

UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.17 (1); ***January-June, 2024*** https://unijerps.org
2023 Impact Factor: **6.834;** 2022 ***Impact Factor***: 5.156; ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. *Indexing and Impact Factor URL:* http://sjifactor.com/passport.php?id=21363

PRINCIPALS' HUMAN RESOURCE MANAGEMENT PRACTICES AS PREDICTORS OF TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The seeming secondary school teachers' negative attitude to their job necessitated this study on principals' human resource management practices as a predictor of teachers' job satisfaction in public secondary schools in Anambra State. The study adopted a correlational research design with one research questions answered and one hypotheses tested at 0.05 level of significance. The population of the study comprised 6396 teachers in the 263 secondary schools in Anambra State. The sample was 411 teachers from the state drawn using multi-stage sampling procedure. Instruments for data collection were titled questionnaire on Human Resource Management Practices (QHRMP) and Job Satisfaction Scale (JSC). The instruments was validated by three experts from Nnamdi Azikiwe University, Awka. The Cronbach Alpha was used to determine the internal consistency of the items which yielded reliability coefficient index of 0.66 and 0.72. The researcher with the help of research assistants distributed the questionnaires to the respondents. Data were analyzed using Ordinary Least Square using Statistical Package for Social Sciences (SPSS). The hypotheses was tested using t-test of significance and Anova for regression analysis at a probability of 0.05 level. Results showed that teachers' job satisfaction was significantly predicted by staff training practices. It is recommended that professional development opportunities and workshops should be provided to enhance teachers' skills and knowledge.

Keywords: Principals; human resource; management practices; teachers; job satisfaction.

Introduction

Education is regarded as the catalyst for development as well as a process for bringing positive change in the society. In Nigeria, it is recognized as an instrument par excellence for effective national development (Federal Republic of Nigeria [FRN], 2014). Education is the key to national development, thus, it is intended to serve the expressed goals and aspirations of the country as enshrined in the

National Policy on Education. The role that education is expected to play in a society is multifaceted. It is expected to build character of the learner, to get them informed about what is worthwhile, acceptable to society, desirable and purposeful for them, their environment and society.

In Nigeria, there are different levels of educational institution among which is the secondary school level also regarded as the post-primary school level. Ogbonnaya as cited in Anho (2022) conceptualized secondary school as "an educational institution where full-time education is provided and directed at pupils between the ages of 11 – 18 years plus". The Federal Republic of Nigeria (2013) in her National Policy on Education articulated the broad goals of secondary schools as including the preparation of students for useful living within the society, and preparation for higher education. Thus, the mentioned aim of secondary education cannot be successfully achieved without quality teachers' service delivery.

A teacher is an instructor who implements educational policies at the classroom level with the aim that students can function effectively in their environment. Arop, Owan and Madukwe (2019) studied that teachers are charged with important responsibilities of offering guidance and counselling to students in both academic and social matters, disciplining them, managing classroom activities that include learning and participating in curriculum development panels. However, for the teachers to effectively play their role and make a solid contribution to quality secondary education, they should be satisfied with their job.

Teachers' job satisfaction is the extent to which a teacher is satisfied with the condition of service as pertains to his or her teaching employment. This entails the degree of efficiency and effectiveness of the teacher on the job depends on the extent to which they seek some self-expression and actualization in their duty. Lawler and Hall (2017) defined teachers' job satisfaction as the degree to which a teacher perceives his total work situation to be an important part of their life and to be central to their identity because of the opportunity it afford them to satisfy their important needs. It is the extent in which a teacher actively participates in the school activities and considers their performance important to their self-worth. Obineli (2013) defined job satisfaction as "the reaction of someone to his respective workplace environment". The effectiveness of teachers job satisfaction is evident in punctuality to work, efficiency, commitment, positive relationship with colleagues both superior and equals, high productivity, good record keeping, coverage of scheme of works, being regular to work, etc.

