Relationship between Principals' Personnel Management Practices and Teachers' Productivity in Public Secondary Schools in Delta State, Nigeria

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Abstract
Teachers as chief implementers of the curriculum occupy a pride of place in secondary education especially when they are productive. However, it has to be said that they function under the influence of principal's administration who possess various personnel management practices. The purpose of the study was to ascertain the relationship between principals' personnel management practices and teachers' productivity in public secondary schools in Delta State, Nigeria. Five research questions and five hypotheses guided the study. Correlational research design was employed for the study. The population of the study consisted of 7,708 secondary school teachers in the 489 Public Secondary Schools in Delta State. The sample for the study comprised 750 secondary school teachers using stratified random sampling technique. The instruments for data collection are two structured questionnaires titled: "Questionnaire on Principals' Personnel Management Practices (QUPPMAP) and Questionnaire on Teachers' Productivity (QUTEP), which were validated by three experts. The reliability of the instruments using Cronbach Alpha statistics yielded coefficient values of 0.73 for QUPPMAP and 0.78 for QUTEP. Pearson Product Moment Correlation Coefficient was used in answering the research questions while regression statistical analysis was used for testing the hypotheses. The findings of the study revealed that principals' personnel management practices (in all its' components) is positively related to teachers' productivity, however, welfare practices have the highest relationship with teachers' productivity. The study further revealed that there is a significant relationship between principals' personnel management practices and teachers' productivity in secondary school in Delta State, Nigeria. Based on the findings of the study, it was recommended among others that government in collaboration with principals should develop a system of recognition and incentives for outstanding teaching performance. This could include awards, promotions, or professional development opportunities to motivate teachers and enhance their productivity.

Keywords: Principals' Personnel Management Practices, Teachers' Productivity.

Introduction

Teachers are very important in the process of learning. A teacher is a person who has undergone approved professional training in education at appropriate level and as such is regarded as an expert who is capable of imparting knowledge that would help learners to build, identify and acquire skills that would be used to face the challenges in life (Ukeje, 2018). This simply implies that teachers are key factors in the achievement of set educational objectives. It therefore follows that if the education objectives are to be achieved, teachers are to be productive in their job.

There are certain indicators of teachers' productivity. Bolarinwa (2016) observes that, the indicator of teachers' job productivity is evaluated in the teachers' ability to make a deliberate effort to enhance students' academic performance, possession and display of in-depth knowledge of subject matter, lesson presentation, effective classroom organization and control, and participation in the school curriculum activities. Bolarinwa included others to be: regularity and punctuality in the school, maintenance of good interpersonal relationship with subordinates and superiors, discipline, motivation, and counselling of students as well as compliance to teachers' professional codes of conducts among

others. The enormous task of achieving teachers' productivity especially in secondary education necessitated the position of the principal as the head teacher of secondary school. One of the factors that could determine the principals' achievement of the demands of his office could be his possession and deployment of personnel's management practices.

Principal personnel management practices refers to those supportive management practices principals can use to train or retrain teaching personnel in order to improve instructional delivery or the attainment of school goals and objectives. Researchers have narrated various personnel management practices applicable in schools. According to Ekpo and Eze (2015), personnel management practices include: welfare services, training and development programs, and implementing reward systems to improve job satisfaction. According to Akinfolarin and Emetarom (2017), personnel management practices include: performance management, continuous professional development, and the establishment of effective communication channels to foster better relationships between staff and management. In the expressions of Asuquo and Etor (2022), personnel management practices include: regular feedback, job-specific training, and employee support services that enhance organizational effectiveness and promote job satisfaction. For the purpose of this study, only five of the personnel management practices including professional development, teachers' welfare, participatory decision-making, instructional material provision, communication, budgeting, and monitoring will be discussed in the study. This is anchored on their alignment with organizational goals, the specific needs of teachers and students, and the pursuit of optimal educational outcomes.

Professional development refers to those set of trainings that a worker receives in the course of service in order to continue being efficient in service delivery. Ezeugbor (2015) highlighted that there are several professional development practices that could be applied by the principals. These include: symposiums, continuous training and retraining, workshops, research opportunity, conferences, and study leave for refresher courses. Welfare practices on the other hand includes welfare packages, recognition/praise, improved salary structures, work-life balance, regular payment of salaries, regular promotion/job enrichment, effective job security, and adequate payment of allowances/work leave could positively increase staff interest and motivation (Ukaigwe and Nwabueze (2015). Participatory decision making practices on the other hand involves letting teachers in, in the process of taking decisions in issues that affect their welfare in schools (Igoni, 2021). When it comes to instructional material provision practice, Ekpoh and Asuquo (2018) averred that for teachers to successfully accomplish their instructional delivery task, the principal must establish an enabling organizational climate and ensure the availability of the needed instructional materials. As it concerns communication, Nnebedum and Akinfolarin (2017) averred that communication practices involves the principals having the ability to influence teachers by giving and receiving information to carry out instructions that are geared towards the achievement of the goals of the school.

