

**Human Resources Management Strategies and Teachers' Job Performance in Public Senior Secondary Schools****<sup>1</sup>Adeseko Sunday Olaifa, <sup>1</sup>Taiye Wasiu Oyekunle, <sup>1</sup>Olaide Abidemi Niji-Olawepo, <sup>1</sup>Moses Adeleke Adeoye, <sup>2</sup>Ebunlomo Oreoluwa Olaifa**<sup>1</sup>[Educational management and counseling, faculty of education, Al-Hikmah university ilorin, Nigeria](#)<sup>2</sup>[Educational Management, Faculty of Education, University of Ilorin, Ilorin-Nigeria.](#)**Research Article****Citation Information:**

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**ABSTRACT**

Human resources management strategies have played tremendous roles in the attainment of educational goals. The study investigated human resources management strategies and teachers' job performance in public senior secondary schools in Kwara State. The study adopted a descriptive survey of correlational type. Two research questions and one hypothesis were raised to guide the study. The researcher's instrument was titled Human Resources Management Questionnaire" (HRMSQ) and Teachers' Job Performance Questionnaire (TJPQ) was used to collect data for the study. Descriptive statistic of frequency counts, percentages, mean and standard deviation was used to analyse demographics and answer the research questions raised. Inferential statistics of Pearson Product Moment Correlation statistics were used to test the formulated research hypotheses. The findings of the study revealed that; staff promotion practices constituted the highest human resources management strategies in senior secondary schools in Kwara State. Teachers' job performance was high in public senior secondary schools in Kwara State. There was a significant relationship between human resources management strategies and teachers' job performance in senior secondary schools in Kwara State. It was recommended among others that public senior secondary schools in Kwara State should give special emphasis on improving their human resources management strategies in the areas of teamwork, job definition, employee participation, compensation, career planning and training.

**Keywords:** Human Resources, Management Strategies, Teachers' Job Performance

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**Corresponding Author:**

Adeseko Sunday Olaifa,

[Educational Management and Counselling, Faculty of Education,](#)[Al-Hikmah University Ilorin-Nigeria](#)Email: [abeske2001@gmail.com](mailto:abeske2001@gmail.com)**INTRODUCTION**

Education is considered the cornerstone of all growth, serving as the foundation for literacy, skill acquisition, technical improvement, and the nation's ability to utilize its natural resources. Through education, individuals acquire useable and socially acceptable vocational skills which ensures individual and group survival. The importance of education as described above justifies the recognition given to it by the Federal Government of Nigeria as stated in the National Policy on Education that "the Federal Government of Nigeria has adopted education as an instrument par excellence for effecting national growth and development (Biodun, 2014). According to Armstrong and Baron (2016), human resources management is the organizational function that deals with issues related to people such as compensation, hiring, performance management, organization development, safety, wellness, benefits, employee motivation, communication, administration, and training. Human resource management is also a strategic and comprehensive approach to managing people and the workplace culture and environment. Effective human resource management enables teachers to contribute effectively and productively to the overall company direction and the accomplishment of the organization's goals and objectives. It is increasingly required of human resource management to provide value to the strategic use of teachers and employee programs that have quantifiable effects on the company. The new role of human resource management involves strategic direction and human resource management metrics and measurements to demonstrate.

Work structure and incentives are fundamental to the broad range of tasks that make up human resource management. Reward systems (such as contingent pay, individual or group incentives, and appraisal, promotion, and career development systems) are examples of incentives. The division of decision-making authority (autonomy/decentralization) between managers and

employees, job design (e.g., work rotation, flexibility), collaboration (e.g., who collaborates with whom), and information sharing are all considered aspects of work organisation. Those are all tasks that require specific expertise.

Teacher job performance refers to the statutory curricula function that is performed by the teachers to enable learners to achieve the set educational goals in the schools. This ultimately depends on the commitment of the managers and teachers to make judicious and adequate use of both human and material resources, to harness them together and bring job effectiveness in conformity with the standards expected. The achievement of the stated educational goals is a direct result of the knowledge, skills, and competencies that teachers possess about the subject matter they teach and the teaching and learning processes. These indicate how effective their work performance is. Due to several secondary school teachers' poor attitudes and seeming lack of commitment to their work, the quality of teachers' job performance in the area has been called into question. The fact that many secondary school teachers are truant, as evidenced by their poor attitudes toward their instructional responsibilities, tardiness to work, irregular attendance in classes or at school, poor record-keeping attitude, and poor disciplinary attitude, is a clue that they perform their jobs ineffectively.

