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HUMAN RESOURCE MANAGEMENT PRACTICES AND TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN UYO LOCAL GOVERNMENT AREA, AKWA IBOM STATE, NIGERIA

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ABSTRACT

This study investigated human resource management practices and teachers' job performance in public secondary schools in Uyo Local Government Area, Akwa Ibom State, Nigeria. It became imperative due to persistent concerns over declining teachers' effectiveness, commitment, and productivity, which have been linked to inadequate HRM practices in public schools. Specifically, the study investigated how recruitment practices, training, performance appraisal, and compensation practices relate to teachers' job performance. Correlational research design was adopted for the study. The population comprised 1,010 teachers and principals in public secondary schools in Uyo. A representative sample of 202 teachers was systematically selected following the sampling method of Gall et al (2007). The instrument used for data collection was Human Resource Management Practices and Teachers' Job Performance Questionnaire (HRMPTJPQ), validated by experts in Educational Management, and Measurement and Evaluation. A Reliability coefficient of 0.83 was established using the Cronbach Alpha method. Pearson product moment correlation was used in answering research questions and testing the null hypotheses at .05 level of significance. The findings of the study revealed that there exists significant positive relationship between recruitment practices, regular training and professional development opportunities and teachers' job performance. The findings also revealed that there exists significant positive relationship between fair performance appraisal systems, adequate compensation packages and teachers' job performance in public secondary schools in Uyo. The study concluded that HRM practices play a critical role in improving teachers' effectiveness and overall school performance. It was recommended, among others, that Akwa Ibom State Government and school administrators should strengthen HRM practices by ensuring transparent recruitment processes, regular training programmes, fair appraisal systems, and improved welfare packages for teachers in public secondary schools.

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Introduction

Human resource management (HRM) has emerged as a central theme in organizational performance across both private and public sectors, including education. HRM refers to the strategic processes of recruiting, training, motivating, appraising, and retaining employees for the effective achievement of organisational goals (Armstrong, 2020). In the education sector, HRM is particularly significant because teachers represent the largest workforce and the most critical input in the schooling process (Adeyemi & Alabi, 2022). Several scholars have noted that the success of schools in meeting their instructional objectives is closely tied to the efficiency of HRM practices implemented at school and local government levels (Okeke & Eke, 2021; Eze & Igbokwe, 2023).

Globally, the UNESCO Global Report on Teachers (2023) highlights that the quality of teachers and the management of their human resource functions determine whether countries can address teacher shortages and improve student outcomes. The report emphasized that without robust HRM practices, such as transparent recruitment, continuous professional development, effective performance appraisal, and adequate welfare, educational systems struggle to achieve sustainable improvements in learning. This aligns with the position of Ochieng & Mutiso (2021) who argued that in developing contexts, the biggest constraint to teacher performance is not always the lack of trained personnel but weak HRM structures that fail to provide consistent support and incentives.

In Nigeria, HR challenges in education remain evident, especially in public secondary schools. Several studies have reported issues such as poor recruitment procedures, inadequate deployment of teachers to schools, lack of training opportunities, irregular promotions, and weak performance appraisal systems (Okon & Effiong, 2020; Musa & Yakubu, 2021). These challenges often result in low morale, absenteeism, and poor classroom delivery. Adeosun et al (2022) observed that when teachers perceive inequity in welfare provisions or career advancement opportunities, they often become demotivated, which directly impacts their commitment and productivity. Similarly, Onah & Ugwu (2023) found that teacher attrition in Nigerian public schools is largely influenced by dissatisfaction with HRM practices, especially in relation to remuneration, recognition, and working conditions.

Teachers play a crucial role as stakeholders in the education of a child. Their influence extends beyond just delivering curriculum content; they shape a child's intellectual, emotional, and social development. Shulman (1986) observed that teachers are instructional leaders who plan, design, and implement the curriculum in

ways that meet the diverse needs of learners. They are responsible for delivering content in ways that engage students and facilitate understanding. Lortie (1975) in his work, 'Schoolteacher', discussed how teachers become role models, both consciously and unconsciously, through their actions and interactions with students. He, equally highlights the importance of teachers' deep understanding of both the subject matter and the pedagogy needed to teach it effectively. Teachers act as mentors, guiding students in both academic and personal matters. They provide support and mentorship, helping students navigate challenges and make informed decisions. Goodlad (1990), argued that teachers play a critical mentoring role, helping students develop not only academically but also personally. Teachers' contributions to the overall shaping of the school child and by extension, the effectiveness of the school system in delivering on the goals and the aims of education cannot be over-emphasized. Hence, the school system is as good, effective, and efficient as the teaching force is and vis versa. This underscore the important of the recruitment, training, motivation and other key HR practices in obtaining and sustaining the right manpower in the school system for optimum performance.

