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Extent of Principals' Human Resource Management Practices for Teachers' Job Involvement in Secondary Schools in Anambra State

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Abstract

This study was carried out to empirically ascertain the human resource management practices of principals for teachers' job involvement in public and private Secondary School in Anambra State. The study was guided by two research questions and two hypotheses. The descriptive survey research design was adopted for the study. All the public and private secondary schools in the six education zones in Anambra state were covered. The population of the study comprised 11,925 respondents made up of 608 principals and 11,318 teachers. The sample for this study comprised 3,576 respondents made of 76 principals and 1,733 teachers in public and 105 principals and 1,662 teachers in private secondary schools in Anambra State respectively. The instrument for data collection was researchers-developed questionnaire made up of two versions: one for principals and one for teachers. The face and content validity of the instrument was established by three experts. Cronbach alpha method was used to obtain co-efficients of

0.82, and 0.81 respectively for each of the two versions of the instrument. The researchers collected the data from the respondents. Respectively, mean ratings and t-test were used to answer the research questions and test the hypotheses at 0.5 level of significance. Findings revealed that public secondary school principals and teachers indicated very low extent of the conduct of induction and orientation for teachers' job involvement while the principals and teachers in private secondary schools indicated great extent of the conduct of induction and orientation for teachers' job involvement in their schools. It was among others recommended that proprietors of private schools should encourage staff training among their staff for teachers' job involvement in order to maintain education standard in their schools.

Key Words: Principals; Human Resource Management; Practice; Teachers; Job Involvement; and Secondary Education.

Introduction

Teachers form an important component of the overall education system and the success and failure of a system to a great extent depends on the quality of the teacher. As far as school teachers are concerned, they play a significant role in the personality and career development of their students. Directly and indirectly teacher's personality affects the personality and growth of students. The examples set by them have long lasting effect on their students, they pick up the way of life, their teachers reflect through their behavioural expression. For teachers to do the above, they need to be involved in their job.

Job involvement is considered as the —psychological identification with job or commitment to his/her job. Thus, job involvement is the degree to which one is cognitively preoccupied with, engaged in and concerned with one's present job. It is the degree to which a person psychologically identifies with his or her job.

Allport (2013) conceptualized job involvement as the degree to which an employee is participating in his job and meeting such needs as prestige, self-respect, autonomy and self-regard. This means that personal involvement in the job depends on the extent to which an individual seeks some self-expression and actualization in his work. Lawler and Hall (2017) defined job involvement as the degree to which a person perceives his total work situation to be an important part of his life and to be central to him and his identity because of the opportunity it affords him to satisfy his important needs. Job involvement is defined by Konego (2016, p. 97) as “the degree to which one identifies with one's present job”. Job Involvement is the degree to which the person identifies with his job actively participates in it and considers his performance important to his self-worth. It is therefore a complex concept based on cognition, action and feeling. Highly job involved person demonstrates a strong desire to be at work, is willing to exert himself to cope with the demands of his job and experience his work activities as self-rewarding (Lawler & Hall (2015).

Teachers with high level of job involvement tend to be satisfied with their jobs and highly committed to their organization Azeem (2010). A teacher success in the educational process depends upon job involvement (Ishwara, 2010). According to Ling (2011), teachers with high level of job involvement rarely think about leaving the profession. A teacher who has job involvement will not show insincerity in his task (Mehta, 2011). In the light of the above, there is need to determine principals human resource management practices in relation to teachers' job involvement.

In secondary schools, principals occupy a very important position. They are the managers of their respective schools. As managers, they provide instructional leadership and ensure that the atmosphere is conducive for teaching and learning activities. They also ensure that teachers do their work by maintaining order and discipline in their schools. The extent to which the goals of the school are achieved to a large extent depends on how the principal manages his or her school.

Part of the things principals, whether in public or private schools, manage are the human resources. Human resource management is very important for the achievement of the school goals or objectives. The effectiveness or otherwise of a school principal, irrespective of the school-type, partly depends on how the principal manages the human resources in the school.

Boxall, Purcel and Wright (2007) defined human resource management as the management of works and people towards ends. For Grimshaw and Robbery (2007), human resource management is concerned with how organization manages their workforce. Human resource management encompasses those activities designed to provide for and co-ordinate people in an organization (Byars & Rue 2004). Human resource management in any human organization involves practices which are related.

According to Edem (2006), Omenyi (2007) and Armstrong (2009), the practices involved in human resource management especially in the school organization include: induction and orientation; training and development; performance appraisal; delegation and assignment of duties to teachers; rewards and compensation, and supervision. Out of the HRM practices listed above, the focus of this study is on induction and orientation; training and development.