Nwachukwu (2015) and Korman (2017) have shown that the job performance of a school teacher is determined by three major factors which include the ability of a school teacher, the will to work and situational factors. The quality of an educational system depends on the quality of the teachers and qualitative education is a function of the quality and quantity of teaching personnel within the system. The human resources management strategies problem in public secondary schools in Kwara State lies in the fact that the ability of the administrators of these schools to properly harness the schools' human resources to achieve administrative goals and objectives conveniently seems to be lacking, this is because teachers are only left with classroom activities which make them bore after the lesson. Consequently, there have been a series of staff strikes and student demonstrations over the years due to poor human resources management strategies in public secondary schools. This strike and demonstration by teachers and students negate the effective administration of secondary education. The provision of both professionally qualified and non-qualified teachers by the government also appears not to ameliorate the problem of declining performances. The public is apt to put the blame on teachers' utilization rather than the provision of qualified teachers. They are at the same time confused about why students of schools with less qualified teachers are doing better in terms of performance. Ikeagwu (2012) revealed different positions and tackled organizational problems from a different direction. It considers activities like planning, monitoring and control rather than mediation between staff and school management of a public school. This study examined the extent of human resources management strategies on teachers' job performance in public senior secondary schools in Kwara State as the gap the study filled from the previous studies which constituted the problem of the study. This research attempts to look critically into the extent to which teachers utilized the educational resources system in Nigeria's public secondary schools to serve as a determinant of learning outcomes.

#### Research Questions

The following questions were raised to guide the study

1. What are the human resources management strategies in public senior secondary schools in Kwara State?
2. What is the level of teachers' job performance in public senior secondary schools in Kwara State?

#### Research Hypotheses

H<sub>01</sub>: There is no significant relationship between human resources management strategies and teachers' job performance in public senior secondary schools in Kwara State.

## METHOD

This study adopted a descriptive survey of the co-relational type. The study was correlational because it sought to establish the relationship that existed between human resources management and teachers' job performance. The study covered the sub-variables of staff and development practices, rewards, staff promotion practices, staff working conditions practices, lesson delivery, classroom management and teaching methodology. The population of this study comprised 6,466 public senior secondary school teachers in Kwara State based on the data obtained from TESCOM (2022). A proportional sampling technique using Research Advisors (2006) was used to select 370 public secondary school teachers from Kwara Central, Kwara North and Kwara South Senatorial Districts respectively. The researcher adapted two research instruments titled Human Resources Management Strategies Questionnaire" (HRMSQ) and Teachers' Job Performance Questionnaire (TJPQ). The questionnaire was subdivided into three parts A, B and C. Part A dealt with the demographic data of the respondents on academic qualification, teaching experience and job status. In contrast, part B of (HRMSQ) contained 20 items relating to the sub-variables that were generated on (HRMSQ) while 15 items were generated relating to the Teachers' Job Performance Questionnaire (TJPQ). The responses of the instruments were on four Likert of SA, A, D and SD. After administering the research instruments, the researchers were able to retrieve 364 copies of the research questionnaire from the selected teachers for this study. Therefore, 364 respondents were used for this study. The data collected from the sampled secondary schools were subjected to analysis using the SPSS 21.0 version. Demographic data of the respondents was analysed using descriptive statistics of frequency counts and percentages. The research questions raised for the study were answered using descriptive statistics of mean and standard deviation. The research hypotheses were tested using inferential statistics of Pearson Product Moment Correlation Statistic at 0.05 level of significance.

## RESULTS AND DISCUSSION

The demographic information of the respondents was analysed in frequency and percentages.