Teacher performance, on the other hand, encompasses a wide range of activities including lesson planning, classroom management, teaching effectiveness, student engagement, and contribution to school development (Abubakar & Suleiman, 2022). Performance is not only about academic delivery but also about punctuality, participation in co-curricular activities, record keeping, and collaboration with colleagues (Afolabi & Ajayi, 2021). Research has shown that teacher performance is highly dependent on motivation and support systems provided through effective HRM practices (Umar & Bello, 2023). For instance, Adeosun et al (2022) reported that teachers who have access to regular in-service training and supportive appraisal feedback display higher levels of instructional competence compared to those without such support.

The situation in Akwa Ibom State reflects broader national trends. Although the state government has made investments in teacher recruitment and infrastructure, gaps remain in HRM practices at the local government level (Edem & Okon, 2021). Specifically, in Uyo Local Government Area, public secondary schools face challenges of uneven teacher distribution, limited professional development opportunities, irregular supervision, and inadequate welfare packages (Etuk & Akpan, 2022). This has implications for teacher morale and ultimately affects the quality of instruction and student performance. Recent studies in Akwa Ibom suggest that while teachers are generally competent, their productivity is hampered by low motivation and weak HRM structures at school and administrative levels (Ekpo & Udoh, 2023).

At the theoretical level, human capital theory suggests that continuous investment in teachers through training and development should yield improved performance (Becker, 1993). Likewise, expectancy theory explains

that teachers are more likely to perform effectively if they believe that effort will be fairly rewarded (Vroom, 1964). Equity theory also emphasizes the role of fairness in motivating teachers: where HRM practices are perceived as unjust, teachers often reduce effort or seek exit strategies (Adeosun et al, 2022). These frameworks reinforce the argument that HRM practices, when properly implemented, are critical to sustaining teacher performance.

Despite growing research on HRM and teacher performance in Nigeria, there is a dearth of localized studies focusing specifically on Uyo Local Government Area. Most existing works aggregate findings at state or national levels, thereby overlooking contextual differences within local government areas (Musa & Yakubu, 2021; Ekpo & Udoh, 2023). Conducting a focused study in Uyo is therefore timely and relevant, as it can provide insights into how HRM practices are influencing teacher performance in this urban LGA and what specific interventions are needed to improve outcomes. This form the basis for undertaking this study on HRM practices and teachers' performance in public secondary schools in Uyo Local Government Area, Akwa Ibom State, Nigeria.

Statement of the Problem

Education is universally recognized as the bedrock of national development, and teachers are at the core of this process as the primary facilitators of learning (Adeyemi & Alabi, 2022). However, despite significant investments in teacher recruitment and school infrastructure across Nigeria, the performance of teachers in public secondary schools remains a recurring concern. Many scholars have argued that while teacher quality at entry level is important, the real determinant of effective teaching and learning is the system of HRM that supports, motivates, and appraises teachers once they are in service (Eze & Igbokwe, 2023; Onah & Ugwu, 2023). Weaknesses in HRM practices have been consistently linked to declining teacher commitment, low morale, and poor instructional delivery in Nigerian schools.

In Akwa Ibom State, and particularly in Uyo Local Government Area, evidence shows that schools struggle with ineffective HRM structures. Teacher deployment is often misaligned, resulting in surplus staff in urban schools and shortages in sub-urban areas (Etuk & Akpan, 2022). Continuous professional development opportunities are irregular and not systematically planned, leaving many teachers without updated pedagogical skills (Ekpo & Udoh, 2023). Furthermore, performance appraisal systems, where they exist, are inconsistently implemented and rarely linked to meaningful feedback or rewards, leading to feelings of neglect and dissatisfaction among teachers (Okeke & Eke, 2021; Imagha et al, 2023). Welfare provisions, such as timely promotion, recognition, and improved working conditions, are also inadequate, creating an environment in which teachers feel undervalued (Adeosun et al, 2022).

The result of these deficiencies in HRM practices is reflected in the observable decline in teacher performance. Reports of teacher absenteeism, poor lesson preparation,

ineffective classroom management, and lack of enthusiasm in co-curricular activities have become prevalent in public secondary schools in Uyo (Edem & Okon, 2021). Babagana & Badar (2022) noted that when teachers are not adequately motivated or supported, their productivity diminishes, directly affecting students' academic achievement and overall school effectiveness. This situation is further compounded by the perception of inequity in HRM processes. Teachers who feel unfairly treated compared to their colleagues—whether in deployment, promotion, or recognition—are likely to reduce their efforts or seek transfers, which undermines the stability of the school system (Umar & Bello, 2023).

