ADMINISTRATORS’ RESOURCE MANAGEMENT PRACTICES AND TEACHERS’ JOB PERFORMANCE IN SECONDARY SCHOOLS IN EKET EDUCATION ZONE OF AKWA IBOM STATE, NIGERIA

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ABSTRACT
This study investigated administrators’ resource management practices and teachers’ job performance in secondary schools in Eket Education Zone of Akwa Ibom State, Nigeria. The population comprised 659 teachers and a sample of 249 teachers selected through the stratified random sampling technique. The study adopted correlational research design. Administrator’s Resource Management Practices and Secondary School Teachers Job Performance (ARMPSSTJP) was the instrument used for data collection. It was validated by experts in Measurement and Evaluation in University of Calabar. The internal consistency of Section B instrument was determined using Cronbach Alpha method and a reliability index of 0.76 was obtained. Data collected were analysed using Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. The study revealed that administrators’ resource management practices were significantly related to teachers’ job performance. Based on the findings, conclusion was derived and some recommendations were made that recruitment of teachers should not be based on political affiliation rather selection of teachers should be on merit. Regular in-service training is needed for teachers to enhance high performance in the classroom and the principal as the school administrator should be exposed to regular seminars and workshops on school resource management, among other things.

Keywords: Administrators, Resource Management, Practices, Teachers, Job Performance

INTRODUCTION
Resource management practices at the secondary level of education is concerned with planning, organizing, coordination and controlling of the resources in order to provide holders of the Basic Education Certificate with opportunity for higher level of education, irrespective of gender, social status, religious or ethnic background. The success of this level of education depends largely on a careful and effective handling of educational resources in terms of allocation and utilization especially money, materials and machines put under the educational managers for efficient educational services (Babalola, 2006). The problems of secondary schools in Akwa Ibom State vis-à-vis Nigeria are multi-dimensional especially with the recent legislation by the State Government on free and compulsory education from primary to secondary education (Akpan 2008). Some of the management problems identified include; poor staffing, finance, infrastructure, communication, human relations and decision-making procedures.
(Akpan, 2003). However, Cox (1996) in Umosen (2010) stated pointedly that the main problem confronting education in less developed countries is the inability to coordinate and effectively manage available resources. This managerial ineffectiveness is said to have predictive effects on teachers’ job performance which is reflected in low performance of students in public examinations (Olalube, 2006, Eddy & Akpan, 2009). Teachers’ job performance refers to the extent to which teachers are committed to pedagogical delivery and display of moral uprightness and academic excellence in the teaching profession. It is also measured in terms of the quality and standard of outputs being produced. The factors responsible for the poor teachers’ job performance include but not limited to the following; staff shortage, inadequate funding, lack of employees’ motivation, poor work environment and inadequate physical facilities (Muraina & Muraina, 2014).

Consequently, improving the quality of teachers’ job performance is a viable and important strategy for improving students’ achievement. Recognition of this strategy led to the introduction of the minimum certificate requirement for teachers at the secondary level which is a Bachelor of Education Degree (Olaleye, 2013).

Mgbodile (2004) revealed that effective school administration is a reflection of an effective school administrator. This is because the desired teaching and learning of any school will only result from appropriate provision and utilization of the school’s educational resources. Thus, the principal who is pivotal to a school’s success should possess basic administrative skills and experience in order to efficiently harness the money, educational materials, physical inputs as well as the teaching and non-teaching staff at his disposal to bring about the desired educational outcomes. It has however been observed that the poor quality of some teachers who are currently school administrators in Akwa Ibom State arose from people who were recruited and appointed based on political affiliation and considerations. This does not allow for fairness and merit.

The Concept of Resource Management Practices
Resource management practices in the Nigerian education system involves the management of human, material, physical and financial resources in various educational institutions in order to achieve the desired educational objectives. It calls for adequate provision for and efficient utilization of school plant facilities in the school system (Oboegbulem 2004, Adeogun, 2002; Mbipom 2000). Job performance which helps in the assessment of an individual’s efforts and weaknesses in the execution of one’s assigned roles and responsibilities, cannot be separated from resource management. This suggests that resource management and job performance walk hand in gloves. In the event that where the school administrator fails in his/her resource management practices, teachers’ job performance would be affected. The effects of such outcome would be reflected in the students’ attitude and academic achievement.

Human resources in the education sector in terms of quality and quantity contribute largely to the overall success of the education system. Olukunle (2001) revealed that human resource, not capital, not income, not material resource constitute the ultimate basis for job performance. Bolaji (2002) posited that an important educational input, which to him was one of the most important indicators of job performance, was the human resource. It has been noted that the efficiency of the school depends largely on the teachers’ competence. This is because no curriculum can be effectively implemented without the support of well qualified and highly motivated teachers (Afolabi, 2000) and no education system can rise above the level of its teachers (Obanya, 2000). To this end, training and re-training of teachers remain the major source of redeeming the performance of the school system (Aromolaran, 2001).

