

Relationship between Principals' Human Resource Planning Practices and Teachers Job Performance in Secondary Schools in Ebonyi State, Nigeria

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Abstract

The study determined the relationship between principals' human resource planning practices and teachers job performance in secondary schools in Ebonyi State, Nigeria. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. Correlation research design was adopted for the study. The population of the study consisted of all the 5,047 teachers in the 221 public secondary schools in Ebonyi State. A sample size of 505 teachers was drawn using multistage sampling procedure. Two sets of researchers-developed instruments titled "Principals Human Resource Planning Practices Questionnaire (PHRPPQ) and Teachers' Job Performance Questionnaire (TJPQ) were utilized for data collection. The instruments were validated by three experts who were lecturers in the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was ascertained using Cronbach Alpha which yielded 0.77 and 0.81 for Section A and B of PHRPPQ respectively and 0.80 for TJPQ. The researchers together with four research assistants collected data for the study and a 97 percent return rate of the instruments administered was recorded. Pearson's Product Moment Co-efficient was used to answer research questions and t-test to test the hypotheses. The findings of the study revealed among others that there was a high positive relationship between principals' forecasting manpower demand practices and teachers' job performance in secondary schools in Ebonyi State. Based on the findings, it was recommended among others that school principals should embark on regular forecasting manpower demand practices and solicit funds from members of Parent-Teachers Association to recruit staff in right quality in order to improve teachers' job performance.

Key words: Principals, Human Resource Planning, Teachers Job Performance, Secondary Schools

Introduction

Education is a catalyst for empowering individuals with relevant skills and knowledge to create job, reduce poverty and improve the living standard of people in any society. It also molds moral characters; re-orientate values and belief system of individuals for peaceful co-existence in the society. Similar to this, Thompson and Ofojebe (2020) averred that education develops one's personality and inculcates the right character in accordance with societal values. Educational institutions are made up of personnel who work together to attain set objectives. The personnel

activities can be controlled, organized and managed through human resource planning. Samwel (2018) noted that human resource planning plays an important role in human resource management because it translates the objectives of the organization into a number of workers needed by determining the human resource required by the organization to achieve its strategic goals.

Human resource planning (HRP) is the process of anticipating or projecting the present and future manpower needs of an organization to ensure that the right personnel are in the right place at the right time. Ashish (2017) defined human resource planning as the act of designing job, assessing the demand and supply structure, finding the gap through either internal or external recruitment, such that the desired workforce can be clustered to satisfy the objectives of the organization. Similar to this, Anyadike (2013) defined human resource planning as a management activity that involves a careful analysis of existing workforce, job requirements and developing people who will run the structures of the organization now and in the future in order to ensure the achievement of objectives. It is one of the responsibilities of the principals to evaluate and plan for present and future manpower requirements of the school organization. Mbiu and Nzulwa (2018) defined HRP as the process of recruiting and developing people with the required skills and aptitude to meet current organizational needs. Human resource planning determine whether the existing human resource meet the manpower needs of the school, additional number of staff needed in school, skills and competencies required of them and necessary training they need. According to Anyim, Ekwoaba and Ideh (2012), human resource planning involves a complex task of forecasting and planning for the right numbers and the right kinds of personnel at the right places and at the right time to perform activities that will benefit the organization in accomplishing its objectives and in helping its members to satisfy their needs.

HRPP enable principals to estimate the demand for staff and source of supply to satisfy the demand. The sources of supply could be through request from Government or Parent-Teacher Association. It is essential to conduct human resource planning (HRP) since hiring the wrong employees or failure to anticipate fluctuations in hiring needs could be costly in the long run (Maina & Kwasira, 2015). Aslam, Aslam, Ali, Habib and Jabeen (2013), noted that the main purpose of human resource planning is to make ensure that organization have right number of workforce as required i.e. there is neither a surplus of manpower nor a shortage and also make sure that personnel have best level of interaction with their jobs. Bashiru, Kashaam and Ologbenla (2017) noted that human resource planning includes establishing objectives and then developing and implementing programmes (staffing, appraising, compensating, and training) to ensure that people are available with the appropriate characteristics and skills when and where the organization needs them. These programmes (staffing, appraising, compensating, and training) could boost teachers morale and improve their job satisfaction in school. According to Terry and Michael (2010), human resource planning includes the estimation of how many

qualified people are necessary to carry out the assigned activities, and what to be done to ensure that personnel supply equals personnel demand at the appropriate point in the future.

