsibility practices and teachers' job performance in public secondary school in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between principals' communication skill practices and teachers' job performance in public secondary school in Anambra state?
2. What is the relationship between motivation practices and teachers' job performance in public secondary school in Anambra state?
3. What is the relationship between principals' decision making practices and teachers' job performance in public secondary school in Anambra state?
4. What is the relationship between principals' interpersonal relationship practices and teachers' job performance in public secondary school in Anambra state?
5. What is the relationship between principals' delegation of responsibility practices and teachers' job performance in public secondary school in Anambra state?

Hypotheses

The following null hypotheses will be tested at 0.05 level of significance.

1. There is no significant relationship between principals' communication skill practices and teachers' job performance in public secondary school in Anambra state
2. There is no significant relationship between motivation practices and teachers' job performance in public secondary school in Anambra state
3. There is no significant relationship between principals' decision making practices and teachers' job performance in public secondary school in Anambra state
4. There is no significant relationship between principals' interpersonal relationship practices and teachers' job performance in public secondary school in Anambra state
5. There is no significant relationship between principals' delegation of responsibility practices and teachers' job performance in public secondary school in Anambra state.

Methodology

This study used correlational research design. The population for the study consisted of 7027 teachers in 263 public secondary schools in the six educational zones of Anambra State. Principals' Personnel Management Practices Questionnaire (PPMPQ) and Teachers' Job Performance Questionnaire (TJPQ) were used to collect data from 305 teachers in the 263 state government owned secondary school who were drawn via simple random sampling and proportionate sampling techniques. PPMPQ and TJPQ were developed by the researchers. PPMPQ has five clusters namely A, B, C, D and E. These clusters are based on the five personnel management practices that were covered in the study. TJPQ consists of expected job performances by the teachers. The instruments therefore contain a total of 32 items for principals' personnel management practices and 32 items on teachers' job performance all of which are structured on a four points rating scale of strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted at 4, 3, 2 and 1 respectively. PPMPQ were validated by three experts in Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of PPMPQ was tested using Cronbach alpha method to obtain a reliability indices of 0.828, 0.828, 0.884, 0.941 and 0.810 respectively for clusters A, B, C, D and E. The reliability of TJPQ was tested using Cronbach alpha method to obtain a reliability index of 0.74. Pearson Moment Correlation Coefficient was used to answer the research

questions by finding the relationship between the two variables. In taking decisions in research questions, Mukaka (2012) suggestions was used. Thus, the correlation coefficient (r) with scores;

Size of correlation	**Interpretation**
90 to100 (-90 to -100)	Very high positive (negative) Relationship
70 to 90 (-70 to -90)	High positive (negative)
50 to 70 (-50 to -70)	Moderate positive (negative)
30 to 50 (-30 to -50)	Low positive (negative)
00 to 30 (-00 to -30)	Negligible Relationship

Testing of hypotheses was done with t-test of correlation at 0.05 alpha level. In taking decisions regarding the hypotheses, a null hypothesis was rejected if the probability value (p-value) is less than or equal to significant value of 0.05; if otherwise (p>0.05), the null hypothesis was not rejected.

Results

Table 1: Pearson r on Relationship between Principals' Communication Skill Practices and Teachers' Job Performance in Public Secondary Schools.

Source of Variation	N	r	p-value	Remark
Principals' Communication Skill Practices Teachers' Job Performance	305	0.782	0.01	High Positive Relationship

Data in Table 1 show that there is a high positive and significant relationship existing between principals' communication skill practices and teachers' job performance in public secondary schools. This is evidenced by the size of Pearson's Correlation Coefficient r, which is 0.782 and *p*-value which is less than 0.05.

Table 2: Pearson r on Relationship between Principals' Motivation Practices and Teachers' Job Performance in Public Secondary Schools.

Source of Variation	N	r	p-value	Remark
Principals' Motivation Practices Teachers' Job Performance	305	0.905	0.03	Very High Positive Relationship

Data in Table 2 show that there is a very high positive and significant relationship existing between principals' motivation practices and teachers' job performance in public secondary schools. This is evidenced by the size of Pearson's Correlation Coefficient r, which is 0.905 and *p*-value which is less than 0.05.

Table 3: Pearson r on Relationship between Principals' Decision Making Practices and Teachers' Job Performance in Public Secondary Schools.

Source of Variation	N	r	p-value	Remark
Principals' Decision-Making Practices Teachers' Job Performance	305	0.724	0.00	High Positive Relationship

Data in Table 3 show that there is a high positive and significant relationship existing between principals' decision-making and teachers' job performance in public secondary schools. This is evidenced by the size of Pearson's Correlation Coefficient r, which is 0.724 and *p*-value which is less than 0.05.

Table 4: Pearson r on Relationship between Principals' Interpersonal Relationship Practices and Teachers' Job Performance in Public Secondary Schools.

Source of Variation	N	r	p-value	Remark

Principals' Interpersonal Relationship Practices	305	0.836	0.00	High Positive Relationship
Teachers' Job Performance				

Data in Table 4 show that there is a high positive and significant relationship existing between principals' interpersonal relationship and teachers' job performance in public secondary schools. This is evidenced by the size of Pearson's Correlation Coefficient r, which is 0.836 and *p*-value which is less than 0.05.

Table 5: Pearson r on Relationship between Principals' Delegation of Responsibility Relationship Practices and Teachers' Job Performance in Public Secondary Schools.

Source of Variation	N	r	p-value	Remark
Principals' Delegation of Responsibility Practices	305	0.551	0.14	Moderate Positive Relationship
Teachers' Job Performance				

Data in Table 5 show that there is a moderately positive and non-significant relationship existing between principals' delegation of responsibility and teachers' job performance in public secondary schools. This is evidenced by the size of Pearson's Correlation Coefficient r, which is 0.551 and *p*-value which is greater than 0.05.

