



Perceived Influence of Principals' Application of Human Resource Management Skills on Teachers Job Performance in Secondary Schools in Rivers State

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ABSTRACT

The study examined perceived influence of principals' application of human resource management skills on teachers' job performance in secondary schools in Rivers State. A descriptive survey design was used for the study. Five research questions and five null hypotheses were generated to guide the study. The population of the study was 7,425, comprising 2,907 rural teachers and 4,518, urban teachers, in the 268 public senior secondary schools in Rivers State. A sample of 890 respondents comprising of 348 teachers from rural areas and 542 from urban areas representing 12% of the populations of both rural and urban teachers was used for the study. Random sampling technique was adopted in obtaining the sample size. A self-structured questionnaire titled principal application of Human Resources Management Skills on Teachers Performance (PHRMSTP) questionnaire was used for data collection. The face and content validities of the questionnaire were assessed by the researcher's supervisor and other experts in Educational Management and Planning. The reliability of the instrument was determined using Cronbach's Alpha technique, a reliability index of 0.82, 0.74, 0.91, 0.75 and 0.87 were obtained. Mean Standard deviation and simple percentages 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 orientation activities as human resource management skill, influence teachers job performance in senior secondary schools in Rivers State, the second major findings of the study is that communication as an aspect of principal human resource management skills enhances teacher's job performance in senior secondary schools in Rivers State. Based on the findings, it was concluded that the effectiveness of new entrant into the teaching field is anchored on the human managerial capabilities of principals. Three recommendations were made, one of which was that schools management boards to intermittently organize workshops for principals and encourage principals to do same for their teachers.

Keywords: Perceived Influence, Application, Human Resource, Management Skills

INTRODUCTION

Human resources refer to the muscle and brain power of human beings. The voice and artistry of singers and actors, the strength and co-ordination of athletes, the daring of astronauts, the political skill of diplomats, as well as the physical and mental skills of millions of people who make cars and cols, gum and glue, wall paper and watering cars. These are all included in human resources. According to Dambosch, Schmalensee and Fischer (2015), they constitute the factor of production called labour. Human resources in this context refer to teachers in senior secondary schools in Rivers State. That segment of workforce that is engaged in imparting knowledge to senior secondary students. The productivity of these human resources, depend on how they are managed. The Federal Republic of Nigeria (FRN) (2013), stated the national objectives to be the building of a free and

democratic society, a just and egalitarian society, a united, strong and self-radiant nation, great and dynamic economy and a land full of bright opportunities for all citizens. It is based on these that goals of education were drawn. The level of education which serves as a spring board for achieving these goals is the secondary school level. Among the goals of secondary education as stated by the (FRN 2013) are: offering diversified curriculum to cater for the differences in talents, opportunities, and future roles and provide trained manpower in the applied science, technology and commerce of sub-professional grades. This being the case, then education at this level should be taken seriously. Resources need to be provided to see that these goals are achieved.

Resources in education are of different types. According to Maduawu and Nwogu (2012), these categories of resources are human, material, fiscal and time resources. Of all these, the human resource is the most important. They went further to state that teachers and employees of our educational institution are the assets and hence cannot be interchanged or easily replaced spare parts but they are resources of survival for the institutions. This shows that without human resource, nothing works in our institution of learning. It is important to state that, in Nigeria's struggle for the attainment of national strategic "educational goals, one of the purposes of teacher education as stated in the Federal Republic of Nigeria (FRN) (2013) is to "produce highly qualified, motivated, conscientious and efficient classroom teachers for all level of education". This is deemed necessary because no education can rise above the quality of its teachers. Fagbamiye (2014), argues that everyone looked upon teachers in the 1940s with awe. They owned the only renowned Raleigh bicycle, radio, gramophone and lived in one of the good houses in town (i.e. The mission house). More so, they were seen as neat, well-dressed gentlemen and ladies.

Good human resources management by school principals enhanced all these. Teachers perceived that they were well managed. Such perception encouraged and motivated them to put in their best in discharging their respective duties as teachers. In recent times, the story has changed. Teachers are no longer recognized as that segment of work-force that brings change in all sphere of human existence due to certain unpleasant development in the school system. To support this view, Bassey (2011), argues that several changes in the social sphere and economic upheavals have now occurred and prevented the existence of evincing experiences enjoyed by teachers in the past. Based on this fact, teachers, (being human beings) perceived that they are relegated to the bare-ground by relevant authorities, this seems to bring their moral low-in discharging their duties. It is generally said, that reward of teachers is in "heavens". This and other factors like lack of principal's involvement of teachers in decision making, poor provision for professional growth, lack of orientation for teachers, poor means of upward and downward communication etc. contribute to teacher's ineffectiveness in school.