The first important human resource management practice in this study is induction and orientation of teachers. In most secondary schools in Anambra state, this programme is often neglected even when it is conducted, they do it haphazardly (Onah 2016). Proper instructions, job description and job analysis, all give the newly recruited teacher a way to orient himself/herself with what is expected and required to be successful in the position (Omenyi, 2007).

Another HRM practice is training and development of teachers. The importance of training and development becomes more evident as teachers face the challenges of learning new skills which will help them to maintain proficient level or prepare them for future promotion. A trained teacher according to Edem (2006) is more likely to be highly motivated, competent and productive.

In dealing with human resource management in school, the principal has a direct responsibility of managing staff and are concerned essentially with three major categories which include , assessing the staff need, satisfying the staff need, maintaining and improving staff services (Mgbodile, 2004).The extent to which the principal does this depends, to a large extent on the type of school.

There are basically two types of secondary schools in Anambra state as in other parts of Nigeria. Public schools are schools established, administered and funded by either the local, state or national government. On the other hand, private schools are schools established and operated by private entrepreneur like mission, individuals and organization. They are not administered nor funded by the local, state or national government but they have to keep to the government approved standard. Such schools are mostly established for economic reasons.

There is this general belief that private schools are more efficient and dedicated to performance. According to David (2014), human resources are managed better in private schools. This has led to the belief that private schools offer a higher quality education, stricter discipline based on the power of expulsion, private schools have better environment conducive for learning. As a result, most parents, despite their low incomes, prefer to send their children and wards to private secondary schools in spite of the high fees charged by the private schools. They also asserted that human resource management practices of private secondary schools are better than those of public schools, hence, the less reported cases of truancy, absenteeism or lack of commitment against teachers and students in private schools. The above assertions however have no empirical base or backing but mere expression of opinions. Nigeria and indeed, Anambra state experience the problem of teachers' low job involvement which invariably had implications on human resource management.

Most people in Anambra state are therefore at loss as to the human resource management practices being used in public and private secondary schools for teachers' job involvement. Accordingly, the problem of the study is to empirically ascertain the human resource management practices of principals for teachers' job involvement in public and private secondary school in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent do public and private school principals in Anambra state conduct induction and orientation for teachers' job involvement in secondary schools in Anambra State?
2. To what extent do public and private school principals recommend their teachers for staff training and development for teachers' job involvement in secondary schools in Anambra State?

Hypotheses

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

- H₀₁: Principals in public and private secondary schools do not differ significantly in their mean ratings on the extent they conduct induction and orientation for teachers' job involvement in secondary schools in Anambra State.
- H₀₂: Principals in public and private secondary schools do not differ significantly in their mean ratings on the extent they recommend teachers for staff training and development for teachers' job involvement in secondary schools in Anambra State.

Methodology

This study was conducted in secondary schools in Anambra State. The descriptive survey research design was adopted. All the secondary schools both public and private in all the 6 education zones in the state which include Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha were studied. There are 257 public secondary schools and 298 private secondary schools in the 6 education zones. The population of the study consists of 11,925 respondents made up of 608 principals and 11,318 teachers in the six education zones. The sample for the study comprised 3,576 respondents made of 76 principals and 1,733 teachers in public and 105 principals and

1,662 teachers in private secondary schools in Anambra State respectively. The sample consisted 30% of the entire population.

The instrument for data collection was researchers-developed questionnaire titled “Human Resource Management Practices for Teachers’ Job Involvement Questionnaire” (HRMPTJIQ). HRMPTJIQ had versions for the principals and the teachers. The instrument is a Likert scale type, structured thus: Very Great Extent (VGE) = 5points; Great Extent (GE) = 4points; Low Extent (LE) = 3points; VLE (Very Low Extent) = 2 points and No Extent (NE) = 1 point. The face and content validity of the instruments was established by three experts: two in educational administration and planning and one in measurement and evaluation; all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Anambra State. The reliability of the instrument was determined using the split-half method. This was done by administering copies of the instrument to 10 principals and 10 teachers (5 principals and 5 teachers from public secondary schools and 5 principals and 5 teachers from private secondary schools) in Enugu state. Cronbach’s alpha method was used to obtain correlation co-efficients of 0.82, and 0.81 respectively for each of the two versions of the instrument. The researchers collected the data from the respondents. The research questions were answered using mean ratings and the t- test statistic was used to test the hypotheses at .05 level of significance.

Presentation of Results

Research Question 1: To what extent do public and private school principals in Anambra state conduct induction and orientation for teachers’ job involvement in secondary schools in Anambra State?

