AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.11 (1), January-April, 2024 https://ajemates.org

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

Prof. Obi, Emenike F.
Email: profemeobi@yahoo.com
Department of Educational Management and Policy
Faculty of Education
Nnamdi Azikiwe University, Awka, Anambra State
&
Chukwudebelu Ebelechukwu
07030120774 / minista2018@gmail.com
Department of Educational Management and Policy
Faculty of Education
Nnamdi Azikiwe University, Awka, Anambra State

ABSTRACT

The seemingly secondary school teachers' negative attitude to their job necessitated this study on principals' human resource management practices as a predictor of teachers' job satisfaction in public secondary schools in Anambra State. The study adopted a correlational research design with one research question answered and one hypotheses tested at 0.05 level of significance. The population of the study comprised 6396 teachers in the 263 secondary schools in Anambra State. The sample was 411 teachers from the state drawn using multi-stage sampling procedure. Instruments for data collection were titled questionnaire on Human Resource Management Practices (QHRMP) and Job Satisfaction Scale (JSC). The instruments was validated by three experts from Nnamdi Azikiwe University, Awka. The Cronbach Alpha was used to determine the internal consistency of the items which yielded reliability coefficient index of 0.66 and 0.72. The researcher with the help of research assistants distributed the questionnaires to the respondents. Data were analyzed using Ordinary Least Square using Statistical Package for Social Sciences (SPSS). The hypotheses were tested using t-test of significance and ANOVA for regression analysis at a probability of 0.05 level. Results showed that teachers' job satisfaction was significantly predicted by their participation in decision making. It is recommended that platforms should be established for teachers to actively participate in decision making processes within the school, also, encourage open communication channels where teachers can share their ideas, concerns and suggestions.

Keywords: principals; human resource management; practices; predictor; job satisfaction.

Introduction

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

national development, thus, it is intended to serve the expressed goals and aspirations of the country as enshrined in the National Policy on Education. The role that education is expected to play in a society is multifaceted. It is expected to build character of the learner, to get them informed about what is worthwhile, acceptable to society, desirable and purposeful for them, their environment and society.

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

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

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

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

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

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

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

Staff participation in decision-making is another index of human resource management in secondary schools. Participation makes decisions more likely to be acceptable and more likely to be implemented because they reflect and serve

the interests of the people responsible for putting them into action. Hoy and Tarter (2016) further explained that participation enables teachers to become active participants in school management process. As a result, teachers will have a wider and greater ownership of the school, its vision and priorities. Teachers will then be motivated to carry out their tasks since participation leads to a higher level of meaningful involvement of teachers and their teams in the decision-making process. Participation accords teachers opportunities for professional development in decision-making skills.

Statement of the Problem

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

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

Purpose of the Study

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

1. Principals' participation in decision-making practices as a predictor of teachers' job satisfaction in secondary schools in Anambra State.

Research Questions

The following research questions guided the study

1. How does principals' participation in decision-making practices predict teachers' job satisfaction in secondary schools in Anambra State?

Hypotheses

The null hypotheses was tested at 0.05 alpha level:

1. Principals' participation in decision-making practices does not significantly predict teachers' job satisfaction in secondary schools in Anambra State.

Discussion of findings

Research Questions: How does principals' participation in decision-making practices predict teachers' job satisfaction in secondary schools in Anambra State?

Table 1: Regression Summary showing how Principals' Participation in Decision-Making Practices predicts teachers' Job Satisfaction in Secondary Schools in Anambra State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.949[a]	.900	.900	1.60408

a. Predictors: Principals' Participation in Decision-Making Practices; Dependent variable: Teachers' Job Satisfaction

In Table 1, the coefficient of determination adjusted R-Square is 0.9. This shows that 90% of variance of teachers' job satisfaction can be attributed to principals' participation in decision-making practices in secondary schools in Anambra State.

Hypothesis: Principals' participation in decision-making practices does not significantly predict teachers' job satisfaction in secondary schools in Anambra State.

