Influence of Staff Management on Job Performance of Teachers in Senior Secondary Schools in Rivers State

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ABSTRACT
The study examined the influence of staff management on job performance of teachers in senior secondary schools in Rivers State. A descriptive survey research design was used for the study. The total population of the study is 7,693 which comprised 268 principals 7,425 teachers in the 268 public senior secondary schools in Rivers State. A sample of 134 principals and 734 teachers, representing 50% of the population of principals and 10% of the population of teachers was used for the study. The disproportionate stratified random sampling technique was adopted in obtaining the sample size of 877 which comprised 134 principals 743 teachers. A self-structured questionnaire titled “Influence of Staff Management on Job performance Questionnaire was used for data collection. The face and content validities of the questionnaire were assessed by experts in Educational Management and Measurement and Evaluation. The reliability of the instrument was determined through test–retest technique. The responses were correlated and analyzed, using Pearson Product Moment correlation statistics that yielded reliability co-efficient of 0.84. Mean and standard deviation were used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed among others that staff training/development, promotion and prompt payment of staff are good staff management strategies that influence staff job performance. It was therefore recommended that Rivers State government should ensure that training/retraining, promotion and prompt payment of salaries of secondary school teachers as to spur them for better job performance.

Keywords: Staff Management, Job Performance, Training, Promotion, Salary

INTRODUCTION
Institutions in Nigeria are facing difficulties that are dire and sometimes in danger of extinction due to bad performance; this is common amongst public institutions. The economy continues to be unstable due to low production and general poor performance of institutions both public and private. This can be attributed to poor or total lack of training and development programs of staff that could have built their capacity to sustain their various organizations and the nation’s economy. According to Nassazi (2013) employees are major assets of any organization and the active role they play towards an organization’s success cannot be underestimated. Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Evans, Pucik & Barsoux, 2012) and therefore training and developing employees by these organizations are the sure way to guaranteeing competitive advantage.

Training and development is an aspect of human resource practices that help in enhancing employees’ skills, knowledge and competence capable of improving employees’ ability to perform more effectively. Training and development play a vital role in the effectiveness of an organization. It is one of the most pervasive techniques for improving job performance, enhancing organization productivity in the work place (Gupta & Bostrom, 2006). Training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task; while development implies creating and sustaining change (Ampomah, 2016). Earlier, Obasi and Asodike
(2007) asserted that when teachers are properly trained, they get more developed through competence exposure to impact better on the students and get them equally exposed and more knowledgeable. The survival of any organization in the competitive society lies in its ability to train its staff to be creative, innovative, inventive, which will invariably enhance staff job performance and increase competitive advantage.

Job performance refers to the quantity of work that is done by each employee in an organization. It is an act of accomplishing or executing task over specified period of time. Thus, job performance of teachers, according to Pepple (2016) is measured in terms of teacher job satisfaction and job attitudes which includes job commitment, feeling of job challenge, job meaningfulness and job responsibility. The job performance of teachers entails all tasks relating to the teaching profession that the teacher carries out judiciously. This is achievable when the teacher is given the right kind of training and other welfare packages as promotion and prompt payment of salaries.

Promotion is a concept that relates to a move to a more important job or rank in a company or an organization (Hornby, 2010). It is the advancement of an employee to a higher position or level. If someone is given promotion in his job, such a person is given a more important job or rank may be in terms of greater responsibilities, more prestige or status, greater skill and especially increase rate of pay. According to Adeyemi (2009) promotion is one of the ways to increase teachers’ job satisfaction. Muhammad, Rizuwan and Yasin (2012) opined that different organizations or institutions use promotion as a reward for high productivity of their workers which accelerate their efforts. Promotion is a positive reward system; when a teacher is promoted as at when due with corresponding entitlement, such teacher tends to be motivated to brace up with the new challenges and put in the best effort in the job.