Sharing a similar view, Matteso and Invancevich (2012), argue that "... any aspect of organization functioning linked to negative behavioral outcome represents an undesirable condition". When performance is poor and workers satisfaction is low, the attendant organizational functions provide serious consequences for managerial personnel. It is the responsibility of the school principal to manage the available human resources in his school and to ensure their retention and job effectiveness. When the principal fails to do so, Bassey (2011), argues that the consequences come in three folds. These are, physiological dimension i.e. experiences of physical, mental and emotional exhaustion. Psychological dimension manifesting itself in tension, anxiety, irritability, boredom and procrastination and finally behavioural symptoms, which include such things as a fall in productivity, frequent absence from duty as well as change in eating habits, forgetting and sleeping disorders. Having known how indispensable human resource is in our institution and in this case our secondary schools, there is need for efficient management of this human resource for effective performance of their job. Peretomode and Peretomode (2005), stated that if well trusted and adequately motivated, human resources can be the greatest, most important, crucial and critical asset in an organization. Armstrong (2013) explains Human Resource Management as a strategy and coherent approach to the management of an organization's most valued assets - the people working in the organization who individually and collectively contribute to the achievement of its objectives. Job performance means carrying out one's duty, doing a piece of work as expected, accomplishing a specified job. Teachers' job performance therefore, means the accomplishment of role stated for the teachers by their employer.

In our secondary schools, the management of the human resource lies in the hand of the principal. His ability to manage the human resource, will no doubt bring about spell's success in secondary education while the reverse is the case if he fails to manage well. The performance of teachers depends on a number of factors which include the principal's relationship with them, his leadership ability, his first encounter with the teachers as they join the school, the level of discipline he maintains among the teachers, staff development activities, provision of materials, inclusiveness in decision making communication etc. No matter the financial, time and material resources invested in education, human beings are needed to put them to work for the achievement of set goals. It behooves the principal therefore to manage the available human resource in the school to enhance job performance. The principal as the leader is always in touch with the teachers in the process of executing his job. His attitude towards the teachers to a large extent determines the productivity level of the teachers. It is the duty of the principal to create the atmosphere that will be conducive for maximum productivity in the teachers. There is need for effective communication and involvement of the teachers in decision making.

Communication is the life wire of every organization. Breakdown in communication could lead to breakdown in the activities of the system. The principal should communicate effectively to integrate and co-ordinate the activities of the teachers as well as maintain interpersonal relationship with them. Managing human resource on the side of the principal starts from the time the teachers are posted to his school. He needs to assist the newly appointed teachers to make speedy adjustment to their new environment and new tasks. As Igwe (2017), puts it, much of the anxiety a new staff comes in with can be eliminated if the administration implements a comprehensive orientation programme through which both the administration and the staff expectations are expressed.

The leadership style of the principal affects his management abilities. A principal, who is task oriented, and dictates everything that goes on in the school, and cares less about the teachers welfare and wellbeing is likely to have problem with his teachers. The teachers may become dissident and uncommitted. The principal who is employee oriented and involve the teachers in decision making and listens to their problems; creates room for optimal performance from them. As a result of increasing knowledge about how learning occurs, new teaching techniques are constantly emerging of which the classroom teacher must be aware of. Human resource management requires that the principal should encourage staff development activities. This is to improve both the collective performance of the teachers and the personal performance of individual members. While the principal must try to maintain good relationship, he should not be deterred to take disciplinary action against any teacher who is failing in his duties or who is guilty of professional misconduct. When the principal combines friendliness with firmness, it will yield good result on the part of teachers' performance of their duties. The principal should bring about positive indicator in teachers' productivity in a given situation.

It is the responsibility of the principal to manage the available human resource in the school to ensure teachers retention and job performance. How the teachers in secondary schools perform their job hinges on the extent to which principals exhibit their ability to manage them well. Principals' effectiveness in managing human resources will no doubt bring to bear teachers positive perception and engineered their effectiveness in discharging their duties, thus promoting excellent academic performance and discipline in the schools. It therefore, beholds on the principal to ensure that orientation activities, both for new entrants and old teaching staff are held periodically, to update them of new government policies, programmes, methodology etc. Orientation of teachers according to Irisominabo (2008) is an introduction, as to guide the teacher in adjusting to new surroundings, employment activity, or the like.