In the light of the foregoing, principals' personnel management practice could be of great importance to the realization of the goals of secondary education. Illustrations from researchers (Osakwe, 2016; Ossai, 2022) together with researcher's personal observation seem to reveal cases of secondary school teachers in Delta State performing below the expectations of education stakeholders by adopting obsolete teaching methods, missing of their class lessons, being persistently late to school, and being perpetrators of poor instructional delivery. These indicators suggest that teachers' productivity in public secondary schools in Delta State has not been satisfactory. Tackling issue of teachers' productivity thus falls on the desk of the principals who are placed at the helm of affairs in secondary education. As institutional heads, principals are expected to make a tremendous improvement in their personnel management practices to put under control the aforementioned challenges in the secondary school system. Even though principals' personnel management practices are all encompassing (that is, it involves all members of staff both teaching and non-teaching staff), it is the interest of this study to ascertain only as it affects the teaching staff and their productivity. Therefore, this study was conceived to find out the relationship between principals' personnel management practices and teachers' productivity in public secondary schools in Delta State.

Purpose of the Study

The main purpose of this study was to find out the relationship between principals' personnel management practices and teachers' productivity in public secondary schools in Delta State. Specifically, this study is designed to find out the relationship between principals':

1. professional development practices and teachers' productivity in public secondary schools in Delta State, Nigeria.
2. welfare practices and teachers' productivity in public secondary schools in Delta State, Nigeria.
3. participatory decision making practices and teachers' productivity in public secondary schools in Delta State, Nigeria.
4. instructional material provision practices and teachers' productivity in public secondary schools in Delta State, Nigeria.
5. communication practices and teachers' productivity in public secondary schools in Delta State, Nigeria.

Research Questions

The following research questions guided the study:

1. what is the relationship between professional development practices and teachers' productivity in public secondary schools in Delta State, Nigeria?
2. what is the relationship between teachers' welfare practices and teachers' productivity in public secondary schools in Delta State, Nigeria?
3. what is the relationship between participatory decision making practices and teachers' productivity in public secondary schools in Delta State, Nigeria?
4. what is the relationship between instructional material provision practices and teachers' productivity in public secondary schools in Delta State, Nigeria?
5. what is the relationship between communication practices and teachers' productivity in public secondary schools in Delta State, Nigeria?

Hypotheses

The following hypothesis were tested at 0.05 level of significance

1. There is no significant relationship between principals' professional development practices and teachers' productivity in public secondary schools in Delta State, Nigeria.
2. There is no significant relationship between principals' welfare practices and teachers' productivity in public secondary schools in Delta State, Nigeria.
3. There is no significant relationship between principals' participatory decision making practices and teachers' productivity in public secondary schools in Delta State, Nigeria.
4. There is no significant relationship between principals'' instructional material provision practices and teachers' productivity in public secondary schools in Delta State, Nigeria.
5. There is no significant relationship between principals' communication practices and teachers' productivity in public secondary schools in Delta State, Nigeria.

Methods

The present study adopted correlational research design. The population of the study comprised 7,708 secondary school teachers in the 489 public secondary schools spread across the three Education Zones in Delta State. The sample for the study comprised 750 secondary school teachers drawn from the population of the study using stratified random sampling technique. The instruments for data collection are two structured questionnaires titled: "Questionnaire on Principals' Personnel Management Practices (QUPPMAP) and Questionnaire on Teachers' Productivity (QUTEP). QUPPMAP has two sections, A and B. Section A contains the Bio-data of the respondents while section B contains 35-items meant to elicit information from the teachers on their assessment of their principals' personnel management practices. QUPPMAP has 5 clusters (1, 2, 3, 4, and 5). On the other hand QUTEP with 15-items assessed teachers' productivity. Both QUPMAP and QUTEP were structured on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The range of score for positive statements were weighted as 4, 3, 2, and 1 for SA-SD respectively, while negative statements were weighted 1, 2, 3 and 4 for SA-SD respectively. The instruments were subjected to face validation with the help of three experts, two in the Department of Educational Management and Policy and one in the Department of Educational Foundations (Measurement and Evaluation), all in the Faculty of Education, Nnamdi Azikiwe University, Awka.