Although previous studies have examined HRM and teacher performance in Nigeria (Musa & Yakubu, 2021; Afolabi & Ajayi, 2021), most have been conducted at the national or state levels, often overlooking the peculiarities of specific local government areas. There is a scarcity of localized empirical evidence that interrogates how HRM practices directly influence teacher performance in Uyo LGA, despite the fact that it is one of the fastest-growing urban centers in Akwa Ibom State. Without such evidence, education policymakers and administrators may find it difficult to design context-specific interventions to address HRM gaps in the area.

It is against this backdrop that this study seeks to investigate HRM practices and teachers' job performance in public secondary schools in Uyo LGA Akwa Ibom State. By focusing on HRM dimensions such as recruitment, training, appraisal, supervision, and welfare, the study intends to fill the gap in local literature and provide practical recommendations that can improve teacher effectiveness and ultimately enhance student learning outcomes.

Purpose of the Study

The main objective of this study is to investigate the relationship between human resource management practices and teachers' job performance in public secondary schools in Uyo Local Government Area of Akwa Ibom State, Nigeria. **S**pecific objectives are to:

1. Ascertain the relationship between recruitment practices and teachers' job performance in public secondary schools in Uyo LGA, Akwa Ibom State, Nigeria.
2. Determine the relationship between training and teachers' job performance in public secondary schools in Uyo LGA, Akwa Ibom State, Nigeria.
3. Investigate the relationship between performance appraisal systems and teachers' job performance in public secondary schools in Uyo LGA, Akwa Ibom State, Nigeria.
4. Ascertain the relationship between compensation practices and teachers' job performance in public secondary schools in Uyo LGA, Akwa Ibom State, Nigeria.

Research Questions

1. What relationship exists between recruitment practices and teachers' job performance in public secondary

schools in Uyo LGA, Akwa Ibom State, Nigeria?

2. What relationship exists between training and teachers' job performance in public secondary schools in Uyo LGA, Akwa Ibom State, Nigeria?
3. What relationship exists between performance appraisal systems and teachers' job performance?
4. What relationship exists between compensation practices and teachers' job performance in public secondary schools in Uyo LGA, Akwa Ibom State?

Research Hypotheses

$H0_1$: There is no significant relationship between recruitment practices and teachers' job performance in public secondary schools in Uyo LGA, Akwa Ibom State, Nigeria.

$H0_2$: There is no significant relationship between training and teachers' job performance in public secondary schools in Uyo LGA, Akwa Ibom State, Nigeria.

$H0_3$: There is no significant relationship between performance appraisal systems and teachers' job performance in public secondary schools in Uyo LGA, Akwa Ibom State, Nigeria.

$H0_4$: There is no significant relationship between compensation practices and teachers' job performance in public secondary schools in Uyo LGA, Akwa Ibom State, Nigeria.

Theoretical Framework

This study is anchored on Victor Vroom's Expectancy Theory (1964), a behavioural framework which posits that human motivation and performance are driven by a conscious cognitive calculus involving three core elements: expectancy, instrumentality, and valence. Rather than assuming that administrative interventions automatically translate into better classroom outcomes, Vroom's model focuses on the subjective mindset of the employee. It suggests that an individual's motivational force is a product of their belief that effort will yield successful performance (expectancy), that successful performance will be acknowledged and rewarded (instrumentality), and that the offered rewards hold genuine personal value (valence). In the context of public secondary schools in Uyo LGA, this serves as a precise psychological bridge between institutional HRM practices and actual teacher output.

In practical terms, the State Secondary Education Board (SSEB) directly conditions these cognitive pathways through its HR decisions. When the board provides targeted training and capacity- workshops, it strengthens teachers' expectancy by boosting their professional staff-efficacy and instructional skills. Furthermore, when performance appraisals and promotion exercises are conducted with transparency meritocracy, it solidifies instrumentality, convincing teachers that their classroom dedication directly influences their advancement. Finally, the prompt disbursement of competitive compensation and welfare packages dictates the valence of the rewards; when these benefits align with the economic realities of Akwa Ibom State, their perceived value remains highly positive.

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Most importantly, by strategically optimising these three behavioural levers, educational administrators can maximize the motivational force of teachers, directly driving superior lesson delivery, efficient classroom management, and rigorous student assessment in Uyo LGA, Akwa Ibom State, Nigeria.

Concept of Human Resource Management (HRM)

In the contemporary era, HRM has become a multifaceted discipline influenced by technological innovations, demographic shifts, globalization, and new work values. Digital HR systems, including HR analytics, artificial intelligence in recruitment, and e-learning platforms, have revolutionized how organizations manage their workforce. Moreover, modern organizations emphasize employee engagement, psychological safety, diversity and inclusion, and employee well-being as essential components of performance. HRM today is recognized as a strategic partner that contributes directly to competitive advantage by developing a capable, motivated, and innovative workforce (Ebieme & Udida, 2026).