Communication skill of the principal is another vital instrument of principal human resource management skill. Principals apply a range of formal and informal communication skills in course of their duty. It is important to state here that teachers' job performance could be measured, by understanding teachers' impact on student achievement, teachers' feedback and evaluation systems, stakeholder feedback surveys etc. It will be appropriate at this point to mention that the main difference between personnel management and Human Resource Management lies in their scope and orientation. While the scope of personnel management is limited and has an inverted approach, wherein workers are viewed as tool. Here the behavior of the worker can be manipulated as per the core competencies of the organization and are replaced when they are worn-out. On the other hand,

human resource management has a wider scope and considers employees as the asset to the organization. It promotes mutuality in terms of goals, responsibilities, reward etc, that will help in enhancing the economic performance and high level of human resource development. It is against this backdrop that the researcher wants to find out the extent to which principals apply human resource management skills and its impact on teacher's job performance in Senior Secondary Schools in Rivers State.

REVIEW OF RELATED LITERATURE

This review looked at the concept of human resource management. Human resource management is concerned strictly with matching human resource to the operational and strategic needs of organization and making the most out of the worker. The concept of job performance was also x-rayed. It noted that teachers' job performance means the accomplishment of the role stated for the teacher by their employer and that before performance of staff can be evaluated the role expectations should be clearly stated as is related to the objectives of the organization this time the school. This went further to examine the principals' application of orientation for teachers' job performance. The need to help the new comer adapt to the organization and its environment once the person accepts the job offer, was stressed.

Principals' application of communication for teachers' job performance was another variable that was reviewed. It noted that communication means passing information and that, of all the management activities, none takes as much time as that of communication, Communication is necessary to keep the school going as it is the life wire of every organization. Principals' democratic style of leadership, for teachers' job performance was also identified and it pointed to the fact that the success of any organization depends largely on sound administration which in turn depends to a very great extent on sound leadership; Principals application of democratic skills will certainly affect teachers' level of commitment, conformity, co-operation and participation.

Principals' application of discipline for teachers' job performance revealed that all human beings have short comings and as such cases of indiscipline will arise. While the principal is trying to maintain good relationship with teachers, he should not be afraid to take disciplinary actions against anyone who fails in this duty. Similarly, the principal's application of staff development programme will help improve teachers' job performance. This is so because the rate at which new techniques, new findings and new learning occurs requires that these teachers be exposed regularly so that they don't become obsolete as the knowledge they acquired during their pre-service education cannot hold them for so long. Related research works were reviewed which result showed that these management skills when properly utilized improved workers' job performance in the areas they researched on, but the extent to which the principals apply human resource management skills and the implications for teachers' job performance was not researched on. This is the knowledge gap which this research wants to fill. All that were discussed here served as basis for this study.

Statement of the Problem

The position of a principal is an exalted one laden with the responsibility of seeing to it that teaching and learning processes go on well in the school. Before one is made a principal, one is expected to have acquired the relevant management skills needed for the position. The objective of human resources management is to get the most out of the workers. Principals are expected to have certain management skills which they should exercise to achieve this purpose. These include carrying out orientation for new teachers and ensuring free flow of communication. This sensitive and embarrassing situation could be attributed to teachers' failure to perform their respective duties expected of them. Some principals, use their position to influence things to the detriment of their teachers. It is observed that teacher's effectiveness is contingent upon how principal human resources management skills are exercised. What is more, teachers behaviour in the work situation results from a conscious and unconscious desire to satisfy complex needs. Therefore, the principal's failure to meet these demands by the teachers, results in contentions, disloyalty, discouragement, absenteeism, and strike actions in extreme cases. Some teachers leave their duty posts before close of work or stipulated time for other lucrative business. All these could lead to poor students' performance. The desire by school teachers to be given opportunity to participate in school's decision-making by the principals, create proper channel of communication, and encourage in-service training. When these expectations are denied the teachers, they would feel disenchanting. Consequently, ineffectiveness

may set in. senior secondary schools both in the urban and rural areas in Rivers State, appears to fall victim of principal's inability to exercise human resources management skills. It is this challenge that has called for a study of this nature, with the aim of finding out how teachers' effectiveness could be improved through the principal's application of human resources management skills in their various schools, and making recommendations to guide them. A study of this kind has not recently received any attention from researchers. To either validate or falsify. It is the absence of any research evidence on this problem that constituted the focus of this research.