On the other hand, financial resource is a major aspect of resource management in the education system. It is the monetary inputs available for and expended on the education system. Education is capital intensive. A study revealed that financial resources prudently and judiciously managed by school administrators enhance teachers’ job performance and students’ academic achievement (Aminu, 2006). Bolaji (2002) in a study revealed that school administrators starved of funds would have problems in meeting staff requirement which should enhance their job performance. Hence, good financial management on the part of the school administrators would enhance collaboration, team spirit and excellence in job performance among teachers (Adewonyin, 2001).
Management of school buildings refer to adequate provision, administration and maintenance of the school plant facilities; to ensure appropriate comfort for both students and teachers (Fasina, 2005). Uko (2001) opined that effective administration and maintenance of school buildings were important aspects of the management of school physical facilities which would ultimately impact on teachers’ job performance. As such the school administrators are expected to apply the available theories, principles and practices of management to ensure that all the available physical facilities were adequately utilized and managed against theft, destruction, dilapidation and/or obsolence (Adeboyega, 2004).

Lyons (2012) documented that learning is a complex activity that supremely tests students’ motivation, physical conditions, available resources, methods and skills of teaching, the school curricula and the administrators’ ingenuity and expertise. He further stated that there was an explicit relationship between the physical characteristics and conditions of school facilities, management effectiveness and efficiency and the outcomes. Uko (2015) noted that the implication of effective management of school facilities must of necessity take cognizance of the changes in teaching methods, the school grounds and environment, school curricula, designs and systems, ages and numerical strength of the children, personnel and expected outcomes. Arising from the above literature, the study intends to investigate the administrators’ resource management practices and teachers’ job performance in Eket Education Zone of Akwa Ibom State, Nigeria.

Statement of the Problem
The issue of poor performance of teachers in secondary schools in Eket Education Zone and Akwa Ibom State in general has become a thing of great concern to education stakeholders in the state. Although the State is one of the educationally advantaged States in the Federation, its students were reported to have poor performance in public examinations recently conducted by West African Examinations Council (WAEC) and National Examination Council (NECO) (Muraina, 2012; Eddy & Akpan, 2009). It seems like teachers have not imparted to the students the knowledge, skills, aptitudes, attitudes and values needed to excel in public examinations. The Government of Akwa Ibom State had recently recruited some teachers for the secondary schools to support and improve learning outcomes; yet the problem has persisted. In view of this fundamental problem, the study intends to investigate the relationship between administrators’ resource management practices and teachers’ job performance in Eket Education Zone of Akwa Ibom State, Nigeria.

Research Questions
1. What is the relationship between administrators’ human resource management practices and teachers’ job performance in secondary schools in Eket Education Zone?
2. To what extent does administrators’ financial resource management relate with teachers’ job performance in Eket Education Zone?
3. How does administrators’ management of school buildings relate with teachers’ job performance in Eket Education Zone?

Hypotheses: The following hypotheses were stated to guide the study:
1. There is no significant relationship between administrators’ human resource management and teachers’ job performance in secondary schools in Eket Education Zone.
2. There is no significant relationship between administrators’ financial resource management and teachers’ job performance in Eket Education Zone.
3. There is no significant relationship between administrators, management of school buildings and teachers’ job performance in Eket Education Zone.

METHODOLOGY
The study adopted a correlational research design. The population consisted of all the 659 teachers including the school administrators in Eket Education Zone of Akwa Ibom State. Using a stratified random sampling technique, a sample of 259 teachers was selected as participants of the study. The instrument used for the study was the Administrators’ Resource Management Practices and Secondary Schools Teachers’ Job Performance Questionnaire (ARMPSSTJPQ). The rater (teacher) was expected to indicate his/her opinion which best describes the extent of the principals’ resource management practices.
The instrument (ARMPSSTJPQ) had sections A & B. Section A dealt with demographic data of individual respondents and Section B consisted of 20 items-questionnaire of four point rating scale. The instrument was validated by two experts of Measurement and Evaluation from University of Calabar. To test the internal consistency of the instrument, a Cronbach Alpha reliability method was used to test thirty (30) copies of Section B of the instrument. The result yielded reliability coefficient of 0.76. Hence, the instrument was adjudged reliable and suitable for the study. Data were analysed using Pearson Product Moment Correlation statistical tool at 0.05 level of significance. **Research Question 1**: What is the relationship between administrators’ human resource management and teachers’ job performance in secondary schools in Eket Education Zone?

Table 1: Pearson Product Moment Correlation showing the relationship between administrators’ human resource management and teachers’ job performance.

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<th>Administrators’ human resource management</th>
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<td>6564</td>
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Table 1 shows that administrators’ human resource management relates significantly with teachers’ job performance. The calculated r value of 0.83 indicates a very high positive relationship between administrators’ human resource management and teachers’ job performance.

**Research Question 2**: To what extent does administrators’ financial resource management relate with teachers’ job performance in secondary schools in Eket Education Zone?

Table 2: Pearson Product Moment Correlation showing the relationship between administrators’ financial resource management and teachers’ job performance.

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<tr>
<th>Administrators’ financial resource management</th>
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Table 2 shows that administrators’ financial resource management relates positively with teachers’ job performance. The result of the analysis shows the calculated r value of 0.924 indicating a very high positive relationship between administrators’ financial resource management and teachers’ job performance.
Research Question 3: How does administrators’ management of school buildings relate with teachers’ job performance in secondary schools in Eket Education Zone?