The questionnaires were trial-tested using 20 secondary school teachers in public secondary schools in Anambra State which was subjected to internal consistency reliability technique using Cronbach Alpha statistics. These yielded a mean reliability coefficient of 0.73 for QUPPMAP and 0.78 Coefficient value was obtained for QUTEP. A total of 700 questionnaires were retrieved and used for data analysis. Pearson Product Moment Correlation Coefficient was used in answering the research questions while regression statistical analysis was used for testing the hypotheses.

RESULTS

Research Question One: What is the Relationship Between Professional Development Practices and Teachers' Productivity in Public Secondary Schools in Delta State, Nigeria?

Table 1: Pearson r on the Relationship between Professional Development Practices and Teachers' Productivity in Public Secondary Schools in Delta State

S/N	Source of Variation	N	R	Remark
1	Professional Development Practices	700	0.44	Medium Positive Relationship
2	Teachers' Productivity			

Data presented in Table 1 reveals a Pearson product moment correlation co-efficient computed to determine the relationship between professional development practices and teachers' productivity in Delta State. Relationship index of 0.44 as revealed in the regression coefficient rule is an indication of medium positive relationship. The result as seen in the table thus reveals that there is a medium positive relationship between professional development practices and teachers' productivity in Delta State.

Research Question Two: What is the Relationship Between Welfare Practices and Teachers' Productivity In Public Secondary Schools In Delta State, Nigeria?

Table 2: Pearson r on the Relationship between Welfare Practices and Teachers' Productivity in Public Secondary Schools in Delta State

S/N	Source of Variation	N	R	Remark
1	Welfare Practices	700	0.83	Very High Positive Relationship
2	Teachers' Productivity			

Data presented in Table 2 reveals a Pearson Product Moment Correlation co-efficient computed to determine the relationship between professional development practices and teachers' productivity in Delta State. Relationship index of 0.83 as revealed in the regression coefficient rule is an indication of very high positive relationship. The result as seen in the table thus reveals that there is a very high positive relationship between welfare practices and teachers' productivity in Delta State.

Research Question Three: What is the Relationship between Participatory Decision Making Practices and Teachers' Productivity in Public Secondary Schools In Delta State, Nigeria?

Table 3: Pearson r on the Relationship between Participatory Decision Making Practices and Teachers' Productivity in Public Secondary Schools in Delta State

S/N	Source of Variation	N	R	Remark
1.	Participatory Decision Making Practices	700	0.75	High Positive Relationship
2.	Teachers' Productivity			

Data presented in Table 3 reveals a Pearson product moment correlation co-efficient computed to determine the relationship between participatory decision making practices and teachers' productivity in Delta State. Relationship index of 0.75 as revealed in the regression coefficient rule is an indication of high positive relationship. The result as seen in the table thus reveals that there is a high positive relationship between participatory decision making practices and teachers' productivity in Delta State.

Research Question Four: What is the Relationship between Instructional Material Provision Practices and Teachers' Productivity in Public Secondary Schools in Delta State, Nigeria?

Table 4: Pearson r on the Relationship between Instructional Material Provision Practices and Teachers' Productivity in Public Secondary Schools in Delta State

S/N	Source of Variation	N	R	Remark
1	Instructional Material Provision Practices	700	0.70	High Positive Relationship
2	Teachers' Productivity			

Data presented in Table 4 reveals a Pearson product moment correlation co-efficient computed to determine the relationship instructional material provision practices and teachers' productivity in Delta State. Relationship index of 0.70 as revealed in the regression coefficient rule is an indication of high positive relationship. The result as seen in the table thus reveals that there is a high positive relationship between instructional material provision practices and teachers' productivity in Delta State.

Research Question Five: What is the Relationship between Communication Practices And Teachers' Productivity In Public Secondary Schools in Delta State, Nigeria?

Table 5: Pearson r on the Relationship between Communication Practices and Teachers' Productivity in Public Secondary Schools in Delta State

S/N	Source of Variation	N	r	Remark
1	Communication Practices	700	0.72	High Positive Relationship
2	Teachers' Productivity			

Data presented in Table 5 reveals a Pearson product moment correlation co-efficient computed to determine the relationship instructional material provision practices and teachers' productivity in Delta State. Relationship index of 0.72 as revealed in the regression coefficient rule is an indication of high positive relationship. The result as seen in the table thus reveals that there is a high positive relationship between communication practices and teachers' productivity in Delta State.