Purpose of the Study

The purpose of this study was to determine how principal application of human resources management skills influences teachers job performance as perceived by teachers in rural and urban areas in Senior Secondary Schools in Rivers State. Specifically, the study tried to:

1. Determine the extent to which orientation management skill of the principal influences teachers' performance as perceived by teachers in rural and urban areas in Senior Secondary School in Rivers State.
2. Determine the extent to which communication management skill of the principal influences teachers' performance as perceived by teachers in rural and urban areas in Senior Secondary Schools in Rivers State.

Research Questions

In line with the above stated purpose and in order to give focus to the research, the following research questions were posed to guide the study.

1. To what extent does orientation management skill of the principals influence the performance of teachers as perceived by teachers in rural and urban areas in Senior Secondary Schools in Rivers State?
2. To what extent does communication management skill of the principal influence the performance of teachers as perceived by teachers in rural and urban areas in Senior Secondary Schools in Rivers State?

Hypotheses

For purpose of statistical analysis and in consonance with the research questions stated above the following null hypotheses were postulated for the study.

1. There is no significant difference in the mean ratings of teachers in rural and urban areas on the extent to which orientation activities influenced teachers' job performance in Senior Secondary Schools in Rivers State.
2. There is no significant difference in the mean ratings of teachers in rural and urban areas on the extent to which communication as principal human resources management skill influenced teachers' job performance in Senior Secondary Schools in Rivers State.

RESEARCH METHODS

According to Maduabum (2007), descriptive research design is one direct word determining the nature of situation as it exists at the time of the study. A descriptive survey design was used for the study. The population of the study was 7,425, comprising 2,907 rural teachers and 4,518, urban teachers, in the 268 public senior secondary schools in Rivers State. A sample of 890 respondents comprising of 348 teachers from rural areas and 542 from urban areas representing 12% of the populations of both rural and urban teachers was used for the study. Random sampling technique was adopted in obtaining the sample size. A self-structured questionnaire titled principal application of Human Resources Management Skills on Teachers Performance (PHRMSTP) questionnaire was used for data collection. The face and content validities of the questionnaire were assessed by the researcher's supervisor and other experts in Educational Management and Planning. The instrument was structured using four point-rating scale response patterns of very High Extent (VHE) 4 point 3.50 – 4.00, High Extent (HE) 3 point 2.50 – 3.49, Low Extent (LE) 2 point 1.50 – 2.49 and Very Low Extent (VLE) 1 point 1.00 – 1.49. The reliability of the instrument was determined using Cronbach's Alpha technique, a reliability index of 0.82, 0.74, 0.91, 0.75 and 0.87 were obtained. Mean Standard deviation and simple percentages were used to answer the research questions, while z-test was used to test the hypotheses at 0.05 level of significance.

RESULTS

The data collected were organized, analysis and presented in the orders of research questions and hypotheses. Where applicable, tables have been used for clarity. Finding from the analyses are also discussed:

Research Question 1: *To what Extent does Orientation as Human Resources Management Skill of Principals Influence the Performances of Teachers in Senior Secondary Schools in Rivers State?*

Table 1: Mean Ratings of Teachers in Rural and Urban Areas on the Influence of Orientation as Human Resources Management Skill of Principal on Teachers performance in Senior Secondary School

Decision: $\bar{X} \geq 2.50$ (High Extent) N = 890

S/N	Description	Teachers in Rural Areas = 348			Teachers in Urban Areas = 542		
		\bar{X}	SD	Remark	\bar{X}	SD	Remark
1.	Principal applies Planned procedure for introducing new teachers to the working environment, and this enhances the teachers' performances.	3.24	0.86	HE	2.87	1.13	HE
2.	Principal explanation of the rules and regulations guiding the school to the new teachers help them to deliver effectively.	2.98	1.00	HE	2.77	1.16	HE
3.	The principal specifies jobs to the new teachers help them to be objective in their assignments.	2.85	1.05	HE	2.62	1.05	HE
4.	The principal provides position guide to every newly employed teachers and this help the teachers in the area of dos and don'ts.	2.63	1.21	HE	2.72	1.18	HE
5.	Principal organizes orientation for new teachers promptly to enable them settle down to their duties quickly.	2.72	1.11	HE	2.53	1.19	HE
6.	Principal takes time to show teachers the physical facilities in the school, and this help to acquaint them and enhance their performance.	2.58	1.33	HE	2.68	1.09	HE
Grand Mean		2.83	1.09	HE	2.70	1.13	HE

Table 1 presents item by item analysis of responses of teachers in rural and urban areas regarding the extent to which orientation as a human resource management skill applied by principal's influences the performance of teachers in senior secondary schools in Rivers State. From the Table, each of the mean ratings of teachers in rural and urban areas for items 1 to 6 is above the bench mark or criterion mean of 2.50 and this indicates high extent. On the whole, the grand mean rating for rural teachers is 2.83 (SD = 1.09) while that for urban teachers is 2.70 (SD = 1.13), both higher than the criterion mean, indicating that orientation as a human resource management skills applied by principals influences teachers performance to a high extent. The low values of standard deviation also suggest that the responses are homogeneous.