Human resource planning is practiced by administrators' to bridge the gap between the available and needed workforce in school organization. Anya, Umoh and Worlu (2017), noted that the dimensions of human resource planning practices include forecasting manpower demand and strategic action. Forecasting manpower demand involves the estimation of the number and type of human resource required at different levels in different departments in an organization (Pradeesh cited in Samwel, 2018). Forecasting manpower demand also entails anticipating the skills and competencies of existing and future staff in school organization. The basis of the manpower forecast is the school annual budget, innovation, resignations, retirement termination and students' population increase. On the other hand, strategic actions for human resource entails staffing activities carried out in order to achieve organizational success in the long run Anya, (Umoh & Worlu, 2017). It entails assigning tasks to staff based on their skills, providing the resources needed to perform the tasks and motivating and directing to perform the jobs. Anya, Umoh and Worlu (2017) posited that strategy actions which are used to meet human resource needs include recruitment strategy, outsourcing strategy, restructuring strategy, training and development strategy. The training and development of teachers could improve their job performance.

The concept of teachers' job performance is very complex and as such attracts a plethora of interpretations Oyewole, Ola-Ogundele and Bamikole (2020) defined teacher job performance as the duties performed by a teacher at a particular period in the school system in achieving organisational goals. It is the result of duties undertaken by a teachers in given period of time. Thompson and Ofojebe (2020) defined teachers' job performance as duties or tasks accomplished or executed by teaching staff at a particular period in the school system. Teachers' job performance is the overall outcome of tasks accomplished by staff to achieve educational goals and objectives. There are several activities that could be used to measure teachers' job performance. Dike and Eric (2019) stressed that teachers' performance can be determine or measured using several yardsticks such as their effectiveness in delivery of lessons, writing of lesson notes, selection and usage of instructional materials, completing number of periods per week and scheme of work, as well as involvement and commitment to other duties that will lead to the realization of school goals. Dike and Eric also added that other ways of ascertaining teachers' performance include the performance of students in both internal and external examination and students' commitment to values, hard work and excellence. Similar to this, Asuquo and Ekpoh (2018) noted that teachers' job performance can be measured through their prompt attendance to classes, good lesson delivery, coverage of syllabus, effective teaching of students and classroom management. Based on the above, it could be maintained that teachers' job performance can be assessed through their regularity/punctuality of in school, participation in

staff meeting and co-curricular activities, lesson presentation, coverage of scheme of work, discipline of students, students' academic performance, preparation of lesson notes and plans and execution of official duties delegated by the principals among others.

The issue of poor teachers' job performance as indicated teachers' irregularity in classroom to deliver instruction to students, lateness to school and other forms of misconduct in secondary schools in Ebonyi State has become a source of worry. To buttress this, Aja-Okorie (2016) reported that the poor secondary school teachers' job performance in Ebonyi State manifested in such areas as poor teaching habits, lack of dedication to duties, truancy, lateness to school, absenteeism and indulging in other anti-social activities that can be linked to unprofessional unethical behaviour among others. The low level of secondary school teachers' job performance in Ebonyi State may be due to failure on the part of principals to effectively plan and manage the human resources. The poor job performance of secondary school teachers in Ebonyi State may also indicate that principals are not working up to expectations in human resource planning practices. Nnebedum and Akinfolarin (2017) observed the persistent and prolonged pitiable state of teachers' job performance leading to poor academic achievement of secondary school students in Ebonyi State seems to indicate that human resource planning and instructional supervision is not regularly performed by the principals. These abnormalities make it imperative to determine the relationship between principals' human resource planning practices and teachers' job performance in secondary schools in Ebonyi State, Nigeria.

Purpose of the Study

The main purpose of the study is to investigate the relationship between principals' human resource planning practices and teachers' job performance in secondary schools in Ebonyi State, Nigeria. Specifically, the study sought to find out the:

1. Relationship between principals' forecasting manpower demand practices and teachers' job performance in secondary schools in Ebonyi State.
2. Relationship between principals' strategy action practices and teachers' job performance in secondary schools in Ebonyi State.

Research Questions

The following research questions guided the study.

