

## **TEACHERS PERSONNEL MANAGEMENT AS DETERMINANT OF TEACHER PRODUCTIVITY IN SECONDARY SCHOOLS IN DELTA STATE, NIGERIA**

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**ABSTRACT:** *The study investigated contribution of teacher personnel management to teacher productivity in Delta State Secondary School Two research questions and two main operational hypotheses guided the study. The study adopted co-relational survey research designed. The descriptive statistical tool of mean was used to answer research questions while the inferential statistical tool Pearson Product Moment Correlation (PPMC) was used to analyze the null hypothesis formulated. A total of 204 teachers from the 32 Senior Secondary Schools were sampled using stratified random sampling technique. Data collected through a validated and well structured instrument. Result show that determinant variables (Teachers' Personnel Management and Management strategies) significantly predict teacher productivity. Based on the findings, the study recommends among others, that management should provide all motivational incentive to boost work performance of teachers in secondary schools.*

**KEYWORDS:** Personnel Management, Determinant, Teachers' Productivity and Secondary Schools

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### **INTRODUCTION**

Organizations, whether profit-oriented or service oriented are designed to work towards achievement of set-goals. As workers (teachers) consciously contribute towards goals of the organization, they also have personal or group goals they expect to satisfy (Koko, 2005). Aide (2007) deposited that of all tools in management (men, machine, material, money and market), without any iota of doubt, the most important is men. Men are the only animate instrument that is capable of achieving the other 4M's or making them moribund and hence affect positively or negatively the purpose of a system. Personnel management, otherwise referred to as human resource management is concerned with the people dimension in management. (Aja-Okorie, 2014) perceived personnel management as an important management function concerned with obtaining, developing and motivating the human resources required by an organization to achieve its objectives.

Generally, education in Nigeria has been perceived as an instrument "per excellence" for effecting national development (FRN, 2004:4). Government has stated that for the benefit of all citizens, the country's educational goals shall be clearly set out in terms of their relevance to the needs of the individual and those of the society, in consonance with the realities of our environment and the modern world. If our education is to achieve the national goals, then, well-trained, well-qualified and efficient educators are absolutely essential. Thus, no educational system may rise above the quality of its teachers, is an old academic. Therefore, acquiring teacher's services, developing their skills, motivating them to high levels of productivity and ensuring that they continue to maintain their commitment to the organization are essential to achieving school organizational goals.

Teachers' personnel management is responsible for activities such as recruitment and selection, training, wage and salary administration, establishing staffing ratios, benefit planning and productivity. It is their responsibility to develop and recommend policies and procedures which will contribute to the achievement of the goals in the educational system. In summary, the functions of personnel are to select, train, develop, assimilate and remunerate teachers (Aja-Okorie, 2014).

Managing teachers is that part of school management function which is concerned with teachers at work and their relationship within the educational enterprise. It seeks to bring together and develop into an effective educational organization, men and women who make up the teaching workforce, enabling each to make his/her own best contribution to its success. Management of teaching workforce involves a number of strategies that begins and maintain activities toward the achievement of personal and organizational goals. Omebe (2001) is of the view that well managed teachers will always look for better ways to do their teaching job. They are more quality oriented and more productive. Management of teachers can be through the adoption of these management strategies; supervision, in-service training and compensation among others. Hence, any teacher that enjoys the influence of the above named strategies is bound to give all his best in discharging his or her duty because he would derive the satisfaction of being a teacher, which in-turn will boost his/her productivity. Against the background of the foregoing, the study investigated teacher's personnel management as determinant of teacher productivity in secondary schools in Delta State, Nigeria.