Results in table 1 below show the mean ratings of the respondents on the extent principals in public and private secondary schools in Anambra State conduct induction and orientation for teachers’ job involvement in secondary schools in Anambra State. The mean ratings of 1.96 by public secondary school principals indicated very low extent while the mean rating of 2.36 by teachers in the same schools indicated low extent. In the same manner, the mean rating of 2.70 and 2.73 respectively by principals and teachers in private secondary schools indicated great extent of the conduct of induction and orientation in private schools for teachers’ job involvement in secondary schools in Anambra State.

Table 1: Mean Ratings of Principals and Teachers on the Extent Public and Private School Principals Conduct Induction and Orientation for Teachers' Job Involvement

S/N	INDUCTION AND ORIENTATION	Mean (x) Responses							
		Public			Private				
	Rate the following items based on the extent they are provided in your school for teachers' job involvement	Prins. (x)	Rmk	Trs. (x)	Rmk	Prins. (x)	Rmk	Trs. (x)	Rmk
1.	Standards of performance and behaviour expected from the new teachers	2.85	GE	2.72	GE	2.50	LE	2.54	GE
2.	School rules and regulations to guide the new teachers.	2.54	GE	2.57	GE	2.63	GE	2.71	GE
3.	Books that provide information on general school organization structure to the new teachers.	1.51	VLE	2.04	LE	2.55	GE	2.81	GE
4.	Books that provide clear job description to the new teacher.	1.04	NE	2.00	VLE	2.84	GE	2.90	GE
5.	Materials that provide ethics of the teaching profession to new teachers.	2.33	LE	1.99	VLE	2.71	GE	2.84	GE
6.	School map that can familiarize the new teachers with the school layout and boundaries.	2.46	LE	2.38	LE	2.99	GE	2.82	GE
7.	Documents that can explain the culture of the community to the new teachers.	2.06	LE	2.48	LE	2.74	GE	2.58	GE
8.	Documents that provide information on general characteristics of the students to the new teachers.	2.09	LE	2.21	LE	2.81	GE	2.76	GE
9.	Documents that explain the philosophy and goals of the school to the new teachers	1.80	LE	2.84	GE	2.50	LE	2.61	GE
Total		1.96	VLE	2.36	LE	2.70	GE	2.73	GE

Research Question 2: To what extent do public and private school principals recommend their teachers for staff training and development for teachers' job involvement in secondary schools in Anambra State?

Table 2: Mean Ratings of Respondents on Extent the Public and Private School Principals Recommend their Teachers for Training and Development for Teachers Job Involvement

S/N	TRAINING AND DEVELOPMENT	Mean (x) Responses							
		Public				Private			
	Rate the following items based on the extent they are provided in your school for teachers' job involvement:	Prins. (x)	Rmk	Trs. (x)	Rmk	Prins. (x)	Rmk	Trs. (x)	Rmk
10.	Inviting resource persons to the school to help teachers up-date their knowledge on current trends.	2.58	GE	2.84	GE	2.50	LE	2.31	LE
11.	Encouraging teachers to attend refresher courses and part time programmes.	2.60	GE	2.71	GE	2.81	GE	2.56	GE
12.	Motivating teachers to attend conferences in the areas of their specialization.	2.79	GE	2.68	GE	2.86	GE	2.89	GE
13.	Recommending teachers that are given special function for training on that function example sports and games.	2.52	GE	2.81	GE	2.81	GE	2.64	GE
14.	Encouraging the board in-charge to equip school library with current books and news papers to help teacher's up-date their knowledge.	2.42	LE	2.34	LE	2.68	GE	2.84	GE
15.	Increasing teachers' confidence and commitment through organizing seminars in the school in which teachers share new ideas.	2.24	LE	2.32	LE	2.04	LE	1.82	LE
Total		2.53	LE	2.62	GE	2.62	GE	2.51	LE

Results in table 2 indicated the mean ratings of the respondents on the extent principals in public and private schools recommend their teachers for staff training and development for teachers' job involvement in secondary schools in Anambra State. The mean ratings of 2.50 and 2.51 respectively by public secondary school principals and private secondary school teachers revealed low extent of staff training and development in both public and private secondary schools in the state for teachers' job involvement. However, the mean ratings of 2.62 by public school teachers and private school principals indicated great extent of staff training and development for teachers' job involvement.

Testing Hypotheses

H₀₁: Principals in public and private secondary schools do not differ significantly in their mean ratings on the extent they conduct induction and orientation for teachers' job involvement in secondary schools in Anambra State.