Table 2: Summary of Analysis of Variance Showing how Principals' Participation in Decision-Making Practices predict teachers' Job Satisfaction in Secondary Schools in Anambra State

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9240.347	1	9240.347	3591.181	.000
	Residual	1026.653	410	2.573		
	Total	10267.000[d]	411			

Dependent Variable: Teachers' Job Satisfaction

Table 3: Parameter Estimate Showing Coefficients of the Regression between Line

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	PPDMP	1.555	.026	.949	59.926	.000

Dependent Variable: Teachers' Job Satisfaction

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

Table 3 shows that the standardized beta coefficient is 0.949 while t is significant at 0.000 levels. Hence, the significant level 0.000 is less than the tolerance level 0.05 alpha levels. Therefore, hypothesis 2 which states that principals' participation in decision-making practices does not significantly predict teachers' job satisfaction in secondary schools in Anambra State is here rejected. Therefore, principals' job satisfaction was predicted by principals' participation in decision-making practices.

Findings from the research question shows that principals' participation in decision-making practices can be attributed to teachers' job satisfaction in secondary schools in Anambra State. Principals' participation in decision-making practices was found to be positively predicted teachers' job satisfaction. When teachers are involved in the decision making process, they feel valued and respected which contributes to teachers' overall job satisfaction.

This practice also fosters a sense of ownership and commitment among teachers leading to a more positive work environment. Okeke and Ezendu (2018) opined that "if teachers actively participate in the decision making processes of the school, certainly job satisfaction is assured, this is because, that participation makes them feel more accepted and involved in the system".

Conclusion

The study investigated principals' human resource management practices as a predictor of teachers' job satisfaction in public secondary schools in Anambra State. The human resource management practices examined was teachers' participation in decision making, by promoting teachers' participation in decision making, a positive work environment is created which fosters teachers' job satisfaction. It is essential for principals' to recognize the significance of this practice and invest in it to improve overall teacher satisfaction in public secondary schools in Anambra State.

Recommendations

Based on the findings, this recommendation was made:

1. Platforms should be established for teachers to actively participate in decision making processes within the school, encourage open communication channels where teachers can share their ideas, concerns and suggestions.

REFERENCES

Anho, J. E. (2022). The use of e-training and development as principals' administrative task on secondary school teachers' job performance. *European Journal of Education and Pedagogy, 3(4),* 133 – 141.

Arogundade, B,B. (2019) Staff development and Promotion as correlates of Tecahers' Job Satisfaction in Secondary Schools in Ekiti State, Nigeria. Contemporary Research in Education and English Language Teaching 1 (3), 41-44. https://doi.org/10.33094/26410230.2019.41.44

Arop, F. O., Owan, V. J., and Madukwe, E. C. (2019). Human resource management and teachers' job performance in secondary schools in Akamkpa Local Government Area of Cross River State, Nigeria. *International Journal of Social Science and Management Research, 5(2)*, 27 – 36.

Egboka, P,N.,Ezeugbor, C.O., & Enueme, C.P. (2013). Managerial Skills an Enhancement Strategies of Secondary School Principals. Journal of Education and Practice. www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288x (Online) vol.4, No 26

Federal Republic of Nigeria (2014). *National policy on education.* Abuja: Federal Government Press.

Flippo, E. I. (2015). Pupils' causal attributions for difficult classroom behavior. *British Journal of Educational Psychology*, 70(1), 85-96.

Fullan, M. (2014) The Principal; Three keys to maximizing impact. https://chalkypapers.com

Okaforcha, C. and Ifediorah, O. N. (2019). Extent of principals' human resource management practices for teachers' job involvement in secondary schools in Anambra State. *International Multi-disciplinary Journal, 13(2),* 145 – 157.

Omebe, C. A. (2018). Human resource management education: Issues and challenges. *British Journal of Education, 2(7),* 26 – 31.

Lawler, U. and Hall, E. (2017). Gender and school type differences in self-efficacy in teaching. *Sky Journal of Education Research* 1(14), 23-31.

Obineli, A,S (2013) Teachers' perception of the factors affecting Job Satisfaction in Ekwusigo Local Government Area of Anambra State.