### **Purpose of the Study**

The purpose of the study was to investigate teacher's personnel management as determinant of teachers' productivity in secondary schools in Delta State, Nigeria. This purpose is further expressed into the following specific objectives:

1. To find out the extent teacher's personnel management operational framework determines of teachers' productivity in secondary schools in Delta State, Nigeria.
2. To find out the extent management strategies that can boost teachers' productivity in secondary schools in Delta State, Nigeria

### **Research Questions**

The following research questions raised were answered in the study:

1. To what extent does teachers' personnel management operational framework determine teachers' productivity in secondary schools in Delta State, Nigeria?
2. To what extent do management strategies boost teachers' productivity in secondary schools in Delta State, Nigeria?

### **Hypothesis**

Two null hypotheses were formulated for the study and tested at 0.05 level of significance:

**H<sub>01</sub>:** There is no significant relationship between teacher's personnel management operational framework and teachers' productivity in secondary schools in Delta State, Nigeria

**H01:** There is no significant relationship between management strategies and teachers' productivity in secondary schools in Delta State, Nigeria.

## LITERATURE REVIEW

This section, conceptualized the review of related literature briefly: An Overview of Teachers Personnel Management

Teacher's personnel management is synonymous with staff personnel management, which is responsible for activities such as recruitment and selection, training, wage and salary administration, establishing staffing ratios, benefit planning and productivity. It is their responsibility to develop and recommend policies and procedures which will contribute to the achievement of the goals of the organization. In summary, Fagbamiye & Durosaro, (2000) stated that the functions of personnel is to select, train, develop, assimilate and remunerate employees. They are further explained below:

- **Selection:** Recruitment involves all prospective applicants for job positions in the organization. A good recruitment programme is one that is properly planned and well operated. Poor recruitment efforts could lead to the selection of poor applicants. Factors that influence the type of recruitment to be made include: the quality and number of staff and positions to be filled, the financial position of the organization, availability of required staff (Aja-Okorie, 2014).

In many organizations there are often individuals who are qualified to fill advertised positions or who could do so with minimum positions from within the organization and only fill the entry positions from external sources. It must be emphasized that the specific source to be utilized depends on factors such as the size of the enterprise, the financial resources, economic conditions and time factor. Other major sources of recruitment include advertisements, educational institutions, employee referrals and unemployed labour. After prospective applicants have been recruited, a systematic effort is made to identify the most suitable candidates to fill identified positions (Aja-Okorie, 2014).

**Promotion:** Promotion is the advancement of an employee to a higher position or level. This may be in terms of greater responsibilities, more prestige or status, greater skill and especially increased rate of pay. Upgrading is the movement of an employee to a more responsible job within the same occupational unit and with a corresponding increase in their knowledge or skill to maintain a high level of productivity.

**Training and Development:** Training may be used to directly increase the job skills of an individual or a group of individuals by teaching them how to perform their tasks more effectively. For instance, production workers may learn how to handle certain book keeping details associated with their work. Teachers may go for refresher courses, seminars and workshops. It is clear that training contributes primarily to the productivity goal. It helps employees to be up-to-date and meet with modern methods of teaching. Training develops an individual while the paying organization also benefits from higher productivity (Aja-Okorie, 2014).

For training to operate efficiently as an input-output mediator, it must be focused on the individual and situations as the need arises. When determining training needs, two questions

need to be answered. Is there a problem in terms of the level or type of performance? Can training be of any value in correcting such a situation? In terms of training needs, a problem is usually most pronounced among individuals just starting out on a new job i.e. employees newly employed and employees shifted into new positions. Employees can be retrained because the role prescriptions for a position have been changed. Fortunately the motivation for learning among this category of employees is usually high (Aja-Okorie, 2014).

**\* Compensation and Staff Welfare:** Compensation is the totality of the financial and non-financial rewards that the employee gets in return for working for the organization. Compensation is a major issue in staff personnel management and the effect on productivity is important. Since compensation is a reward for service to the organization and also a source of recognition and livelihood for employees, therefore, it is related directly to the comfort and welfare of employees. Compensation is a determinant of the extent to which an organization can attract, motivate and retain the best talents in the environment. Brain drain from Nigerian tertiary institutions has a lot to do with the poor and inadequate remuneration available in this country. At least two of the needs identified in Maslow's hierarchy of needs theory of physiological and esteem needs are directly related to the level of compensation for workers. These, according to him, are among the factors motivating people to Work the scientific management.