**Table 1.** Demographic Information of the Respondents

	Frequency	Percentage
<b>Gender</b>		
Male	117	32.1
Female	247	67.9
Total	364	100.0
<b>Age</b>		
25 – 35	28	7.7
36 – 45	309	84.9
46 – 55	17	4.7
56 & above	10	2.7
Total	364	100.0
<b>Academic Qualifications</b>		
B.Ed.	309	84.9
M.Ed.	55	15.1
Ph.D.	-	
Total	364	100.0
<b>Teaching Experience</b>		
1-5years	111	30.5
6-10years	202	55.5
11 years and above	51	14.0
Total	364	100.0

Research Question 1: What are the human resources management strategies in public senior secondary schools in Kwara State?

**Table 2.** Human Resources Management Strategies in Public Senior Secondary Schools in Kwara State

S/N	Items	Mean	SD	Rank
1	Staff and Development Practices of Teachers	8.93	2.60	3 <sup>rd</sup>
2	Rewards	5.89	1.99	4 <sup>th</sup>
3	Staff Promotion Practices	12.78	3.02	1 <sup>st</sup>
4	Staff Working Conditions Practices	10.67	2.06	2 <sup>nd</sup>

Table 2 indicates the human resources management strategies in public senior secondary schools in Kwara State. Staff promotion practices were ranked 1<sup>st</sup> with a mean score of 12.78, staff working conditions practices were ranked 2<sup>nd</sup> with a mean score of 10.67, staff and development practices of teachers were ranked 3<sup>rd</sup> with a mean score of 8.93 while rewards were ranked 4<sup>th</sup> with a mean score of 5.89 respectively. The standard deviations are 3.02, 2.06, 2.60 and 1.99 respectively. Findings show that staff promotion practices constituted the highest human resources management strategies in public senior secondary schools in Kwara State.

Research Question 2: What is the level of teachers' job performance in public senior secondary schools in Kwara State?

**Table 3.** Level of Teachers' Job Performance in Public Senior Secondary Schools in Kwara State

S/N	Statement	Mean	SD	Decision
1	Teachers sequentially present lessons to enhance effective learning	2.80	.940	Accepted
2	Teachers adequately prepare for lessons	2.55	.452	Accepted
3	Teachers make themselves friendly to learners	2.90	.903	Accepted
4	Teachers motivate learners to effectively participate in the teaching and learning process	2.40	.555	Rejected
5	Teachers manage their time very well while imparting knowledge to learners	3.06	.892	Accepted
6	Teachers ensure that the allotted time for each lesson is judiciously spent	2.89	.722	Accepted
7	Teachers exhaust the allotted time for lessons before leaving the classrooms	2.60	.891	Accepted
8	Teachers do not waste their time on irrelevances while teaching students	2.48	.679	Rejected

9	Teachers give students different illustrations to support their teaching to aid effective learning	2.72	.652	Accepted
10	Teachers maintain cordial relationships with students while teaching them	2.63	.521	Accepted
11	Teachers ensure proper classroom management while imparting knowledge to learners	3.05	.890	Accepted
12	Teachers allow students to contribute during teaching and learning	2.37	.231	Rejected
13	Teachers move around the class while teaching them to keep surveillance on them	2.88	.623	Accepted
14	Teachers act as counsellors to students to help them solve challenges in learning	2.60	.456	Accepted
15	Teachers always ensure that students behave well while teaching them	2.58	.856	Accepted
Average Mean		2.70	.684	Accepted

Table 3 shows the mean scores on teachers' job performance in public senior secondary schools in Kwara State. The average mean score of the items was 2.70 with a standard deviation of 0.684 respectively. The analysis implies that the mean score of these items is greater than the 2.50 benchmark mean which was accepted and high. Teachers' job performance was high in public senior secondary schools in Kwara State.

$H_{01}$ : There is no significant relationship between human resources management strategies and teachers' job performance in public senior secondary schools in Kwara State.

**Table 4.** Human Resources Management Strategies and Teachers' Job Performance

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
<b>Human Resources Management Strategies</b>	364	38.27	9.67				
<b>Teachers' Job Performance</b>	364	40.5	10.26	362	.623	0.00	Ho Rejected

Table 4 shows that the p-value of 0.00 was less than the significant level at 0.05 for 362 degrees of freedom. Therefore, the null hypothesis that there is no significant relationship between human resources management strategies and teachers' job performance in senior secondary schools in Kwara State was rejected. This means that there was a significant relationship between human resources management strategies and teachers' job performance in senior secondary schools in Kwara State. This implies that human resources management strategies improve the level of teachers' job performance.