Table 3: Pearson Product Moment Correlation showing the relationship between administrators’ management of school buildings and teachers’ job performance

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Table 3 shows the summary of the Pearson product moment correlation for administrators’ management of school buildings and teachers’ job performance. The result of the analysis shows the calculated $r$ value of 0.915, indicating a very high positive relationship between management of school buildings and teachers’ job performance.

Hypothesis 1: There is no significant relationship between administrators’ human resources management and teachers’ job performance in secondary schools in Eket Education Zone.

Table 4: Pearson Product Moment Correlation showing significant relationship test for administrators’ human resource management and teachers’ job performance

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* = Significant at 0.05

Table 4 shows the result for the significant relationship between administrators’ human resource management and teachers’ job performance. The result also shows that at a degree of freedom 248 and .05 level of significance, the tabulated $r$-value is 0.311 and the calculated $r$ value is 0.83. Since the calculated $r$ value is greater than the tabulated $r$ value, the null hypothesis is rejected and the alternate hypothesis is accepted. Thus, there is a significant relationship between administrators’ human resource management and teachers’ job performance in secondary schools in Eket Education Zone.
Hypothesis 2: There is no significant relationship between administrators’ financial resource management and teachers’ job performance in secondary schools in Eket Education Zone.

Table 5 Pearson Product Moment Correlation showing significant relationship test for administrators’ financial resource management and teachers’ job performance

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<td>Teachers’ Job</td>
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*=Significant at 0.05

Table 5 shows the result for the significant relationship between administrators’ financial resource management and teachers’ job performance. The calculated $r$ value is 0.924. The result also shows that at a degree of freedom 248 and .05 level of significance, the tabulated $r$-value is 0.311. Since the calculated $r$ value is greater than the tabulated $r$ value, the null hypothesis is rejected and the alternate hypothesis is accepted. Thus, there is a significant relationship between administrators’ financial resource management and teachers’ job performance in secondary schools in Eket Education Zone.

Hypothesis 3: There is no significant relationship between administrators’ management of school buildings and teachers’ job performance in secondary schools in Eket Education Zone.

Table 6: significant relationship test showing significant relationship test for administrators’ management of school building and teachers’ job performance

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<td>Administrators’</td>
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*=Significant at 0.05

Table 6 shows the result for the significant relationship between administrators’ management of school buildings and teachers’ job performance. The calculated $r$ value is 0.915. The result also shows that at degree of freedom 248 and .05 level of significance, the tabulated $r$-value is 0.311. Since the calculated $r$ value is greater than the tabulated $r$ value, the null hypothesis is rejected and the alternate hypothesis is accepted. Thus, there is a significant relationship between administrators’ management of school buildings and teachers’ job performance in secondary schools in Eket Education Zone.
DISCUSSION OF FINDINGS

The study revealed that administrators’ resource management practices were significantly related to teachers’ job performance. This implies that administrators’ human resource management practices contribute significantly to teachers’ job performance. It also goes a long way in improving the efficiency of the school. This finding is consistent with findings of Olukunle (2001) and Bolaji (2002) who posited that human resource among other educational resources constituted the ultimate basis for job performance. It also revealed that good quality and quantity of human resource contribute to the overall success of the education system.

The result of the second research hypothesis revealed that the administrators’ financial resource management practices were significant to teachers’ job performance. This finding is in consonance with the works of some researchers which revealed that prudently managed financial resources enhance teachers’ job performance and students’ academic performance (Aminu 2006, Adewonyin, 2001).

The result of the third research hypothesis revealed a significant relationship between administrators’ management of school buildings and teachers’ job performance. This finding is in agreement with the findings of Uko (2015) that the systematic inspection and maintenance of school buildings were significantly related to teachers’ job performance.

RECOMMENDATIONS

Based on the findings of the study the following recommendations are made:

1. Recruitment of teachers should not be based on political considerations and affiliation, rather selection of teachers should be on merit.
2. Qualified teachers with a minimum of Bachelor of Education Degree should be recruited in order to enhance job performance.
3. Regular in-service training is needed for teachers to enhance high performance in the classroom.
4. The principal as the school administrator should be exposed to regular seminar and workshops on school resources management.
5. The principal should develop well planned programmes and organize both the staff and students to ensure effective management and utilization of school resources.

CONCLUSION

Based on the findings and recommendations of this study, persistent poor performance of Akwa Ibom State secondary school students in external examinations may not continue indefinitely. There is hope that with the improvement in the quality of teachers, provision of adequate funding, construction of more school buildings and provision of other useful educational resources the situation is likely to change for better. The study found out that the administrators’ resource management practices were significantly related to teachers’ job performance. This implies that the school administrator (principal) requires adequacy of relevant components of educational resources to be able to effectively and efficiently coordinate and manage the school organization in collaboration with the teachers to bring about positive job performance and the requisite academic achievement of students not only in Eket Education Zone of Akwa Ibom State but also within the country.

REFERENCES