### Concept of Productivity

Productivity is viewed from different perspectives. One useful perspective views it as the relationship between output of goods and service and resource inputs (human and material) which are utilized in the production of goods and services (Nwachukwu, 2006}). Productivity is a measure of how efficiently a given set of resources is utilized to achieve given set of objectives.

Thus, educational productivity is the ratio between the contributions made by education to general development and the cost of education.

Productivity in education is intangible and invisible and can only be deduced from turnover, and the rate at which educational objectives are achieved. It is a continuous process, taking into consideration, the input, process and output phases of education. Teacher input refers to the teacher's performance determined by his/her abilities and motivations and technology and technical factors such as quality and quantity of instructional material.

From the array of definitions earlier given, productivity can be summed up to be the balance between all factors of production that give the greatest returns for the smallest efforts. It is a measure produced by input/output analysis. It can be expressed as the Naira value output per man-hour work. Measurement experts on work management agree that productivity could and can be measured. However, there is differing opinion amongst experts as how precise the productivity of-the individual or organization could be ascertained especially in such areas as the service industry like the school system. Productivity can be measured at the national, organizational and individual levels. Technically speaking, when productivity is measured, we are actually measuring the efficiency of the organization or the individual in question. Given different industries as well as the fact that there are many interpretations of productivity, the different industries employ different yardsticks to measure productivity. It is generally accepted that productivity measure indicates a rate of growth in capabilities of respective companies and organizations to accomplish and indeed fulfill their mission goals and ensuring

that consumers receive the goods and services in good condition, promptly and at affordable prices.

In the service industry, the relationship between output and input is complex hence it is not to be viewed in a simplistic manner. Indeed experts opine that outcome resulting from the input/output calculations and the standards by which outcomes are measured are often ambiguous. In education, a service industry, one preoccupation with productivity is to look at the main causes of low productivity with a view to promoting higher production. (Fagbamiye & Durosaro, 2000).

### Design

The study adopted a correlation research design, to establish the relationships that exist between teacher's personnel management and teachers' productivity in secondary schools in Delta State, Nigeria.

### Population for the Study

The population of this study consisted of 512 teachers as contained in the table below:

**Table 1: Population of the Study**

S/N	Local Government	Number of Teachers	No of students
1	Ethiope-East	64	
2	Ethiope-West	60	
3	Okpe	68	
4	Sapele	59	
5	Udu	70	
6	UghelH North	63	
7	Ughelh South	62	
8	Uvwie	66	
		512	

Source: *Post-Primary Education Board gazette, 2015*

### Sample and Sampling Technique

The researcher sampled 204 teachers, which represents 39.84% of the 512 teachers as contained in table 2 below.