The prompt payment of salaries involves the due payment of employees as at the right time without any form of delay. The payment of salary promptly has a way of boosting the morale of the teachers (Nzewi, 2015). Trends in Nigeria have shown that teachers are the most owed workers by successive government’s particularly state governments. It was based on this that Agburu (2012) argued that salary should not only be adequate but also prompt and show some element of equity; this is particularly true from the point of the employees. Employees require adequate attention in order to perform effectively in the job. Their welfare in terms of training/development, promotion and prompt payment of salaries is an aspect of staff management that should not be taken for granted.

Staff management entails the activities surrounding the effective utilization of human resources for the achievement of organizational goals. The greatest asset of any organization is its human resources that ensure the achievement of the company’s goals and objectives. Human Resource Management is becoming more and more important in the strategy of a company and is seen as extremely vital for strategic success (Ulrich, 2011). Human Resource Management is the function within an organization that focused on recruitment of, management of, and providing direction for the people who work in the organization. It is also strategic and comprehensive approach of managing people and the work place culture and environment (Randall & Susan, 2012).

Effective Human Resource Management enables employees to contribute effectively and productivity to the overall company direction and the accomplishment of the organization’s goals and objectives. Human resource management is administrative activities associated with human resources planning, recruitment, selection, orientation, training, appraisal, motivation and also a functions within an organization that focuses on people. Huds, (2010 as cited in Uchechukwu & Uche, 2015, p. 126 ), stated that an effective human resources management involve maintaining and improving all aspects of a company’s practices that affect its employee from the day of his recruitment to the day he leaves the company; it involves hiring, firing, review, welfare and legal aspects. All the activities of organizations are initiated and determined by the people who make up the institution, plant, offices, of all the task of management. Uchechukwu and Uche (2015),opined that human resource is the most important influential and impactful asset of an organization. Thus, for the survival of any organization, available human resources should be effectively managed.

**Statement of the Problem**

Human Resource Management enables employees to contribute effectively to the overall institutional direction and to achieving the organization’s goals and objectives. Effective Staff Management will ensure adequate training/development, promotion and prompt payment of salaries which is likely to motivate the people towards achieving organizational goals.
Undoubtedly, observations show that the Human Resources in most of the organizations today are not up to expectation and available staff seems not to be effectively managed; this accounts for poor performance amongst public schools. The lack of promotion and its attendant consequences have lowered the standard of living as well as job performance of the average Rivers State worker, particularly teachers (Amaewhule, 2006). Also, this is evidenced by the extent to which public servants (teachers) engage in other activities like petty trading even during official hours in search for extra income to augment the official salaries. The frequent alleged lopsided recruitments, promotions, appointments, delay in salary payment, staff development and retirement in the public sector have always raised public concern. Thus, the researcher investigated how staff management variables such as teachers’ training/development, promotion and prompt payment of salary may influence the job performance of teachers in senior secondary schools in Rivers State.

**Purpose of the Study**
The main purpose of this work was to examine the influence of staff management on job performance of teachers in senior secondary schools in Rivers state. Specifically, it sought to determine how:

1. Staff training/development influences job performance of teachers in senior secondary schools in Rivers State.
2. Staff promotion influences job performance of teachers in senior secondary schools in Rivers State.
3. Prompt payment of salary influences job performance of teachers in senior secondary schools in Rivers State.

**Research Questions**
The following research questions guided the study:

1. What is the influence of staff training/development on job performance of teachers in senior secondary schools in Rivers State?
2. What is the influence of staff promotion on job performance of teachers in senior secondary schools in Rivers State?
3. What is the influence of prompt payment of salary on job performance of teachers in senior secondary schools in Rivers State?

**Hypotheses**
The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the perception of principals and teachers on the influence of staff training/development on job performance of teachers in senior secondary schools in Rivers State.
2. There is no significant difference between the perception of principals and teachers on the influence of staff promotion on job performance of teachers in senior secondary schools in Rivers State.
3. There is no significant difference between the perception of principals and teachers on the influence of prompt payment of salary on job performance of teachers in senior secondary schools in Rivers State.