Table 3: t-test Summary of Mean Ratings of the Respondents on Extent they Conduct Induction and Orientation for their Teachers' Job Involvement

Group	Number	Mean	Sd.	df.	t-cal.	t-crit	P
Public	1809	2.30	1.09				
Private	1767	2.06	1.03	3574	1.350	1.960	<.05

The results in Table 3 show the summary of data analysis for hypothesis 1. The results indicated that the t-cal value of 1.350 is less than the t-crit. value of 1.960 at 3574 degree of freedom and .05 level of significance. The hypothesis is therefore accepted.

H₀₂: Principals in public and private secondary schools do not differ significantly in their mean ratings on the extent they recommend teachers for staff training and development for teachers' job involvement in secondary schools in Anambra State.

Table 4: t-test Summary of Mean Ratings of Respondents on Extent they Recommend their Teachers for Staff Training and Development for Job Involvement

Group	Number	Mean	Sd.	df.	t-cal.	t-crit	P
Public	1809	2.05	1.01				
Private	1767	2.02	1.00	3574	2.70	1.960	>.05

As shown in Table 4, the calculated t-value of 2.70 is greater than the critical t-table value of 1.960 at 3574 degree of freedom and .05 level of significance. This hypothesis 2 is therefore not accepted.

Summary of Findings

Based on the data analyses for this study, the following findings were made:

1. Public secondary school principals and teachers indicated very low extent of the conduct of induction and orientation for teachers' job involvement in secondary schools in Anambra State while the principals and teachers in private secondary schools indicated great extent of the conduct of induction and orientation for teachers' job involvement in secondary schools in Anambra State.
2. In the opinion of public secondary school principals and private secondary school teachers, there is low extent of staff training and development for teachers' job involvement in both public and private secondary schools in the state; but public-school teachers and private school principals indicated great extent of staff training and development for teachers' job involvement in secondary schools in Anambra State.
3. There is no significant difference between the mean ratings of public and private secondary schools on the extent they conduct induction and orientation for their teachers for teachers' job involvement in secondary schools in Anambra State.

4. There is significant difference between the mean ratings of public and private secondary schools on the extent they recommend their teachers for staff training and development for teachers' job involvement in secondary schools in Anambra State.

Discussion of Findings

Results of the study revealed that public secondary school principals and teachers indicated very low extent of the conduct of induction and orientation for teachers' job involvement in secondary schools in Anambra State while the principals and teachers in private secondary schools indicated great extent of the conduct of induction and orientation in their schools. Again, the corresponding null hypothesis revealed that there is no significant difference between the mean ratings of public and private secondary schools on the extent they conduct induction and orientation for their teachers for teachers' job involvement in secondary schools in Anambra State.

An earlier study by Edem (2006) indicated that staff in private schools are given more job description and information on general school organization than those in public schools. Again Onah (2016) also found that in private schools, teachers are provided with information that guides their activities in the schools.

In the vein, Nwadialo (2014) found that teachers in public schools are given adequate orientation and induction before they resume fully in their schools. Furthermore, Ogakwu (2016) found that staff induction especially for newly recruited teachers is always conducted in public schools.

Further findings of the study indicated that public secondary school principals and private secondary school teachers are of the opinion that there is low extent of staff training and development for teachers' job involvement in secondary schools in Anambra State; but public-school teachers and private school principals indicated great extent of staff training and development for teachers' job involvement in the state. The findings of the corresponding null hypothesis revealed that there is significant difference between the mean ratings of public and private secondary schools on the extent they recommend their teachers for staff training and development for teachers' job involvement in secondary schools in Anambra State.

A similar study by Mullins (2010) found that principals are always interested in the training and development of their teachers for teachers' job involvement. Similarly, Akpan (2016) found that principals encourage their teachers to take part in in-service training programmes to enhance their job involvement. On the same note, Chiekezie, Nzewi and Orogbu (2009) found that secondary schools principals do recommend their teachers for in-service training programmes.

Furthermore, Jones and George (2013) found that principals do organize workshops and seminars for their teachers to enable them share their experiences and new ideas and increase their job involvement. Also, Casicio (2013) found that principals usually organize seminars to enable their teachers update their knowledge.

Conclusion

Based on the data analyses and the discussion that followed, the researchers made some conclusions. Principals in both public and private secondary schools carry out human resources management practices such as induction and orientation; training and development for teachers'

job involvement. The practices of human resources management for teachers' job involvement are not entirely the same in both public and private secondary schools in Anambra State.

Recommendations

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

1. Principals of public secondary schools should improve on their induction and orientation practices by organizing induction and orientation regularly for newly recruited teachers to enhance their job involvement.
2. Proprietors of private schools should encourage staff training among their staff in order to maintain education standard in their schools through enhancing teachers' job involvement.

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