HRM practices in schools entails the means for acquiring, training, developing and retaining high quality teachers who can effectively conduct instructional programmes that can enhance student achievement. Working on the beginner teachers' perceptions of HR practices in Hong Kong, Kwan (2009) identified six dimensions to HR practices in schools; recruitment and selection, induction/orientation, employee training and development, performance management, working conditions, rewards and recognition and compensation and benefits. Understanding the significance of HR policies and practices with respect to recruiting, retaining and providing professional support and proper working environment, the Sectoral Activities Department of International Labour Organization (ILO) has published a handbook in 2012. The handbook worked on creating a decent work agenda for the teachers across the nations. For this reason, researchers across the globe have been studying how various HR planning and development practices followed by schools impact the teachers' and students' performances. HRM practices entail identifying an organisation's HR objectives, designing a strategy for achieving those goals, and putting together a detailed set of strategies to integrate and organise activities as part of the HR strategy (Sood & Anand, 2021). Thus, HRM practices include practices as job analysis, job evaluation, recruitment and selection strategies, induction and orientation practices.

The scope of HRM is broad and dynamic, encompassing a wide range of activities aimed at ensuring the effective utilization of human capital for organisational success. At its core, HRM focuses on planning, acquiring, developing, motivating, and maintaining an efficient workforce. These activities cover operational, managerial, and strategic dimensions of people management. (Armstrong & Taylor, 2014). The scope begins with HR planning, which involves forecasting organisational staffing needs, analysing workforce capabilities, and

developing strategies to meet present and future manpower requirements. Through job analysis, HR professionals determine job roles, responsibilities, and required competencies, forming the foundation for recruitment and performance evaluation.

Recruitment and selection fall squarely within the scope of HRM. Recruitment involves attracting suitable candidates, while selection refers to choosing the most qualified individuals using tools such as interviews, tests, reference checks, and assessment centres. Effective recruitment ensures that the organization secures individuals who possess the essential skills, attitudes, and cultural fit to contribute meaningfully to organizational goals. Once hired, HRM oversees orientation and induction programs to help new employees integrate smoothly into the organizational culture, understand their roles, and develop a sense of belonging.

Training and development constitute another core area in HRM. Training enhances employees' job-related skills, while development focuses on long-term career growth and leadership preparation. HRM implements training needs assessments, designs learning programs, coordinates workshops and seminars, and evaluates training effectiveness. In today's knowledge-driven environment, continuous learning has become indispensable, and HRM ensures that employees adapt to technological advancements, innovation demands, and industry standards (Ebieme & Bassey, 2026). HRM also facilitates coaching, mentoring, career planning, and succession planning to ensure a continuous supply of competent leaders. (Becker & Huselid, 1998).

Compensation and reward management fall within HRM's purview as well. This involves designing equitable and competitive salary structures, employee benefits, incentives, and bonus systems. A fair compensation system helps to attract and retain qualified employees while motivating them to perform optimally (Ebieme et al, 2026). HRM ensures internal equity (fair pay relative to job responsibilities) and external equity (fair pay relative to industry standards). Beyond financial compensation, HRM also oversees non-monetary rewards such as recognition, job enrichment, flexible scheduling, and career advancement opportunities.

Performance Management is another crucial area within HRM's scope. This includes setting performance expectations, monitoring progress, conducting appraisals, and providing feedback. It also involves setting Key Performance Indicators (KPIs), developing performance improvement plans, and identifying training needs. Effective performance management ensures that employees' efforts align with organizational objectives and that high-performing employees are rewarded appropriately.

Employee relations and labour management form a key part of HRM. This involves maintaining harmonious employer-employee relationships through effective communication, conflict resolution, compliance with labour laws, and negotiation with labour unions. HRM handles disciplinary procedures, grievance management, employee welfare, and

workplace safety. A healthy work environment promotes productivity, reduces absenteeism, and fosters job satisfaction.

Modern HRM extends beyond traditional functions to include strategic areas such as talent management, organizational development, employer branding, HR analytics, diversity and inclusion, and digital HR systems. Talent management focuses on attracting, retaining, and developing top talent, while HR analytics uses data to make evidence-based decisions on recruitment, performance, and workforce planning. HRM is also responsible for promoting diversity and inclusion by developing policies that ensure equal opportunities and create an inclusive climate for all employees.

In today's rapidly evolving environment, HRM's scope also includes change management, technology integration, and remote workforce management. HRM helps organizations navigate transitions such as mergers, restructuring, downsizing, and digitization. It ensures that employees are engaged, informed, and supported through change. Furthermore, HRM facilitates virtual collaboration, digital learning, remote supervision, and online recruitment tools in increasingly hybrid workplaces.