**METHODOLOGY**
This study adopted the descriptive survey research design. The total population for the study was 7,693 which comprised all the two hundred and sixty eight (268) principals and seven thousand, four hundred and twenty five (7,425) teachers in the 268 public senior secondary schools in Rivers State *(Source: Government of Rivers State of Nigeria; Planning, Research and Statistics Department, Rivers State Senior Secondary Schools Board (RSSSSB), Port Harcourt, 2018)*. The disproportionate stratified random sampling technique and simple random sampling technique was employed to obtain the sample size of one hundred and thirty four (134) principals and seven thousand, four hundred and forty three (743) teachers, giving a total of eight hundred and seventy seven (877) respondents from the two hundred and sixty eight (268) public senior secondary schools in Rivers State, representing 50% of the population of principals and 10% of the population of teachers. The instrument for data collection was a 14 item-structured questionnaire titled “Influence of Staff Management on Job Performance Questionnaire (ISMJPQ). The instrument provided response to the three research questions. Item 1-8 dealt with research question one, item 9 – 12 dealt with research question 2 and item 13 – 14 dealt with research question 3 in a 4-point rating scale of “Strongly Agreed” (SA) – 4 points, “Agreed” (A)
3 points, “Disagreed” (D) – 2 points and “Strongly Disagreed” (SD) – 1 point. To establish the validity of the instrument, the questionnaire was subjected to face and content validity by two experts from the Department of Education Management and one expert in Measurement and Evaluation, all of Faculty of Education in Rivers State University. To ensure the consistency of the instrument, the test retest method of reliability was adopted in establishing a reliability coefficient of 0.84. All 877 copies of questionnaire administered were retrieved and used for the study. The data analysis was done using the mean to analyze the research questions while z-test was used to test the hypotheses. The mean was obtained by the summation of all responses as assigned to a rating scale in an item divided by the total number of responses: \( \frac{4+3+2+1}{4} = 2.50 \). The mean score of 2.50 and above indicated an agreement, while those below 2.50 indicated disagreement. Also, the decision rules for the hypotheses was that hypothesis with z-calculated value less than the z-critical table value of 1.96 was accepted whereas if it is greater than the critical table value it was rejected.

**RESULTS**

**Research Question 1**

*What is the influence of staff training/development on job performance of teachers in senior secondary schools in Rivers State?*

**Table 1:** Influence of staff training/development on job performance of teachers in Senior Secondary Schools in Rivers State

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Items</th>
<th>Principals (134)</th>
<th>Teachers (743)</th>
<th>Mean Set: ( \frac{\bar{X}_P + \bar{X}_T}{2} )</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Training and development enable teachers get more developed through exposure to impact better on the students</td>
<td>2.87 1.10</td>
<td>3.24 0.72</td>
<td>3.06</td>
<td>Agreed</td>
</tr>
<tr>
<td>2.</td>
<td>It encourages teachers to acquire professional competencies to meet the demands of their duties.</td>
<td>3.18 0.87</td>
<td>3.32 0.73</td>
<td>3.25</td>
<td>Agreed</td>
</tr>
<tr>
<td>3.</td>
<td>It increases the school’s productivity as teachers are enabled to effectively manipulate material resources to achieve set objectives.</td>
<td>3.31 0.75</td>
<td>3.23 0.74</td>
<td>3.27</td>
<td>Agreed</td>
</tr>
<tr>
<td>4.</td>
<td>It helps teachers to reduce the learning time of their subject area and achieve higher standard of academic performance.</td>
<td>2.96 1.01</td>
<td>2.81 1.01</td>
<td>2.89</td>
<td>Agreed</td>
</tr>
<tr>
<td>5.</td>
<td>It helps new employees acquire skill to do their job quickly.</td>
<td>3.37 0.76</td>
<td>3.50 0.59</td>
<td>3.44</td>
<td>Agreed</td>
</tr>
<tr>
<td>6.</td>
<td>It increases the skills of new employees while performing their jobs.</td>
<td>3.24 0.77</td>
<td>3.34 0.71</td>
<td>3.29</td>
<td>Agreed</td>
</tr>
<tr>
<td>7.</td>
<td>It builds up the managerial capacity of teachers in performing their jobs.</td>
<td>3.28 0.28</td>
<td>2.87 1.00</td>
<td>3.08</td>
<td>Agreed</td>
</tr>
<tr>
<td>8.</td>
<td>It creates feeling of confidence in the minds of teachers, who feel comfortable while handling newer job challenges.</td>
<td>3.19 0.88</td>
<td>3.33 0.72</td>
<td>3.26</td>
<td>Agreed</td>
</tr>
</tbody>
</table>