1. What is the relationship between principals' forecasting manpower demand practices and teachers' job performance in secondary schools in Ebonyi State?
2. What is the relationship between principals' strategy action practices and teachers' job performance in secondary schools in Ebonyi State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance

1. There is no significant relationship between principals' forecasting manpower demand practices and teachers' job performance in secondary schools in Ebonyi State.
2. There is no significant relationship between principals' strategy action practices and teachers' job performance in secondary schools in Ebonyi State.

Method

The research design for the study was correlation. According to Nworgu (2015), this type of study seeks to establish what relationship exists between two or more variables. The design is appropriate for this study because it determined the relationship between two variables. The two variables are principals' human resource planning practices and teachers' job performance. The population of the study consisted of all the 5,047 teachers in the 221 public secondary schools in Ebonyi State. Multi-stage sampling procedure which involved proportionate stratified and simple random sampling techniques was utilized to draw a sample 505 teachers which represent 10 percent of the entire population.

Two sets of researchers-developed instruments titled "Principals Human Resource Planning Practices Questionnaire (PHRPPQ) and Teachers' Job Performance Questionnaire (TJPQ) were utilized for data collection. PHRPPQ contains 25 items arranged in two Sections namely: A and B. Section A contains 11 items on forecasting manpower demand practices, while Section B has 14 items on strategy action practices, while TJPQ contains 16 items. All the items of the two sets of instruments are structured on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D); Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The instruments were validated by three experts who were lecturers in the Faculty of Education, Nnamdi Azikiwe University. The reliability of the instrument was ascertained using Cronbach Alpha which yielded 0.77 and 0.81 for Section A and B of PHRPPQ respectively and the reliability index of 0.80 was obtained for TJPQ.

The researchers together with five research assistants who are secondary school teachers in Ebonyi state used direct approach for data collection. The teachers were approached to fill the questionnaire and provision for follow up was made where the respondents could not submit on the spot. A total of 505 copies of the questionnaire were distributed and 491 were properly filled and successfully retrieved indicating 97% percent return rate. At the end of the exercise, copies of the questionnaire that were properly completed and retrieved were used for data analysis. Pe Pearson's Product Moment Co-efficient was used to answer research questions and t-test to test the hypotheses. For decisions on the research questions, the coefficient (r) and the size of the

relationship was interpreted using the interpretation of correlation coefficient by Downie and Heath cited in Nworgu (2015) as shown: 0.80 and above for high, above 0.30-below 0.80 for moderate and 0.30 and below for low respectively. For decisions on the hypotheses, if p-value was equal to or greater than significant value of 0.05, the null hypothesis was rejected and the difference was taken to be statistically significant, but if otherwise, the null hypotheses was not rejected and the difference was taken to be statistically not significant.

Results

Research Question 1: What is the relationship between principals’ forecasting manpower demand practices and teachers’ job performance in secondary schools in Ebonyi State.

Table 1: Pearson's Correlation between Principals’ Forecasting Manpower Demand Practices and Teachers’ Job Performance

	N	Forecasting Manpower Demand Practices	Teachers’ Job Performance	Decision
Forecasting Manpower Demand Practices	491	1	0.82	High
Teachers’ Job Performance	491	0.82	1	

As shown on Table 1, the Pearson's Correlation Coefficient, $r(491) = 0.82$. This is an indication that there is a high positive relationship between principals’ forecasting manpower demand practices and teachers’ job performance in secondary schools in Ebonyi State.

Research Question 2: What is the relationship between principals’ strategy action practices and teachers’ job performance in secondary schools in Ebonyi State.

Table 2: Pearson's Correlation between Principals’ Strategy Action Practices and Teachers’ Job Performance

	N	Forecasting Manpower Demand Practices	Teachers’ Job Performance	Decision
Forecasting Manpower Demand Practices	491	1	0.86	High

Teachers' Job Performance	491	0.86	1
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Result Present on Table 2 shows that the Pearson's Correlation Coefficient, $r(491) = 0.86$. This is an indication that there is a high positive relationship between principals' strategy action practices and teachers' job performance in secondary schools in Ebonyi State.

Ho 1: There is no significant relationship between principals' forecasting manpower demand practices and teachers' job performance in secondary schools in Ebonyi State.