In summary, the scope of HRM is expansive, covering every aspect of people management from recruitment to retirement. It plays a vital role in shaping organizational culture, enhancing employee performance, and ensuring strategic alignment between human capital and organizational goals. The broadening scope of HRM in the contemporary era underscores its significance as both an operational and strategic function essential to organizational growth and sustainability.

Teachers' Job Performance

Teachers' job performance refers to the effectiveness of teachers in achieving student learning outcomes, promoting student growth, and contributing to school improvement (Stronge, 2010; Ebieme et al, 2024). It is a multifaceted construct that encompasses various dimensions, including instructional practices, classroom management, and interpersonal relationships. Teacher performance is also seen as a multifaceted concept that relates to the effectiveness and efficiency with which teachers carry out their roles and responsibilities within an educational setting. It encompasses various dimensions such as teaching practices, classroom management, student engagement, and professional development. According to Arifin (2015) teachers' performance is the ability of teachers to manage the learning process effectively, which is crucial for achieving educational goals.

Teachers' job performance refers to the extent to which teachers effectively carry out their professional responsibilities toward achieving teaching and learning objectives. It encompasses a wide array of behaviours, competencies, and attitudes demonstrated by teachers in the classroom and within the school environment. High-quality teacher performance is fundamental to educational effectiveness, as teachers are central to curriculum implementation, student motivation, and the overall learning experience.

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Teachers' job performance is influenced by numerous factors, including working conditions, availability of instructional materials, administrative support, teacher training, workload, compensation, and motivation. Supportive leadership, clear expectations, and constructive supervision enhance teacher performance, while poor working conditions, lack of resources, and inadequate remuneration can diminish it. Personal factors such as self-efficacy, self-regulation, motivation, and job satisfaction also play critical roles (Imagha & Ebieme, 2024). Overall, teachers' job performance is a multidimensional construct that extends beyond classroom instruction to include professional conduct, collaborative engagement, assessment competence, and personal dispositions. It remains a key determinant of students' achievement and the overall quality of education offered in schools.

Empirical Framework

Olaifa et al (2023) investigated teachers' recruitment strategies and job performance in public senior secondary schools in Kwara State, Nigeria. The study adopted a descriptive survey of correlational type. Two research questions and one hypothesis were raised to guide the study. The population of the study consisted of four hundred and two respondents in the 196 public secondary schools in Kwara State. The research instruments used were titled Teachers' Recruitment Strategies Questionnaire" (TRSQ) and Job Performance Questionnaire (JPQ) were used to collect data for the study. Mean, Standard deviation and Pearson Product-Moment Correlation Statistics were used to analyze the data. The findings of the study revealed that there was a significant relationship between teachers' recruitment strategies and job performance in public senior secondary schools in Kwara State.

Okolo & Nto (2023) explored the HR practices that can enhance performance from selected private school teachers in Abia state and to determine the HR practices that can endanger their performance as well as their retention at their work place. The population for the study consisted of all teachers in Aba and Umuahia metropolitan city of Abia state, Nigeria. The study is backed up by Ability, Motivation and Opportunity model AMO, which explains the relationship between HR practices and performance. Data was collected using face to face interview from a number of teachers from the selected private schools. Data collected were analyzed using thematic approach. The result of the study shows that of all the HRM practices by school owners, salary payment mode is the most important.

Okoth & Oluoch (2019) investigated teachers' performance appraisal and its influence on motivation of teachers in public secondary schools in Gem-Sub County, Kenya. The aim of the study was to establish the influence of performance appraisal on motivation of public secondary school teachers in Gem – Sub-county. Descriptive survey method was used. The target population for this study was 446 teachers from public secondary schools in Gem-Sub County. Random sampling technique was used to select the sample of 103. Structured

questionnaires were used to collect primary data. Regression analysis was used to determine the influence of teacher performance appraisal on motivation of teachers in public secondary schools in Gem Sub-county. The findings of the study showed that fairness in performance appraisal, performance appraisal feedback, performance rewards and performance goal setting had a positive and significant effect on teacher motivation in Gem sub-county.

The review of related literature has revealed that there is no specific focus on how specific HRM practices relate to teachers' job performance and the extent to which public secondary schools adopt HRM practices. Existing literature often focused on isolated HRM practices such as teachers training or motivation (Adeyemi, 2022; Ukaigwe & Okafor, 2020). Few studies have comprehensively analysed multiple HRM variables, recruitment, training, motivation, and performance appraisal, simultaneously, as done in this study. This integrated approach fills a critical gap in understanding how these practices collectively relate to teachers' job performance.