**Table 2 Sampled of the study**

S/N	Name of school	No. of Teachers	Gender	
			M	F
1	Baptist High School, Eku	6	5	1
2	Ovu Grammar School, Ovu I/L	6	3	3
3	Auntie Rose Secondary school Abraka	6	2	4
4	Baptist Medical Staff Centre. Eku	7	5	1
5	Baptist High School. Orerokpe	6	5	1
6	Adeje Secondary School, Adeje	6	4	2
7	Our Lady of Mercy Secondary School, Orerokpe	7	5	2
8	Nehemiah Secondary School, Okuokoko	6	5	1
9	Ogini Grammar School, Ogharefe	7	4	3
10	Idjerhe Grammar School, Jesse	6	4	2
11	Ofera Mixed Secondary School, Ogharefe	6	4	2
12	Royal College, Mosogar	6	5	2
13	Chude Girls Grammar School 1, Sapele	7	6	1
14	Calvary Baptist Academy Sec. Sch., Amukpe	6	3	3
15	Okpe Grammar School, Sapele	7	4	3
16	Merit Secondary School, Okirighwre	6	5	1
17	Christ the King College, Sapele	6	3	3
18	Aladja Grammar School, Aladja	6	3	3
19	Ohrode Mixed Secopndary School, Ohrode	6	5	1
20	DSC Technical High School. Orhuwhorun	7	6	1
21	Field Crest Secondary School, Eket	6	4	2
22	Our Ladies High School, Effurun	7	5	2
23	Ogbe Secondary School, Effurun	6	4	2
24	Army Day Secondary School 11, Efrurun	7	4	3
25	St. Anasthesia Secondary School, Effurun	6	4	2
26	Ekpan Secondary School, Ekpan	7	5	2
27	Otu-Jeremi Secondary School, Out Jeremi	6	3	3
28	Ekrakpamre Grammar School, Ekrakpamre	6	5	1
29	Federal Government College, Ughelli	7	6	1
30	St. Bridget Girls Grammar School, Ughelli	7	4	3
31	Zenith Foundation School, Agbarho	6	3	3
32	National Foundation Academy, Ughelli	7	5	2
	Total	204	138	66

### Research Instrument

A 5-point Likert scale questionnaire consisting of 10 items was used to collect data for the study. The instrument was a self-developed questionnaire. The instrument is tagged "Teachers Personnel Management and Productivity Questionnaire (TPMQ)". The 5-point Likert scale was structured thus Very High Extent (VHE)=5, High Extent (HE)=4, Moderate Extent (ME)=3,

Low Extent (LE)2, and Very Low Extent (VLE)=1. The dependent variable of teacher's productivity was obtained from their appraisal forms.

### Validity and Reliability of the Instrument

The instrument was face validated by three experts. One is Measurement and Evaluation and two is Educational Management in Delta State University, Abakaliki. Pearson Product Moment Coefficient was used to determine the reliability of the instrument, which yielded a coefficient of 0.79.

### Method of Data Analysis

The descriptive statistical tool of mean was used to answer the research questions while the inferential statistical tool of Pearson Product Moment Correlation (PPMC) coefficient was used to analyze the null hypotheses formulated. The following boundary limits informed the research on the decision rule for the research questions: VHE (4.50-5.00); HE (3.50.49); ME (2.50-3.49); LE (1.50-2.49); and VLB (1.00-1.49).

### Presentation and Analysis of Data

**Research Question One:** To what extent does teacher's personnel management serves as a determinant of teachers' productivity in secondary schools in Delta State, Nigeria?

**Table 3:** Mean Responses of Teacher's Personnel Management as a Determinant of Teachers' Productivity

S/N	Items	Mean	Decision
1.	Regular promotion motivates teachers for high productivity	4.50	Very high extent
2.	Free medical benefits and housing allowance are determinants For teachers productivity	4.00	High extent
3.			

S/N	Items	Mean	Decision
	Regular promotion motivates teachers for high productivity	4.50	Very high extent
	Free medical benefits and housing allowance are determinants for teachers productivity extent	4.00	High
	The incentive structure of teachers, motivates them for higher productivity extent	4.11	High
	In-service training are major stimulants in determining Teachers productivity extent	4.07	High
	Job security of the teaching profession is a major determinant of teachers productivity extent	4.24	High
<b>Average Mean</b>		<b>4.18</b>	<b>High Extent</b>

The data in table 3 above showed that item 1 was very high extent (4.50). Items 2, 3, 4 and 5 were high extent (4.00, 4.11, 4.07, and 4.24 respectively). However, the average mean of 4.18 depicts that teachers responded to the fact that, teacher's personnel management serves to high extent as a determinant of teachers' productivity in secondary schools in Delta State, Nigeria.

**Research Question Two:** To what extent do management strategies that can boost teachers' productivity in secondary schools in Delta State, Nigeria?