**Total Mean/SD**

**3.18 0.87**  
**3.21 0.78**  
**3.19**

*Source: Field Survey, 2019*

The data on Table 1 showed that items 1, 2, 3, 4, 5, 6, 7, and 8 have weighted mean scores (3.06, 3.25, 3.27, 2.89, 3.44, 3.29, 3.08, 3.26) above the criterion mean of 2.50 and were agreed by principals and teachers as how staff training/development influence job performance of teachers. With and aggregate weighted mean set of 3.19, it was evident that principals and teachers agreed that items 1 – 8 are how staff training and development influences job performance of teachers in senior secondary schools in Rivers State.

**Research Question 2**

*What is the influence of staff promotion on job performance of teachers in senior secondary schools in Rivers State?*
Table 2: Influence of staff promotion on job performance of teachers in Senior Secondary Schools in Rivers State

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Items</th>
<th>Principals</th>
<th>Teachers</th>
<th>Mean Set</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$\bar{x}_P$</td>
<td>$\bar{x}_T$</td>
<td>SD$_P$</td>
<td>SD$_T$</td>
</tr>
<tr>
<td>9</td>
<td>Promotion motivates teachers to brace up with new job challenges.</td>
<td>3.10</td>
<td>3.49</td>
<td>0.92</td>
<td>0.64</td>
</tr>
<tr>
<td>10</td>
<td>It increases teacher’s job performance satisfaction through his elevation to a new status that attracts higher financial benefits.</td>
<td>2.76</td>
<td>3.20</td>
<td>1.12</td>
<td>0.89</td>
</tr>
<tr>
<td>11</td>
<td>it increases teacher’s knowledge to maintain high level of productivity.</td>
<td>2.96</td>
<td>3.04</td>
<td>1.01</td>
<td>0.93</td>
</tr>
<tr>
<td>12</td>
<td>When a teacher is promoted as at when due, he puts in his best effort in the job.</td>
<td>3.05</td>
<td>3.19</td>
<td>0.93</td>
<td>0.88</td>
</tr>
<tr>
<td>Total Mean/SD</td>
<td></td>
<td>2.97</td>
<td>3.23</td>
<td>1.00</td>
<td>0.84</td>
</tr>
</tbody>
</table>

Source: Field Survey, 2019

The data on Table 2 showed that items 9, 10, 11 and 12 have weighted mean scores (3.30, 2.98, 3.00, 3.12) above the criterion mean of 2.50 and were agreed by principals and teachers as how staff promotion influences job performance of teachers. With an aggregate weighted mean set of 3.10, it was evident that principals and teachers agreed that items 9 – 12 are how staff promotion influences job performance of teachers in Senior Secondary Schools in Rivers State.

Research Question 3

What is the influence of prompt payment of salaries on job performance of teachers in senior secondary schools in Rivers State?