Methods

Research Design

This study adopted a correlational research design. The correlational research design is appropriate when the objective is to describe variables and to test the strength and direction of relationships among naturally occurring variables without manipulation by the researcher (Creswell & Creswell, 2018). The study area was Uyo Local Government Area (LGA) of Akwa Ibom State, Nigeria. Uyo LGA is the capital of Akwa Ibom State, and home to a high number of public secondary schools. This area was chosen for the study because it represented an urban setting where various HRM practices are implemented in the public education sector.

Population of the Study

The population of the study comprised 1,010 teachers. According to the Akwa Ibom State Secondary Education Schools Board, Planning Research and Statistics (PRS), Unit, 2025, Uyo LGA has 15 public secondary schools, with 995 teachers and 15 Principals. These individuals form the central workforce responsible for teaching, school administration, and the implementation of HRM practices in their respective institutions.

Sample Size and Sampling Technique

A representative sample of 202 teachers was systematically selected for this study following the sampling method of Gall et al (2007). This sample size represented 20% of the total population and is considered adequate to provide reliable data for the study. It was also consistent with the view of Gall et al (2007) who opined that for population up to 1,000, use 20%; for population up to 5,000, use 10%, and for population up to 10,000, use 5%. The sample was drawn using simple random sampling to ensure that every teacher in the population had an equal chance of being selected. The simple random sampling technique was appropriate for reducing bias and ensuring the representativeness of the sample.

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Instrument, Validation and Reliability

The instrument used for data collection was Human Resource Management Practices and Teachers Job Questionnaire Performance (HRMPTJPQ). It contained items related to HRM practices such as recruitment practices, training, performance appraisal systems and compensation practices. The instrument used a modified 4-point Likert scale with responses ranging from "Strongly Agree" to "Strongly Disagree." It was weighted as follows: Strongly Agree (SA)-4; Agreed (A)-3; Disagree (D)-2; Strongly Disagree (SD) -1. The data collection process involved the administration of the copies of questionnaire with 30 numbered items to the sampled teachers in the selected public secondary schools. The researcher, along with trained research assistants, visited the schools and distributed the copies of questionnaire to the respondents. Adequate time was given for the teachers to complete the questionnaire. 200 copies of the questionnaire out of 202 administered, representing 99% were returned in useable form.

The instrument was validated by experts in the field of Educational Management, HRM, and Measurement and Evaluation. Reliability of the instrument was determined through a trial test conducted in a public secondary school outside the study area involving 30 teachers. The data collected from the pilot study was analyzed using the Cronbach's Alpha method to test for internal consistency. A reliability coefficient of 0.83 was obtained, indicating that the instrument is reliable for data collection in the main study.

Method of Data Analysis

Descriptive and inferential statistics were used in data analysis. Pearson product moment correlation (PPMC) was employed to test the null hypotheses and determine the relationship between HRM practices and teachers' job performance. The hypotheses formulated for the study were tested at .05 level of significance (95% confidence level) using the PPMC output:

- ✓ If the p-value $\leq$ 0.05, the null hypothesis (no significant relationship) will be rejected.
- ✓ If the p-value > 0.05, the null hypothesis will be retained. This approach will allow the researcher to determine whether the observed relationships are statistically significant.

When r-calculated (r-cal) is less than or equal to r-critical (r-crit), H_0 is rejected. On the other hand, when r-cal is greater than r-critical, the H_0 is accepted. Guided by this statistical rule, decision was taken in respect of the hypotheses tested in the cause of this study.

Results

Research Question One: What is the relationship between recruitment process and teachers' job performance in public secondary schools in Uyo Local Government Area? r-value was used for answering the research question. The result of the analysis is presented in Table 4.1.

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Table 1: Pearson product moment correlation of the relationship between recruitment process and teachers' job performance in public secondary school in Uyo (N=200)

Variables	∑X ∑Y	∑X² ∑Y²	∑XY	r-value
Recruitment Process	4418	110350		
			211483	.520
Teachers' Job Performance	9262	442752		

The outcome in Table 4.1 reveals the r-value of .520. This indicates a moderate positive relationship between recruitment process and teachers' job performance. The result implies that recruitment process relates to teachers' job performance in public secondary schools in Uyo Local Government Area, Akwa Ibom State.

Research Question Two: What is the relationship between in-service training programmes and teachers' job performance in public secondary schools in Uyo Local Government area of Akwa Ibom State?

Table 2: Pearson's product moment correlation of the relationship between in-service training and teachers' job Performance in public secondary school in Uyo LGA (N=200)

Variables	∑X ∑Y	∑X² ∑Y²	∑XY	r-value
Recruitment Process	4033	91929		
			194701	.66
Teachers' Job Performance	9262	442752		

The outcome in Table 4.2 reveals the r-value of .66. This indicates a high positive relationship between in-service training and teachers' job performance. The result implies that in-service training influence Teachers' job performance in public secondary schools in Akwa Ibom State.