Hypotheses

Hypothesis One: There is no significant Relationship between Professional Development Practices and Teachers' Productivity in Public Secondary Schools in Delta State, Nigeria.

Table 6: Test of Significance of Pearson Relationship between Professional Development Practices and Teachers' Productivity in Public Secondary Schools in Delta State

S/N	Source of Variation	N	R	p-value	Remark
1	Professional Development Practices	700	0.53	0.00	Significant
2	Teachers' Productivity				

Table 6 shows that there is a significant relationship between professional development practices and teachers' productivity in public secondary schools in Delta State. The calculated r (0.53) had *P*.values<0.05. The 1st null hypothesis was therefore not accepted.

Hypothesis Two: There is no significant Relationship between Teachers' Welfare Practices and Teachers' Productivity in Public Secondary Schools in Delta State, Nigeria.

Table 7: Pearson r on the Relationship between Teachers' Welfare Practices and Teachers' Productivity in Public Secondary Schools in Delta State

Gender	Source of Variation	N	R	p-value	Remark
1	Teachers' Welfare Practices	700	0.61	.02	Significant
2	Teachers' Productivity				

Table 7 shows that there is a significant relationship existing between teachers' welfare practices and teachers' productivity in public secondary schools in Delta State. The calculated r (0.61) had *P*.values<0.05. The 2nd null hypothesis was therefore not accepted.

Hypothesis Three: There is No Significant Relationship between Participatory Decision Making Practices and Teachers' Productivity in Public Secondary Schools in Delta State, Nigeria.

Table 8: Pearson r on the Relationship between Participatory Decision Making Practices and Teachers' Productivity in Public Secondary Schools in Delta State

S/N	Source of Variation	N	R	p-value	Remark
1	Participatory Decision Making Practices	700	0.44	0.00	Significant
2	Teachers' Productivity				

As shown in Table 8, there is a significant relationship between participatory decision making practices and teachers' productivity in public secondary schools in Delta State. The calculated r (0.44) had *P*.values <0.05. The 3rd null hypothesis was therefore rejected.

Hypothesis Four: There is No Significant Relationship between Instructional Material Provision Practices and Teachers' Productivity in Public Secondary Schools in Delta State, Nigeria.

Table 9: Test of Significance of Pearson Relationship between Instructional Material Provision Practices and Teachers' Productivity in Public Secondary Schools

S/N	Source of Variation	N	R	p-value	Remark
1.	Instructional Material Provision Practices	700	0.71	0.00	Significant
2.	Teachers' Productivity				

Table 9 shows that there is a significant relationship between instructional material provision practices and teachers' productivity in public secondary schools. The calculated r (0.71) had *P*.values <0.05. The 4th null hypothesis was therefore rejected.

Hypothesis Five: There will be no significant Relationship between Communication Practices and Teachers' Productivity in Public Secondary Schools in Delta State, Nigeria.

Table 10: Pearson r on the Relationship between Communication Practices and Teachers' Productivity in Public Secondary Schools in Delta State

S/N	Source of Variation	N	R	p-value	Remark
1.	Communication Practices	700	0.48	.00	Significant
2.	Teachers' Productivity				

Table 10 shows that there is a significant relationship existing between communication practices and teachers' productivity in public secondary schools in Delta State. The calculated r (0.48) had *P*.values <0.05. The 5th null hypothesis was not accepted.

Discussion of Results

As seen in Table 1 and 6, the findings of the study revealed that there is a medium positive relationship between professional development practices and teachers' productivity. The test of significance of Pearson correlation revealed that there is a significant relationship between professional development practices and teachers' productivity in Delta State, a consequence of which the null hypotheses was rejected. The findings of the study agrees with the aversions of Ling and Nasurdin (2010) who revealed that training which is a core aspect of professional development practices has positive and significant effect on organizational innovations. It also aligns with the findings of Azizan (2015) who in a study revealed that career progression (which is a variable similar to professional development) is positively related to job satisfaction, showing the strongest contribution to job satisfaction.