Table 3: The Summary of t-test analysis of No Significant Relationship between Principals' Forecasting Manpower Demand Practices and Teachers' Job Performance

	N	Forecasting Manpower demand Practices	Teachers' Job Performance	t-cal.	t-crit.	Remark
Forecasting Manpower Demand Practices	491	1	0.82	1.98	1.96	Rejected
Teachers' Job Performance	491	0.82	1			

The result presented on Table 3, the t-calculated value of 1.98 is greater than t-critical value of 1.96 at 0.05 level of significance and 489 degree of freedom. Thus, the null hypothesis is rejected. This indicated that there is significant relationship between principals' forecasting manpower demand practices and teachers' job performance in secondary schools in Ebonyi State.

Ho 2: There is no significant relationship between principals' strategy action practices and teachers' job performance in secondary schools in Ebonyi State.

Table 4: The Summary of t-test analysis of No Significant Relationship between Principals' Strategy Action Practices and Teachers' Job Performance

	N	Strategy Action Practices	Teachers' Job Performance	t-cal.	t-crit.	Remark
Strategy Action Practices	491	1	0.86	1.98	1.96	Rejected
Teachers' Job Performance	491	0.86	1			

The result presented on Table 4, the t-calculated value of 1.98 is greater than t-critical value of 1.96 at 0.05 level of significance and 489 degree of freedom. Thus, the null hypothesis is rejected. This indicated that there is significant relationship between principals' strategy action practices and teachers' job performance in secondary schools in Ebonyi State.

Discussion of Findings

The result of this study indicated that there is a high positive relationship between principals' forecasting manpower demand practices and teachers' job performance in secondary schools in Ebonyi State. This supported the finding of Mohammadnoor, Abdullah, Mohd and Hamza (2014) which reported that there is a positive relationship between HR planning and organizational performance. This also agreed with the finding of Maina and Kwasira (2015) who reported that the relationship between human resource planning and employee job performance is positive and moderately strong. This finding is probably due to forecasting manpower demand enables principals to anticipate the workforce requirements which lead to optimum staff with moderate responsibilities in school. Forecasting manpower demand practices address the issues of shortage or surplus of staff in school organization which influence teachers' job performance. The notion of forecasting manpower demand practices of principals is to ensure that teachers are available in required quality and quantity to enhance optimal operation and execution of school instructional programmes. It was also found out that there is significant relationship between principals' forecasting manpower demand practices and teachers' job performance in secondary schools in Ebonyi State. This is in line with the finding of Anya, Umoh and Worlu (2017) who reported that there is a significant relationship between forecasting manpower demand and organizational performance.

The finding of this study showed that there is a high positive relationship between principals' strategy action practices and teachers' job performance in secondary schools in Ebonyi State. This is in agreement with the finding of Bashiru, Kashaam and Ologbenla (2017) which indicated that there was positive relationship between human resource planning and job performance. This also corroborated the finding of Mbiu and Nzulwa (2018) which reported that there is existence of positive and significant relationship between human resource planning and job performance. The possible reason for this finding is that strategy action practices set up good communication and reward system which create favourable school climate for teachers to improve their job performance. Strategy action probably influence teachers' job performance because it entails delegation of duties based on the skills of teachers. Further result indicated that there is significant relationship between principals' strategy action practices and teachers' job performance in secondary schools in Ebonyi State. This is in consonance with the finding of Anya, Umoh and Worlu (2017) who reported that there is a significant relationship between strategy actions and organizational performance.

Conclusion

Based on the findings, it is concluded that there was high positive and significant relationship between principals' human resource planning practices and teachers' job performance in secondary schools in Ebonyi State, Nigeria. The high positive and significant relationship between principals' human resource planning practices and teachers' job performance is due to the fact that human resource planning practices ensure that teachers are available in moderate quantity and are at the right place and time to performance their duties and accomplish educational objectives. The supply of teachers in sufficient quality motivates teachers to effectively discharge their duties and also improve their job performance. The human resource planning practices enables principals to ascertain the needs of staff and the necessary efforts to satisfy the needs. This boosts teachers' morale and brings improvement on their job performance.

Recommendations

Based on the findings, it was recommended among others that

1. School principals should embark on regular forecasting manpower demand practices and solicit funds from members of Parent-Teachers Association to recruit staff in right quality in order to improve teachers' job performance.
2. Regular seminars, workshops and conferences should be organized by State Ministry of Education to re-orientate principals and create awareness on the need for periodic strategy actions to improve teachers' job performance.
- 3.

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