Research Question Three: What is the relationship between compensation and teachers' job performance in public secondary schools in Uyo Local Government area of Akwa Ibom State?

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Table 3: Pearson's Product Moment Correlation of the relationship between compensation and Teachers' job Performance in public secondary school in Uyo LGA (N=200)

Variables+	∑X ∑Y	∑X² ∑Y²	∑XY	r-value
Compensation	3851	86473	187261	.68
Teachers' Job Performance	9262	442752		

The outcome in Table 4.3 reveals the r-value of .68. This indicates a high positive relationship between compensation and teachers' job performance. The result implies that compensation influence Teachers' job performance in public secondary schools in Akwa Ibom State

Research Question 4: what is the relationship between performance appraisal procedures and teachers' job performance in public secondary schools in Uyo local government area of Akwa Ibom State?

Table 4: Pearson's Product Moment Correlation of the relationship between performance appraisal and Teachers' job Performance in public secondary school in Uyo LGA (N=200)

Variables	∑X ∑Y	∑X² ∑Y²	∑XY	r-value
Performance Appraisal	3852	86924	187269	.67
Teachers' Job Performance	9262	442752		

The outcome in Table 4.3 reveals the r-value of .67. This indicates a high positive relationship between performance appraisal and teachers' job performance. The result implies that performance appraisal influence Teachers' job performance in public secondary schools in Akwa Ibom State

Testing of Hypotheses

Hypothesis One

H0$_1$: There is no significant relationship between recruitment process and teachers' job performance in public secondary schools.

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Table 5: Result of the Pearson's Product Moment Correlation of the relationship between recruitment process and teachers' job performance in public secondary schools in Uyo LGA (N=200)

Variables	Df	r-cal	r-crit	Decision at P<0.05
Recruitment Process Teachers' Job Performance	198	.520	.138	*

df=N-2, *=Significant at P<0.05.

The result from table 4.5. revealed a r-calculated value of 0.520 which is greater than r-critical value of 0.138 at 0.05 level of significant and 198 degrees of freedom. This result shows that the evidence is statistically significant to reject the null hypothesis which states that, there is no significant relationship between recruitment process and teachers' job performance in public secondary schools in Akwa Ibom State hence we affirm that there is a statistically significant relationship between recruitment process and teachers' job performance in public secondary schools in Akwa Ibom State.

Hypothesis Two

$H0_2$: There is no significant relationship between in-service training and teachers' job performance in public secondary schools in Uyo Local Government Area of Akwa Ibom State.

Table 6: Result of the Pearson product moment correlation of the relationship between in-service training and teachers' job Performance in public secondary school in Uyo LGA (N=200)

Variables	Df	r-cal	r-crit	Decision at P<0.05
In-service training Teachers' Job Performance	198	.660	.138	*

df=N-2, *=Significant at P<0.05

The result from table 4.5 revealed a r-calculated value of .660 which is greater than r-critical value of 0.138 at 0.05 level of significant and 198 degrees of freedom. This result shows that the evidence is statistically significant to reject the null hypothesis which states that, there is no significant relationship between in-service training and teachers' job performance in public secondary schools in Akwa Ibom State, hence we affirm that there is a statistically significant relationship between in-service training and teachers' job performance in public secondary schools in Akwa Ibom State

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Hypothesis Three

$H0_3$: There is no significant relationship between compensation and teachers' job performance in public secondary schools in Uyo Local Government of Akwa Ibom State.

Table 4.7: Result of the Pearson product moment correlation of the relationship between compensation and Teachers' job Performance in public secondary school in Uyo (N=200)

Variables	Df	r-cal	r-crit	Decision at P<0.05
Compensation				
Teachers' Job Performance	198	.680	.138	*

df=N-2, *=Significant at P<0.05

The result from table 4.7 revealed a r-calculated value of .680 which is greater than r-critical value of 0.138 at 0.05 level of significant and 198 degrees of freedom. This result shows that the evidence is statistically significant to reject the null hypothesis which that, there is no significant relationship between compensation and teachers' job performance in public secondary schools in Akwa Ibom State hence we affirm that there is a statistically significant relationship between compensation and teachers' job performance in public secondary schools in Akwa Ibom State, Nigeria.