Discussion of Findings

Relationship between Principals' Communication Skill Practices and Teachers' Job Performance in Public Secondary Schools

The finding of the study revealed that a high positive and significant relationship existed between principals' communication skill practices and teachers' job performance in public secondary schools. This means that the stronger the communication line between principals and teachers, the higher the job performance of teachers. In other words, teachers' job performance is optimized when principals maintain an effective communication with teachers. In event of the afore-mentioned, the tendency for teachers to take the instructional delivery seriously is high and the logical consequence is improved academic performance of students in both internal and external examination. The findings of the current study are in collaboration with those of Nwosu (2017) who found that teachers' job performance depends on the principals' communication strategies. Obviously, principals' communication strategies contribute considerably to teachers' job performance. The findings of the current study align with those of Manafa and Ifeyinwa (2018) who found that communication skills are needed by the principals for effective management of secondary schools in Anambra state.

Relationship between Principals' Motivation Practices and Teachers' Job Performance in Public Secondary Schools.

The finding of the study showed that a very high positive and significant relationship existed between principals' motivation practices and teachers' job performance in public secondary schools. This is rather expected given that a motivated teacher is bound to give in their best. In other words, high motivation of teachers is capable of bring about optimum job performance from teachers. Thus, a teacher that is motivated by way of promotion, fringe benefits, salary raise is bound to discharge their duties with a high sense of commitment and dedication that lead to the achievement of institutional goals and objectives. The findings of the present study align with those of Koko and Ofuase (2022) who found that a positive relationship existed between principals' motivational practices and teachers' job performance in public secondary schools in River State. Apparently, a well-motivated teacher is a well-performing teacher. The findings of the current study further agree with the position of Ukpong (2012) that motivational strategies positively influenced secondary school teachers' teaching performance in public secondary schools.

Relationship between Principals' Decision-Making Practices and Teachers' Job Performance in Public Secondary Schools.

The finding of the study showed that a high positive and significant relationship existed between principals' decision-making practices and teachers' job performance in public secondary schools. This goes to show that the more effective the decision-making of principals are, the higher the job performance of teachers. A teacher who feels accommodated in the principal's decision-making practices is bound to exude a high a sense of responsibility in the discharge of their statutory duties. This is because, the teacher sees themselves as being an integral part of the workforce and decision-making body of the school. The findings of the current study are in consonance with those of Tijani (2020) that there was a significant relationship between teachers' involvement in academic planning (decision-making) and job performance in Kwara State. This brings to the fore that academic planning is so vital that teachers that decision that border on it ought to be made with the involvement of teachers so as to achieve the institutional goals and objectives. The findings of the current study further agree with those of Wordah and Ekwesianya (2020) who found a positive relationship between principals' decision making and teachers' job performance in public secondary schools in River State.

Principals' Interpersonal Relationship Practices and Teachers' Job Performance in Public Secondary Schools

The finding of the study showed that a high positive and significant relationship existed between principals' interpersonal relationship practices and teachers' job performance in public secondary schools. This points to the fact that the more effective the existence of interpersonal relationship between the principals and the teachers, the higher the job performance of teachers. Put differently, interpersonal conflict is an impediment to teachers' job performance and worse still, institutional growth. Teachers tend to perform well in their jobs, when there is a thriving interpersonal relationship between them and their principals. Expectedly, the consequence of foregoing is improved academic achievement of students given that they will be well-taught by their teachers. The findings of the current study are in agreement with the findings of Ofojebe and Akudo (2021) who found a strong correlation between interpersonal skills and teachers' job performance in secondary school in Awka Education zone of Anambra State. Job performance is a consequence of teachers' satisfaction with the level of interpersonal relationship existing between them and their principals. This is corroborated by Okekeocha and Ezinine (2021) who found that there was a positive relationship between interpersonal relationship among the teachers and school administrator and teachers' job satisfaction in public secondary school in Awka Education zone.

Relationship between Principals' Delegation of Responsibility Relationship Practices and Teachers' Job Performance in Public Secondary Schools

The finding of the study showed that a moderate positive and non-significant relationship existed between principals' delegation of responsibility practices and teachers' job performance in public secondary schools. This goes to depict that much as principals' delegation of duties improves job performance, the improvement is not significant. This is attributable to the fact that not many teachers show favourable disposition towards delegation of responsibilities. This is to say that some teachers are comfortable with their teaching jobs and would not want additional responsibilities delegated to them especially when it is at variance with their job description. The findings of the current study tally with those of Manunda, mulwa and mwanza (2022) who found that delegation provides teachers the ability to learn and develop new skills. Thus, the ability to learn as well the development of new skills have a way of enhancing teachers' job performance.

Conclusion

Based on the findings of the study, it was concluded that a positive relationship existed between principals' personnel management practices and teachers' job performance in public secondary schools in Anambra State. It was further concluded that principals' personnel management practices such as communication skills, motivation practices, decision making practices, interpersonal practices and delegation of responsibility practices positively correlated with teachers' job performance.

Recommendations

In view of the findings of the study, several recommendations were made which include:

1. Teachers should maintain their interpersonal relationship with their principals so as to continually enhance their job performance.
2. Principals should make conscious efforts towards sustaining the communication line between them and their teachers so as to sustain the job performance of teachers.
3. Principals should ensure that they continually carry teachers along in their decision making practices so as to enhance teachers; job performance.
4. Principals should ensure that they sustain their motivation practices so as to elicit optimum teachers' job performance.
5. Ministry of Education should organize seminars and workshops for principals on delegation of responsibility practices so as to enhance teachers' job performance.

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