**Table 4:** Mean Responses of Teachers on Management Strategies that can boost Teachers Productivity

S/n	Items	Mean	Decision
6	Team work among teachers boost teachers productivity	4.00	High Extent
7	Government supports and motivation of teachers can boost Teacher's higher productivity.	4.12	High Extent
8	Improved environmental conditions and facilities enhances teachers productivity	4.03	High extent
9	Enhanced welfare scheme for teachers are indices of boost for teachers productivity	4.14	High extent
10	Consistent periodic supervision of teachers by Ministry of education can boost the productivity of teachers	4.22	High extent
<b>Average Mean</b>		<b>4.10</b>	<b>High Extent</b>

The data in table 4 above showed all items; 6, 7, 8, 9 and 10 were high extent (4.00, 4.12, 4.03, 4.14 and 4.22 respectively). More so, the average mean of 4.10 depicts that teachers responded to the feet that, management strategies can boost teachers' productivity to a high extent in secondary schools in Delta State, Nigeria.

### Test of Hypothesis

**HO<sub>1</sub>:** There is no significant relationship between teacher's personnel management and teachers' productivity in secondary schools in Delta State, Nigeria

**Table 5:** Pearson Product Moment Correlation Co-efficient (r) Computation for Teachers on the Variables of Personnel Management and their Productivity

Variables	N	Mean	r-cal	r-crit	Df	Decision
Personnel Management	204	3.91	0.86	0.1638	202	Significant P>0.05
Productivity	204	4.11				

The data in table 5 shows that r-cal (0.86; P<0.05) is greater than r-crit (0.1638). This indicates that there is a significant relationship between teacher's personnel management and teachers' productivity in secondary schools in Delta State, Nigeria. The hypothesis is therefore not accepted and the alternative is upheld.

**HO<sub>2</sub>:** There is no significant relationship between management strategies and teachers' productivity in secondary schools in Delta State, Nigeria

**Table 6:** Pearson Product Moment Correlation Co-efficient (r) Computation for Teachers on the Variables Management Strategies and their Productivity

Variables	N	Mean	r-cal	r-crit	Df	Decision
Management Strategies	204	4.00	0.79	0.1638	202	Significant P>0.05
Productivity	204	4.21				

The data in table 6 shows that r-cal (0.79; P<0.05) is greater than r-crit (0.1638). This indicates that there is a significant relationship between management strategies and teachers' productivity in secondary schools in Delta State, Nigeria. The hypothesis is therefore not accepted and the alternative is upheld.

### Discussion of Findings

The findings from research question one revealed that teacher's personnel management serves to high extent as a determinant of teachers' productivity in secondary schools in Delta State, Nigeria, also, research question two further revealed that management strategies can boost teachers' productivity to a high extent in secondary schools in Delta State, Nigeria. Hypothesis

one showed that there is a significant relationship between teacher's personnel management and teachers' productivity in secondary schools in Delta State, Nigeria; while hypothesis two revealed that there is a significant relationship between management strategies and teachers' productivity in secondary schools in Delta State, Nigeria.

In supporting these findings, Oluwadamilere (2012) noted that motivating employees have become one of the most significant activities for human resource management vis-a-vis teacher's personnel management. Poor remuneration and social conditions accorded to the teaching profession have led to the popular adage "teachers rewards are in heaven. Huno (2010) noted that the working environment of the school teacher has significant impact on their job satisfaction and effectiveness (productivity).

## CONCLUSION

The education sector charts the course, and generates the energy and speed with which a nation grows. Education is the foundation stone of development of all nations, and that many of the countries that have been able to do so, is as a result of their sound educational system. Therefore, if we must achieve a great feat in education, then teacher's personnel management must be given attention, to boost their productivity.

## RECOMMENDATIONS

The following recommendations are made for the study:

1. The government and the host communities of institutions should provide conducive atmosphere for teachers, to boost their productivity at work.
2. The school management and the government should ensure that teachers get their salaries and promotion as at when due to boost their motivation.
3. The management of institutions should provide all motivational incentive to aid the work performances of teachers in secondary schools.

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