As seen in Table 2 and 7, the findings of the study revealed that there is a very high positive relationship between professional development practices and teachers' productivity in Delta State. The test of significance of Pearson correlation reveals that there is a significant relationship existing between teachers' welfare practices and teachers' productivity in public secondary schools in Delta State. The findings of the study further agrees with Asuquo and Etor (2022) who posited that principals' motivation had a significant and positive relationship with the organizational effectiveness of teachers in terms of punctuality, completion of scheme of work/diary, preparation of lesson plans, classroom management, lesson delivery, assessment of students, administration of examinations, involvement in PTA, involvement in extra-curricular activities and preparation/issuance of terminal results to students respectively.

As observed in Tables 3 and 8, there is a high positive relationship between participatory decision making practices and teachers' productivity. The test of significance of Pearson correlation revealed that there is a significant relationship between participatory decision making practices and teachers' productivity in public secondary schools in Delta State. The findings of the study agrees with Chukwu, Nweke, Ezepue, Aneke, Uwakwe, Ezeaku, and Boh (2021) who posited that the principal also desperately need the cooperation of their teaching staff by encourage one another on their various task so as to facilities various task and also to facilitate learning and curriculum development collectively. The findings of the study also agrees with Asuquo and Etor (2022) who revealed that principals' participatory decision-making practices had a significant and positive relationship with the organizational effectiveness of teachers in terms of punctuality, completion of scheme of work/diary, preparation of lesson plans, classroom management, lesson delivery, assessment of students, administration of examinations, involvement in PTA, involvement in extra-curricular activities and preparation/issuance of terminal results to students respectively.

As seen in Table 4 and 9, there is a high positive relationship between instructional material provision practices and teachers' productivity in public secondary schools. The test of significance of Pearson correlation revealed that that there is a significant relationship between instructional material provision practices and teachers' productivity in public secondary schools. The findings of the study approves the findings of Tonwe (2019) who in a study recommended that secondary school principals should employ effective instructional leadership strategies for achieving educational objectives in secondary schools in Delta State. The findings of the study agrees with Asuquo and Etor (2022) who revealed that principals' management practices had a significant and positive relationship with the organizational effectiveness of teachers in terms of preparation of lesson plans, classroom management, lesson delivery, assessment of students, administration of examinations, involvement in PTA, involvement in extra-curricular activities and preparation/issuance of terminal results to students respectively.

As seen in Table 5 and 10, there is a high positive relationship between communication practices and teachers' productivity. The test of significance of Pearson correlation revealed that there is a significant relationship existing between communication practices and teachers' productivity in public secondary schools in Delta State. The findings of the study agrees with Asuquo and Etor (2022) who found out that principals' communication practices had a significant and positive relationship

with the organizational effectiveness of teachers in terms of punctuality, completion of scheme of work/diary, preparation of lesson plans, classroom management, lesson delivery, assessment of students, administration of examinations, involvement in PTA, involvement in extra-curricular activities and preparation/issuance of terminal results to students respectively.

Conclusion

Based on the analysis of data, it was concluded that principals' personnel management practices (in all the components discussed in the study) are positively correlated to teachers' productivity. Except professional development practices with medium positive relationship, others (including: welfare practices, participatory decision making practices, instructional material provision practices and communication practices) have high positive relationship with teachers' productivity in public secondary schools in Delta State. However, welfare practices pose the highest relationship value with teachers' productivity. The study further revealed that there is a significant relationship between principals' personnel management practices (in all the utilized components including: professional development practices, welfare practices, participatory decision making practices, instructional material provision practices and communication practices), and teachers' productivity in secondary school in Delta State.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Principals should implement regular, targeted professional development programs that are aligned with current educational trends and teachers' needs. These programs which should include workshops, seminars, and courses that focus on both subject matter expertise and teaching methodologies will go a long way to enhance teachers' productivity in secondary schools.
2. Government in collaboration with principals should develop a system of recognition and incentives for outstanding teaching performance. This could include awards, promotions, or professional development opportunities to motivate teachers and enhance their productivity.
3. Principals shroud create structures that allow teachers to participate in key decision-making processes. This could involve setting up committees or councils where teachers have a voice in school policies, curriculum design, and resource allocation. Such a step will go a long way to enhance their productivity.
4. As the instructional supervisor, principals should ensure that teachers are directed and aided to have access to adequate and up-to-date instructional materials, including textbooks, digital resources, and teaching aids. These resources should be provided well in advance to allow for proper lesson planning and enhance productivity.
5. Principals should establish clear and effective communication channels within the school. Regular meetings, newsletters, and digital platforms should be used to keep teachers informed about school policies, events, and opportunities for professional growth.

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