Hypothesis Four

H0_4: There is no significant relationship between performance appraisal procedure and teachers' job performance in public secondary schools in Uyo local government of Akwa Ibom State

Table 8: Result of the Pearson product moment correlation of the relationship between compensation and teachers' job performance in public secondary school in Uyo (N=200)

Variables	Df	r-cal	r-crit	Decision at P<0.05
Performance appraisal				
Teachers' Job Performance	198	.670	.138	*

df=N-2, *=Significant at P<0.05

The result from table 4.7 revealed a r-calculated value of .670 which is greater than r-critical value of 0.138 at 0.05 level of significant and 198 degrees of freedom. This

result shows that the evidence is statistically significant to reject the null hypothesis which states that, there is no significant relationship between performance appraisal and teachers' job performance in public secondary schools in Akwa Ibom State, hence we affirm that there is a statistically significant relationship between performance appraisal and teachers' job performance in public secondary schools in Akwa Ibom State, Nigeria.

Discussion of Findings

The first objective of the study was to evaluate the relationship between recruitment process and teachers' job performance in public secondary schools in Uyo LGA. The result if testing hypothesis one revealed a moderate positive correlation (r =.520) between recruitment process and teachers' job performance. This indicates that effective recruitment practices such as selecting qualified and experienced teachers, merit-based and transparent process, can significantly enhance teachers' job performance. This finding aligns with Olaifa et al (2023) who found that, there was a significant relationship between teachers' recruitment strategies and job performance in public senior secondary schools in Kwara State. Proper recruitment strategies help attract teachers who are both competent and motivated, which directly influence their classroom effectiveness and student outcomes.

The second objective of the study was to investigate the relationship between in-service training and teachers' job performance in public secondary schools in Uyo LGA, Akwa Ibom State, Nigeria. The result of testing hypothesis two revealed a strong positive correlation (r =.660) between in-service training and teachers' job performance. This indicates that training programmes, including workshops, seminars, and professional development courses play a crucial role in enhancing teachers' skills and performance. This finding is consistent with Okolo & Nto (2019) who found that continuous teacher training positively impacts instructional quality and classroom management. Training provides teachers with updated pedagogical skills and subject knowledge, thereby improving their effectiveness and boosting student achievement.

The third objective of the study was to assess the relationship between compensation practices and teachers' job performance in public secondary schools in Uyo LGA, Akwa Ibom State, Nigeria. The result of testing hypothesis three revealed a strong positive correlation (r =.680) between compensation and teachers' job performance. This indicates that compensation such as adequate salary, incentives, performance recognition and rewards and satisfactory work condition can significantly enhance teachers' job performance. The finding supports the work of Okolo & Nto (2023) who found that of all the HRM practices by school owners, salary payment mode is the most important. This observation underscores the relative importance of compensation and rewards to teachers' performance.

The fourth objective of the study was to determine the relationship between performance appraisal systems and teachers'

job performance in public secondary schools in Uyo LGA, Akwa Ibom State, Nigeria. The result of testing hypothesis four revealed a very strong positive correlation (r =.670) between performance appraisal and teachers' job performance. This indicates that effective performance appraisal can significantly enhance teachers' job performance. This finding is consistent with the work of Okoth & Oluoch (2019) who found that fairness in performance appraisal, performance appraisal feedback, performance rewards and performance goal setting had a positive and significant effect on teacher motivation in Gem Sub-county. Also, Armstrong (2020), emphasized that performance appraisal provides teachers with a clear understanding of their strengths and areas for improvement, fostering professional growth and accountability. Similarly, Owan & Ekpe (2019) found that well-structured appraisal systems contribute to teachers' job satisfaction and performance.

Conclusion

Based on the findings of the study, it was concluded that HRM practices; recruitment, training, compensation, and performance appraisal, play a crucial role in shaping teachers' job performance in public secondary schools in Uyo Local Government Area. The strong and statistically significant correlations observed for all four variables indicate that schools with effective HRM practices tend to have better-performing teachers, ultimately leading to improved educational outcomes. These results align with existing literature emphasizing the importance of strategic HRM practices in education. The study has contributed valuable insights to the field of Educational Management and Planning, offering practical recommendations for enhancing teacher job performance through better HRM practices.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are made:

1. Educational authorities in Akwa Ibom State should adopt transparent, merit-based recruitment processes to ensure that only qualified, experienced, and passionate teachers are employed. This will enhance teaching quality and improve student outcomes.
2. Continuous training programmes should be organised by State Secondary Education Board for teachers to update their knowledge and skills. Workshops, seminars, and refresher courses tailored to teachers' needs should be prioritized to enhance classroom effectiveness.
3. Akwa Ibom State government should provide both financial and non-financial incentives to keep teachers motivated. Regular salary reviews, promotions, recognition, and conducive working environments should be provided for improved teachers' job satisfaction and performance.
4. State Secondary Education Board should ensure that performance appraisal processes are transparent, fair, and developmental. Constructive feedback should be provided, and teachers' efforts and achievements

should be recognized and rewarded appropriately.

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