Table 3: Influence of prompt payment of salaries on job performance of teachers in Senior Secondary Schools in Rivers State

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Items</th>
<th>Principals</th>
<th>Teachers</th>
<th>Mean Set</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$\bar{x}_P$</td>
<td>$\bar{x}_T$</td>
<td>SD$_P$</td>
<td>SD$_T$</td>
</tr>
<tr>
<td>13</td>
<td>Prompt payment of salaries helps in boosting the morale of teachers for job performance</td>
<td>3.28</td>
<td>3.07</td>
<td>0.84</td>
<td>0.98</td>
</tr>
<tr>
<td>14</td>
<td>Through salary teachers are motivated to perform their duties effectively and efficiently.</td>
<td>3.34</td>
<td>3.14</td>
<td>0.79</td>
<td>0.80</td>
</tr>
<tr>
<td>Total Mean/SD</td>
<td></td>
<td>3.31</td>
<td>3.11</td>
<td>0.82</td>
<td>0.89</td>
</tr>
</tbody>
</table>

Source: Field Survey, 2019

The data on Table 3 showed that items 13 and 14 have weighted mean scores (3.18, 3.24) above the criterion mean of 2.50 and were agreed by principals and teachers as to how prompt payment of salaries influences job performance of teachers. With an aggregate weighted mean set of 3.21, it was evident that principals and teachers agreed that items 13 and 14 are how prompt payment of salaries influences job performance of teachers in senior secondary schools in Rivers State.
Hypothesis 1
There is no significant difference between the perception of principals and teachers on the influence of staff training/development on job performance of teachers in senior secondary schools in Rivers State.

Table 4: Z–test analysis on influence of staff training/development on job performance of teachers in Senior Secondary School in Rivers State

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>DF</th>
<th>Z-Cal</th>
<th>Z-Crit.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>134</td>
<td>3.18</td>
<td>0.81</td>
<td>875</td>
<td>0.37</td>
<td>±1.96</td>
<td>Accepted</td>
</tr>
<tr>
<td>Teachers</td>
<td>743</td>
<td>3.21</td>
<td>0.78</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Survey, 2019

Table 4 showed a summary of mean, standard deviation and z–test of difference between the perception of principals and teachers’ on influence of staff training/development on job performance of teachers. The z–test statistics calculated and used in testing the hypothesis stood at 0.37 while the critical z–value stood at ± 1.96, using 875 degree of freedom at 0.05 level of significance. Since the calculated z–value was less than the critical z–value, the researcher therefore accepted the null hypothesis of no significant difference between the perception of principals and teachers on the influence of staff training/development on job performance of teachers in senior secondary schools in Rivers State.

Hypothesis 2
There is no significant difference between the perception of principals and teachers on the influence of staff promotion on job performance of teachers in senior secondary schools in Rivers State.

Table 5: Z–test analysis on influence of staff promotion on job performance of teachers in Senior Secondary School in Rivers State

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>DF</th>
<th>Z-Cal</th>
<th>Z-Crit.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>134</td>
<td>2.97</td>
<td>1.00</td>
<td>875</td>
<td>2.84</td>
<td>±1.96</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>743</td>
<td>3.23</td>
<td>0.84</td>
<td></td>
<td></td>
<td></td>
<td>Rejected</td>
</tr>
</tbody>
</table>

Source: Field Survey, 2019

Table 5 showed a summary of mean, standard deviation and z–test of difference between the perception of principals and teachers on the influence of staff promotion on job performance of teachers. The z–test statistics calculated and used in testing the hypothesis stood at 2.84 while the critical z–value while the critical z–value stood at ± 1.96, using 875 degree of freedom at 0.05 level of significance. Since the calculated z–value was greater than the critical z–value, the researcher therefore rejected the null hypothesis of no significant difference between the perception of principal and teachers on the influence of staff promotion on job performance of teachers in senior secondary school in Rivers State.
**Hypothesis 3**
There is no significant difference between the perception of principals and teachers on the influence of prompt payment of salaries on job performance of teachers in senior secondary schools in Rivers State.