Research Question 2: *To what Extent does communication as a Human Resource Management Skills of principals Influence the Performance of Teachers in Senior Secondary Schools in Rivers State?*

Table 4.2: Mean Ratings of Teachers in Rural and Urban Areas Regarding the Extent to which Communication as a Human Resource Management Skills Influence the Performance of Teachers in Senior Secondary Schools.

	Description	Teachers in Rural Areas = 348			Teachers in Urban Areas = 542		
		\bar{X}	SD	Remark	\bar{X}	SD	Remark
7.	There is free flow of information between the principal and teachers, and this enhances teacher's productivity.	2.84	1.03	HE	2.73	1.14	HE
8.	The principal keeps the teacher's informed of his plans, policies and programmes for the school and this enable the teachers to have confident in the system.	2.79	1.06	HE	2.76	1.11	HE
9.	The principal welcomes reports from the teachers concerning the happenings in the school, and this enhances teacher's performance.	2.68	1.08	HE	2.68	1.10	HE
10.	The principal passes information that comes from higher authorities to the teachers promptly, and this help them to perform efficiently.	2.88	1.01	HE	2.80	1.08	HE
11.	The principal hold meetings with the teachers and this educate them about the happenings in the school.	2.73	1.10	HE	2.62	1.10	HE
12.	The principal allows teachers to air their views during meetings, which bring fulfillment to the teachers.	2.58	1.18	HE	2.70	1.16	HE
	Grand Mean	2.75	1.08	HE	2.72	1.12	HE

Decision: $\bar{X} \geq 2.50$ (High Extent) N = 890

The above Table shows that rural teachers mean ratings for items 7 to 12 are respectively 2.84, 2.79, 2.68, 2.88, 2.73 and 2.58 with a grand mean of 2.75, all higher than the decision mean of 2.50. Similarly, urban teachers' ratings for items 1 to 6 were 2.73, 2.76, 2.68, 2.80, 2.62 and 2.70 respectively with a grand mean of 2.72; all higher than the criterion mean of 2.50. This suggests that both Teachers in rural and urban areas agree that communication as a human resource management skill influences the performance of teachers to a high extent.

Hypothesis 1: There is no significant difference between the mean ratings of Teachers in rural and urban areas on the extent to which orientation activities as human resources management skill influence the performance of teachers in Senior Secondary Schools in Rivers State.

Table 1: z-test Analysis on the Extent to which Orientation Activities Influence the Performance of Teachers in Senior Secondary Schools in Rivers State

Variable	N	\bar{X}	SD	Std Error	z-test	z-crit	Remark
Teachers in Rural Areas	348	2.83	1.09	0.08	1.63	1.96	Not significant
Teachers in Urban Areas	542	2.70	1.13				

From the mean scores and standard deviations of 2.83 (1.09) and 2.70 (1.13) for Teachers in rural and urban areas, the z-test analysis revealed a standard error of 0.08 and an observed value of 1.63 which is not significant at the 0.05 level compared to the critical z-value of 1.96. Thus, the null hypothesis of no significant difference between the mean ratings of Teachers in rural and urban areas on the extent

to which orientation activities influence the performance of teachers in Senior Secondary Schools in Rivers State was acceptable. The implication is that any other observed value may be due to chance.

Hypothesis 2: There is no significant different between the mean ratings of Teachers in rural and urban areas with regards to the extent to which communication as a human resources management skill influence teacher's performance in Senior Secondary School in Rivers State.

Table 2: z-test Analysis Regarding the Extent to which Communication as a Human Resource Management Skill Influence the Performance of teachers in Senior Secondary Schools in Rivers State

Variable	N	\bar{X}	SD	Std	z-test	z-crit	Remark
Teachers in Rural Areas	348	2.75	1.08	0.08	0.38	1.96	Accept H ₀
Teachers in Urban Areas	542	2.72	1.12				

The null hypothesis which states that there is no significant difference between the mean ratings of Teachers in rural and urban areas with regards to the influence of communication as a human resource management skill on teacher's performance is accepted based on the observed value of Z from the above table. The implication is that the computed Z value is insignificant compared to the critical value at the 0.05 level of significance. This further implies that any other observed value which appear to be significant could be due to sampling error. This therefore, suggests that teachers in rural and urban areas accept communication as a human resources management skill.