### Discussion of Findings

The findings of research question one revealed that staff promotion practices constituted the highest human resources management strategies in senior secondary schools in Kwara State. This finding agrees with the findings of Buttner (2012) that, staff promotion practice is a management tool used to motivate and recognize teachers for increased levels of performance in support of school objectives. Results from research question two revealed that teachers' job performance was high in public senior secondary schools in Kwara State. Nwachukwu (2015) and Korman (2017) agree with the findings that the job performance of a school teacher is determined by three major factors which include the ability of a school teacher, the will to work and situational factors. Adeyemi (2013) supports the finding that teachers' job performance could be measured through teaching, lesson preparation, lesson presentation and participation in extra-curricular activities. Opakunle (2012) concluded that the job performance of teachers covers areas such as students' assessment, leadership, supervision, monitoring of students' work, student motivation, class control and utilization of instructional materials. Adejumobi and Ojikutu (2013) agree with the findings that teachers' job performance could be measured through a rating of teachers' activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and teacher commitment to the job, extra-curricular activities, supervision, effective leadership, motivation and morale among others.

The hypothesis revealed that there was a significant relationship between human resources management strategies and teachers' job performance in public senior secondary schools in Kwara State. The finding aligns with the findings of Fisher (2015) human resource management strategies involve all management decisions and practices that directly affect or influence the teachers to work for the organization for better job performance. Heathfield (2017) agrees with the finding that human resource management strategies are the functions within an organisation that focus on recruitment, management and providing direction for the job performance of teachers. Adamolekun (2020) agrees that the new role of human resource management involves strategic direction and metrics and measurements to demonstrate value and better job performance for teachers.

### CONCLUSION

The findings of this study have revealed that a significant relationship existed between human resources management strategies and teachers' job performance in public senior secondary schools in Kwara State. Training and development of the staff for effective teaching and learning processes are due to good Human resources management strategies that must be put into effective consideration. Also, human resources management strategies consist of the management of activities related to investing in human resources, such as recruiting employees, assessing their performance, providing training and development, and determining the appropriate level and type of compensation. These activities require policies and programmes, to make

them function properly in both the public secondary schools and private secondary schools. Based on the results of the findings human resources management strategies in terms of staff and development practices, rewards, staff promotion practices, and staff working conditions practices would go in long way in enhancing teachers' job performance in public senior secondary schools in the areas of lesson delivery, classroom management and teaching methodology. Based on the findings it was recommended

1. Public senior secondary schools in Kwara State should give special emphasis on improving their human resources management strategies in the areas of teamwork, job definition, employee participation, compensation, career planning and training.
2. The school management should endeavour particularly the school heads to motivate and encourage their staff professionally through effective and efficient rewards.
3. School management should take their staff working conditions practices more seriously and effectively so that, the set goals and objectives can be accomplished at the end of the day.

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**Information about the authors**

**Adeseke Sunday Olaifa** – Educational Management and Counselling, Faculty of Education, Al-Hikmah University Ilorin-Nigeria. E-mail: [abeske2001@gmail.com](mailto:abeske2001@gmail.com)

**Taiye Wasiu Oyekunle** – Educational Management and Counselling, Faculty of Education, Al-Hikmah University Ilorin-Nigeria.

**Olaide Abidemi Niji-Olawepo** – Educational Management and Counselling, Faculty of Education, Al-Hikmah University Ilorin-Nigeria. E-mail: [royapriest@gmail.com](mailto:royapriest@gmail.com)

**Moses Adeleke Adeoye** – Educational Management and Counselling, Faculty of Education, Al-Hikmah University Ilorin-Nigeria. E-mail: [princeadelekm@gmail.com](mailto:princeadelekm@gmail.com)

**Ebunlomo Oreoluwa Olaifa** – Educational Management and Counselling, Faculty of Education, Al-Hikmah University Ilorin-Nigeria. E-mail: [ebdex81@gmail.com](mailto:ebdex81@gmail.com)