With the indices of effective teachers' job satisfaction presented above, it can be said that some teachers in Anambra State do not appear to be operating under these indices. On this premise, it can be argued that the quality of teachers' job satisfaction in the State has been put in doubts due to some factors like lack of interest and dissatisfaction in their job which could be non-challant attitude to teaching, lateness to work, inconsistent attendance to classes, poor record keeping attitudes among others. Corroborating, Obineli (2013) remarked that "other negative attitudes among the teachers in Anambra State include non- commitment

to duty, absenteeism, low morale, and that they are even looking elsewhere for greener pasture. It is therefore important to note that if these factors persist, it may affect how teachers cope with challenges, and increases the chance of teachers not to be engaged with school activities. Sequel to this, it is important to note that the outcome of teachers' job satisfaction rest on the human resource management practices by the principal. The principal is the school head and an important element in school, owing to the fact that the organizational set up of secondary school has the principal at the top of the affairs. Fullan (2014) defined the principal as "the leader of a school who is responsible for creating and sustaining a positive learning environment, supporting teachers and ensuring student success". Egboka, Ezeugbor and Enueme (2013) view the principal as "a school leader whose duty is to ensure that goals of educational policies and programs are realized". Lending credence to this, Okaforcha and Ifediorah (2019) remarked the effectiveness or otherwise of school goals and objectives partly depend on how the principal manages the human resources in the school.

A good way of encouraging employees is good human resource management practices. This can take the form of a system, a process, an activity, a norm, a rule or just a way of doing things. A good human resource management practices focus on acquisition of human resources that is getting people, development of human resources which entails preparing the people, the motivation of human resources which involves stimulating the workforce and maintenance of human resource which involves keeping them. Flippo (2015) sees human resources management as the planning, organizing, directing, controlling of procurement, development, compensation, integration, maintenance, and separating of human resources to the end that individuals, organizational and social objectives are achieved.

Human resource management is a basic function of management that determines the performance of staff in any organization. This simply implies that when staff in the education systems are adequately recruited, selected and supervised, inducted and adequately rewarded, properly developed, appraised and promoted on the job, they will be committed to the job, remain dedicated and productive in the education systems (Omebe, 2018). Thus, the need for human resource management in the school system is integral and offers a wide range of channels through which the school administrator carry out statutory duties and other responsibilities. There are many ways in which human resources within the formal school system can be effectively managed. These include promotion, discipline, remuneration, motivation, supervision, the involvement of staff in decision making, inter-personal relationship, effective communication, the delegation of responsibilities and so on (Arop et al., 2019; Owan, 2018). In this study, the emphasis was based on one aspect of human resource management which is staff training, and is briefly explained below.

Staff training is a pre-requisite for secondary school to move on the part of development and sustainability. In staff training, principals are essentially concerned with ensuring staff satisfaction and staff engagement for more effective functioning.

Training increases productivity as it enables employee with the knowledge and skills they need to be effective in their roles. Cole (2018) described training as any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of occupational or task improvement.

The importance of training is obvious given the complexity of the work environment, the rapid change in organizations and advancement in technology, among others. Training programs ensure that organizational members possess the knowledge and skills they need to perform their jobs effectively, take on new responsibilities, and adapt to changing conditions. Despite the recognition of the importance of training by management experts and government as expressed in white papers on various reforms in Nigeria, the experience of manpower training and development in the Nigerian public service have been more of ruse and waste (Paauwe, 2018). Until recently there has been a general resistance to investment in training in the public service because of the belief that 'employees hired under a merit system must be presumed to be qualified, that they were already trained for their jobs, and that if this was not so it was evidenced that initial selection of personnel was at fault" (Taylor, 2018).

The assumption has been jettisoned as the need for training became obvious both in the private and the public sectors. Many organizations have come to recognize that training offers a way of "developing skills, enhancing productivity and quality of work, and building worker loyalty to the firm" (Paauwe, 2018).Before the training process commences, the training objectives must have been identified, the participants or trainees selected, qualified instructors also selected, and the training facilities adequately provided. NOUN (2010) posits that the training method to be used by instructors will depend largely on the training content and the extent of physical and mental maturity of the trainees. Throughout the training process, the instructors are expected to help to create exciting illustrations. However, the training period should not be unnecessarily too long.

Both preparation and presentation of the lesson must be based on the level, qualifications, skills or experience of the trainees. By the disposition of a transformational leader, he/she is ever ready to take his/her subordinates to the next level and then willing to give them the opportunity to experience some necessary staff development packages for their growth. The training can take various forms which include:

Staff Seminar: Sometimes seminars on selected topics for staff members can be organized as part of school progammes; such seminar can contribute to staff professional development. There may be the very knowledgeable and experienced teachers among the staff, or in the community who may be willing to lead discussions on such topics which are organized not only as a means of promoting staff professional growth but also as a way of improving staff relations.

Induction Courses: These are conducted to introduce the newly employed personnel to their new jobs, since most of them are not likely to possess previous experience. It is designed to bring the knowledge and skills of the new employees to a satisfactory level. Tunde (2019) opined that it is to make the new personnel familiar with the total

corporate requirements like norms, ethics values, rules and regulations.