DISCUSSION OF FINDINGS

One of the major findings in the study was that orientation activities as a human resource management skill influence teachers' performance in senior secondary schools in Rivers State. Both Teachers in Rural and urban areas rated high extent every item or statement concerning orientation activities applied by principal to influence teachers job performance. They agreed that principals applied planned procedures for introducing new teachers to working environment, explain rules and regulation guiding the schools, provide position guide, amongst others. Furthermore, the z-test analysis of Teachers in Rural and urban areas mean responses revealed no significant difference in their mean ratings, implying that both groups accepted that orientation activities by principals enhance the performances of teachers in senior secondary schools in Rivers State. A similarly result to this was found by Irisominabo (2008), when he investigated teachers orientation programme as perceived by teachers and principals in selected secondary schools in Rivers State. Using survey research design, Irisominabo (2008), determined teacher's orientation programme on material management and its effect on newly posted teachers and found out that teachers became more effective on management of school materials, when they go through such orientation programme. Variables used in Irisominabo's study were similar to those in the current study while both studies adopted descriptive survey research design. Thus, in design and variables studies, the two studies are related. Irisominabo's study was conducted in 2008, a period of 12 years and a consistent result is obtained, hence every other thing being equal, the finding of the current study is reliable over time. The finding is also in line with the advocacy of Peretamode (2005), and Brown (2018) that it is proper for an organization to conduct formal orientation programme for new employees, to get them adapted to the environment and rules of the organization as this will enable them to function better. In the same vein, McIntyre (2010), Mgbodile (2014), and Ezecocha (2012), stressed the necessity of orientation organizations and employees of organizations and encouraged school administrators (principals) to conduct orientation for its new teachers.

A second finding in the study is that communication as an aspect of human resources management skill enhances teachers' job performances in senior secondary school in Rivers State. Teachers in Rural and urban areas interviewed show no significant difference in their mean responses on the extent to which communication as a human resource management strategy influences teachers job performance. This corroborates the reports of Akpan (2012) that a significant relationship exists between principals' level of communication and the effectiveness of teachers while no significant relationship was found between the principals' level of communication and the students' effectiveness in school. These were found as Akpan (2012), tested the effect of communication on staff and

students' effectiveness in school system. A related finding was also reported by Jebe (2017) who investigated the effect of school supervision as perceived by teachers, principals and supervision in Benue state, and came up with the report that through effective communication, teachers could be aware of the school goals, understand what happened in different units and make suggestions for possible improvement; but the reverse according to him, leads to misunderstanding, confusion and frustration. Similarly, Okon (2015), carried out a study titled "dysfunctionalism in primary schools management and teachers morale in Calabar Municipality and Odukpani Local Government Areas of Cross River State". Variables investigated among others were communication at the school climate. A correlational analysis of 400 teachers' responses revealed a significant positive relationship between the level of organizational communication and teacher's morale, which is in line with the findings of the current study that communication influences teachers' performances in senior secondary schools in Rivers State.

CONCLUSION

Based on the findings it was concluded that the effectiveness or ineffectiveness of new entrant into the teaching field is anchored on the human managerial capabilities of the principals. Innate as some of the principals' qualities might be, principal need to upgrade their managerial skills by attending and encouraging his staff to attend seminars, workshops and in service trainings. It was also concluded that poor academic performance of students in some schools is as a result of the principal's poor human resources management of the teachers which then translates to the students. The study has shown that principals generally have applied these human resource management skills to a high extent. Orientation activities of principals influence the effectiveness of teachers in rural and urban areas. It was also revealed that communication skills of principals' significantly enhanced teacher's job effectiveness.

The findings indicate that principals' provision for professional growth affect teachers job performance.

RECOMMENDATIONS

The following recommendations were made on the bases of the findings and conclusions of this study;

1. Regular staff meetings in the school system for ease of communication.
2. Schools management boards to intermittently organize workshops for principals and encourage principals to do same for their teachers.
3. Every new entrant to the teaching profession or in the school system should be taken through a work planned procedure as to be acquainted with what is required of him in the course of delivering his duties.

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