**Table 6:**  
Z–test analysis on influence of prompt payment of salaries on job performance of teachers in Senior Secondary School in Rivers State

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>μ</th>
<th>SD</th>
<th>DF</th>
<th>Z-Cal</th>
<th>Z-Crit.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>134</td>
<td>3.31</td>
<td>0.82</td>
<td>875</td>
<td>2.56</td>
<td>++1.96</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>743</td>
<td>3.11</td>
<td>0.89</td>
<td></td>
<td></td>
<td></td>
<td>Rejected</td>
</tr>
</tbody>
</table>

*Source: Field Survey, 2019*

Table 6 showed a summary of mean, standard deviation and z–test of difference between the perception of principals and teachers on influence of prompt payment of salaries on job performance of teachers. The z–test statistics calculated and used in testing the hypothesis stood at 2.56 while the critical z–value stood at ++1.96, using 875 degree of freedom at 0.05 level of significance. Since the calculated z–value was greater than the critical z–value, the researcher therefore rejected the null hypothesis of no significant difference between the perception of principals and teachers on influence of prompt payment of salaries on job performance of teachers in senior secondary schools in Rivers State.

**DISCUSSION OF FINDINGS**

On the influence of staff training/development and job performance of teachers in senior secondary schools in Rivers State, the study discovered in its findings that training/development enable teachers get more developed through exposure to impact better on the students teachers: are encourage to acquire professional competencies to meet the demand of their duties, and increase the school’s productivity as teachers are enabled to effectively manipulate material resources to achieve set objectives. These findings are in tandem with the view of Obasi and Asodike (2007) that when teachers are properly trained, they get more developed through competence exposure to impact better on the students and get them equally exposed and more knowledgeable. Staff training and development increase the school’s productivity as teachers as enabled to effectively manipulate material resources to achieve set objectives of the school.

On the influence of staff promotion and job performance of teachers in senior secondary schools in Rivers State, the study discovered in its findings that promotion motivates teachers to brace up with new job challenges, increases teacher’s job satisfaction through his elevation to a new status that attract higher financial benefits. In support of these findings, Muhammad *et al.*, (2012) opined that different organizations or institutions use promotion as a reward for high productivity of their workers which accelerate their efforts. When a teacher is promoted as at when due with corresponding entitlement, such teacher tends to be motivated to brace up with the new challenges and put in the best effort in the job. Equally in support is Adeyemi (2009) who maintained that promotion is one of the ways to increase teachers’ job satisfaction. Promotion means the elevation of one’s status as a result of having satisfied the required conditions. The study also discovered that promotion increases teacher’s knowledge to maintain high level of productivity, and when a teacher is promoted as at when due, he puts in his best effort in the job.

On the influence of prompt payment of salaries and job performance of teachers in senior secondary schools in Rivers State, the findings of the study revealed that it helps in boosting the morale of teachers for job performance, and teachers are motivated to perform their duties effectively and efficiently. In support of these findings Wonah (2014) asserted that salary is an incentive that helps in the boosting of staff morale. Nzewi (2015) affirmed that the payment of salary promptly has a way of boosting the morale of the teachers.
CONCLUSION

Human Resources Management is a strategic plan put together by institutions to effectively manage their workforce and get the best out of staff in terms of achieving organizational goals. Amongst such staff management strategies employed are staff promotion, training and development of staff, and prompt payment of staff salaries. These when employed go a long way to influence the job performance of employees as been observed amongst teachers of senior secondary schools in Rivers State.

RECOMMENDATIONS

Based on the conclusion above, the researcher recommended the following;

1. The Rivers State government should ensure that secondary school teachers are trained and retained to acquire modern teaching skills for the enhancement of teacher’s job performance.
2. The Rivers State government, educational planners and administrators of secondary schools should put in place functional promotion strategies in order to ensure teachers’ performance of stipulated duties.
3. Rivers State government should ensure the prompt payment of teachers’ salaries in order to put in their best in the teaching–learning process.

REFERENCES