On-the-job Training: This is similar to induction course. The major objectives of the two types of training are similar in the sense that they entail acquiring new skills to be able to handle new jobs. Induction course is basically meant for new employers. However, on the job training can be extended to include old employees, if a new skill is introduced in the organization. In school organizations, this is usually done by the supervisors, principals or an experienced teacher, instructors, or the evaluators during evaluation. They can instruct the teachers on how to write lesson notes, use instructional material for teaching and learning. It relates to formal training on the job. A worker becomes experienced in the job over time due to modification of the job behaviours at the point of training or acquisition of skills (Odo, 2012).

Off-the-Job Training: This is the type of training that can be conducted outside the working environment. It is usually conducted in classrooms where trainees are given theoretical knowledge on how to handle a particular operation. The only practical aspect of this type of training is the use of films or charts or diagram for illustration. Examples are; conferences, seminars, workshops among others.

Refresher Courses: It is used mainly to update knowledge and skills internally or externally or both. It is very useful and necessary with innovations through changes of ideas. It serves as a motivating factor where the employee feels satisfied for being given the opportunity for learning.

Conference Training: Training is sometimes conducted through conference or workshops. This is not highly formalized since the trainees are treated as participants and not just as passive recipients. The theme chosen for conference must be relevant to the organization's objectives.

Job-Rotation: This is a process of training where all workers are expected to move or rotate from one schedule of job to the other within the same organization. It allows for competence on all spheres of work.

Self-development/Staff Assessment: This means a personal desire to improve through an individual's attempt to embark on study and practice explorations that are independent of an organization's role and contribution. Self-assessment enhances the identification of personnel strengthens, opportunities, weaknesses and challenges, and creates an enabling environment to improve and build on current efforts for a more fulfilling corporate self-development.

One of the important concerns and duties of the school is the professional development of its staff through in-service-training (Out 2010).

Teacher assignment and re-assignment: When a teacher is selected and posted or transferred to a school, the principal of the school assigns work load to the teacher and this should cover the subjects he/she should teach. Such a teacher should also be assigned some co-curricular activities in the school such as sports, headship of clubs, hostel administration, among others. For the teacher to grow; he should be re-assigned to teach other classes other than the ones he/she taught before and other clubs, hostels and activities other than the one he/she did before. The re-assignment enables the teacher to gain new experience, meet new problems and new students and learn to deal

with the new problem in entirely different ways.

Conferences: Conferences give participants the opportunity to deal with a theme by breaking it into sub-themes and assigning knowledgeable people to discuss the sub-themes and present the solution to the general body. Conferences enable the participants to be up to date and current in the issues being discussed as many people bring ideas depending on their respective background. At the end of a conference, a communiqué is issued which reflects the highlights of the conference proceedings. Some conferences take the form of workshop.

Seminar: This involves a group of supervised students or teachers doing advanced research on a problem. Eresimadu (2017) defined seminar as a method of instruction that involves the students in researching, analyzing, reporting, debating, evaluating and concluding and which leads to problem solving. During a seminar, the role of the teacher is to act as a discussion leader, moderator, questioner, organizer and observer. The author further stated that seminars enable the participants to dig deeper into an issue and become very knowledgeable in what they were originally ignorant of. Seminar trains its participants in the art of speaking and articulation. A seminar affords a mini teaching practice session to the students in that it affords them the opportunity to inform other students. A seminar provides a good opportunity for formulating a thesis and antithesis about ideas.

Job Satisfaction

Job satisfaction as defined by Emenike (2016) is "a pleasurable, emotional state resulting from the appraisal of one's job, an affective to ones' job and an attitude towards one's job". In the opinion of Locke as cited in Spector (2017) refined the definition of job satisfaction to constitute an attitudinal variable that measures how a person feels about the job, including different facets of the job. Austine (2017) defined job satisfaction as the degree to which personal needs, both material and psychological are realized by the individual while performing the task assigned to him/her.

Statement of the Problem

Teachers are the human resource that is indispensable for the realization of the goals and objectives of secondary schools in Anambra State. The Anambra State government is responsible for recruitment of teachers; however the state government does not owe teachers as teachers receive their salary for each month before the last day of that month. However, teachers seem to be discontented with their teaching jobs, this has been observed due to lateness to duty, non–coverage of scheme of work, truancy, poor record keeping, irregular attendance to classes; and all these indices reflect job dissatisfaction which without doubts, affects the entire educational system especially as secondary schools provide inputs to higher institutions. School is the only organization with human as its raw and finished products. With the state government doing its best for teachers and the gap on the expectation from teachers, this points to the fact that the management in school may not be doing what he or she ought to do. This is because human resource management holds the key to human resource behaviors in the organization.

The principal is in-charge of human resource management in schools, thus, it is

possible that teachers job dissatisfaction is due to principals' human resource management practices. The quality of teachers no doubt needs to be improved because teachers are indispensable in secondary schools. It is possible that teachers' performance can be improved through human resource management practice which is staff participation in decision-making. This needs to be addressed because it will in turn address teachers' job satisfaction. Thus, the study seeks to determine principals' human resource management practices as a predictor of teachers' job satisfaction in secondary schools in Anambra State.

Purpose of the Study

The main purpose of this study is to determine principals' human resource management practices as predictor of teachers' job satisfaction in secondary schools in Anambra State. Specifically, the study seeks to determine:

1. Principals' training practices as a predictor of teachers' job satisfaction in secondary schools in Anambra State.

Research Questions

This research question guided the study

1. How do principals' training practices predict teachers' job satisfaction in secondary schools in Anambra State?

Research Hypotheses

The null hypotheses was tested at 0.05 alpha level:

1. Principals' training practices do not significantly predict teachers' job satisfaction in secondary schools in Anambra State.

Research method

The study adopted a correlational research design. According to Nworgu (2015) correlation studies indicates the direction and magnitude of the relationship between the variables of the study. The rationale for adopting this design is to establish the relationship that exists between principals' human resource management practices and teachers' job satisfaction in secondary schools in Anambra State.

Presentation of results

Research Question: How do principals' training practices predict teachers' job satisfaction in secondary schools in Anambra State?

Table 1: Regression Summary showing how Principals' Training Practices predict Teachers' Job Satisfaction in Secondary Schools in Anambra State.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.917[a]	.841	.840	1.84522

a. Predictors: Principals' Training Practices;

Dependent variable: Teachers' Job Satisfaction

In Table 1, the coefficient of determination R-Square adjusted is 0.840. This shows that 84% of variance of teachers' job satisfaction can be attributed to principals' training practices in secondary schools in Anambra State.

Research Hypothesis: Principals' training practices do not significantly predict teachers' job satisfaction in secondary schools in Anambra State

Table 2: Summary of Analysis of Variance showing how Principals' Training Practices predict Teachers' Job Satisfaction in Secondary Schools in Anambra State

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7165.471	1	7165.471	2104.499	.000
	Residual	1358.529	410	3.405		
	Total	8524.000[d]	411			

Predictors: Principals' training practices
Dependent variable: Teachers' Job Satisfaction

Table 3: Parameter Estimate showing Coefficients of the Regression Line

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	PTP	1.374	.030	.917	45.875	.000

Dependent Variable: Teachers' Job Satisfaction

Table 2 shows the summary of ANOVA and parameter estimate showing the coefficients of the regression.

Table 3 shows that the standardized beta coefficient is 0.917 while t is significant at 0.000 levels. Hence, the significant level 0.000 is less than the tolerance level 0.05 alpha levels. Therefore, hypothesis 1 which states that principals' training practices do not significantly predict teachers' job satisfaction in secondary schools in Anambra State is here rejected. Therefore, teachers' job satisfaction was predicted by principals' training practices.

Principals' Training and Teachers' Job Satisfaction

Findings from table 1, shows that 84% of variance of principals' training practices can be attributed to teachers' job satisfaction in secondary schools in Anambra State. The relationship between principal's human resource management practices and

teachers' job satisfaction is undeniable. Principals' training practices plays a crucial role in enhancing skills and knowledge which in turn positively affects job satisfaction.

When teachers receive adequate training, they feel more confident and competent in teachers' roles, leading to job satisfaction. Ewen in Obineli (2013) opined that teachers satisfaction is directly linked with the quality and quantity of training provided. Similarly, Ajimbode in Arogundade (2019) opined that teachers established that investment in the form of development training was a crucial factor in the development of job satisfaction.

Conclusion

The study investigated the correlation between principals' human resource management practices and teachers' job satisfaction in public secondary schools in Anambra State. The human resource management practices examined was principals' training practices. By implementing effective teachers' training, thus, a positive work environment is created which fosters teachers' job satisfaction. It is essential for principals' to recognize the significance of this practice and invest in it to improve overall teacher satisfaction in public secondary schools in Anambra State.

Recommendation

Based on the findings, this recommendation was made:

1. Professional development opportunities and workshops should be provided to enhance teachers' skills and knowledge.

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