

RELATIONSHIP BETWEEN HUMAN RESOURCE MANAGEMENT PRACTICES ON TEACHERS' JOB PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN FCT, ABUJA, NIGERIA

DR. YAKUBU SANI; DR. UWALEKE, GLADYS CHINELO; & DR. EMAKPOR PETER CHUKS

Nasarawa State University, Keffi, Faculty of Education, Department of Educational Management

ABSTRACT

The study focused on the relationship between human resource management Practices on Teachers' Job Performance in Public Senior Secondary Schools in FCT, Abuja, Nigeria. The study was guided by four research questions, four objectives and three hypotheses. The research design used for this study was cross-sectional survey research design. The population of this study consisted of 3478 (60 principals and 3,418 teachers) obtained from all the public senior secondary schools in Federal Capital Territory, Nigeria. The total sample size of this study consists of 356 (17 principals and 339 teachers) drawn from 17 schools. Teachers' Questionnaire on Human Resource Management on Teachers' Performance (TQIHRMTP). The instrument was validated and it yielded 0.75 as validity

Introduction:

The success of any institution hinges on adequate provision, utilization and proper management of both the human and non-human resources. With the rapid development and frequent changes in education as a result of globalization, modernization and industrialization, the demand for education continue to increase through high level of students' enrolment. However, the increment in the enrolment of students in secondary schools on yearly basis seems not to be accompanied with

index. The instrument was pilot tested on 20 teachers in GSS Kuje and the reliability index of 0.88 was obtained. Descriptive statistics of mean and standard deviation were used to answer the research questions while Pearsons product moment correlation was employed to test all the hypotheses at 0.05 level of significance. The findings of the study indicated showed that there was a significant relationship between staff motivation practice and teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria there was a significant relationship between staff discipline practice and teacher job performance in public senior secondary schools in FCT, Abuja, Nigeria and there was a significant relationship between staff training practice and teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria. One of the recommendations of the study was that principals of public secondary schools in FCT Abuja, Nigeria should be trained through conferences and seminars to enable them develop different strategies of motivating teachers to undertake their teaching job effectively.

Keywords: *Human Resource Management Teachers' Job Performance, Staff Discipline, Staff Training and Staff Motivation*

Introduction

Regular employment of additional staff to cope with the challenges of the rapid demand for education. On this note, it is imperative for the attention of managers of secondary schools to be drawn towards effective management of the available limited human resources in order to enhance the attainment of the goals of teaching and learning in the school system (Arop, Owan & Madukwe, 2019).

Human resource management in the view of Akpakwu (2012) refers to the process of recruiting, selecting and retaining the best workers and places them in the right jobs where their talents and skills could be well-utilized. It involves the aspects of general management such as planning, organizing, directing, controlling of procurement, development, compensation, integration, maintenance, and separation of workers to ensure that

individuals, organizational and social objectives are achieved. The essence of human resource management is to harmonize and developed the skills and talents of workers for the well-being of individuals and goal attainment of an institution. An effective human resource management enable staff to develop team spirit and working relationship required to enable each staff contribute immensely towards the success of an institution through skillful and proper performance of their respective assigned responsibilities. Human resource management in secondary school system may offers a wide range of channels through which principals could provide avenues for teachers to undertake their teaching tasks diligently (Flippo, 2015).

Human resources management involves the strategic activities that are channeled towards the proper coordination and utilization of an institution's most valuable asset; that is, the people who contribute in different ways to the realization of the goals of every institution. The idea behind human resource management is to achieve optimum results through the strategic deployment of a highly committed and skilled workforce. Human resources management practices describe the various approaches through which managers organize and control the affairs of human elements in institution. There are many practices in which human resources in the school system could be managed effectively. Some of the practices include promotion, discipline, remuneration, motivation, supervision, the involvement of staff in decision making, inter-personal relationship, effective communication, the delegation of responsibilities among others (Owan, 2018). However, this study will assess how staff motivation, staff discipline and staff training influence the job performance of teachers in secondary schools in FCT, Abuja, Nigeria.

Staff motivation plays indispensable roles towards the enhancement of teachers job performance in the school system. It is important to note that for institutions of learning to achieve high academic standards, they need to ensure that their staff members are properly motivated to them contribute meaningfully towards promoting quality education needed for socio-economic and political development of the society (Adelabu, 2015). Motivation is the driving force which influences the behaviour of individuals

as it makes people to perform several activities, persist in such activities and conclude successfully without being coerced. In secondary schools, the behaviour of teachers is influenced by what encourage them to be more loyal and committed towards undertaken their jobs to ensure that students are well-taught to succeed academically. When students are taught by motivated teachers, they may learn appropriately to avoid poor academic performance that may delay their graduation. Motivation could be extrinsic or intrinsic. Extrinsic motivation is concerned with “tangible rewards such as salary or incentives, promotion and the work environment while intrinsic motivation consists of psychological rewards such as opportunity that is available to employees to use his or her ability and a sense of challenge and achievement in the workplace (Gitonga, 2012).

Staff discipline is another aspect of human resource management that could be employed to control and channel teachers’ efforts towards effective job performance. Discipline is a practice of making people complies with rules and regulations guiding an institution. Staff discipline on the other hand involves self-sacrifice, diligence, cooperation, integrity, truthfulness, patriotism, consideration for others and empathy by members of an institution. In the view of Nwangwu (2017), staff discipline in relation to school means the situation where teachers obey constituted authorities, adhere to school rules and regulations and consistently exhibit good moral conduct that support the teaching profession. It is the role of all principals to maintain disciplinary standards in their respective schools. Managers of secondary schools are expected to be firm and bold enough to take disciplinary actions against any misconduct staff without fear or favour. Staff discipline is meant to promote professional conduct required to facilitate effective teaching among teachers in the school setting. No academic activity would be executed smoothly when the face frequents indiscipline among staff in the school system. The behaviour classified as indiscipline that could reduce the effectiveness of job performance by teachers in secondary schools include laziness, failure to teach with commitment, improper keeping of school records, inflation of students’ scores, aiding and abetting examination malpractices, lateness to school, absconding from school,

frequent absenteeism, truancy, sexual harassment, rudeness to school authority, refusal to participate in extra-curricular activities, quarreling or fighting in the staffroom or in the class, misuse of school property indecent relationship with students, misappropriation of school funds among others (Obidike, 2007).

Furthermore, staff training is also an integral part of human resource management practices that could be adopted for improving the job performance of teachers. Staff training is an avenue for closing the gap between current job performances and the expectation of future performance by teachers in educational institutions. Training activities for teachers could either be conducted in a short term or long term basis. Short term training encompasses a wide variety of programmes such as conferences, workshops, orientation, seminars, coaching and mentoring, symposiums, personal enrichment courses, attachments and college diploma or certificate programs varying from two weeks to six months while long term training occur through in-service and distance learning programmes (Aidah, 2013). Training of teachers provides them with knowledge, skill and ability that are relevance to the professional life of teaching profession. Training molds the personality of a teacher such that their attitudes are reshaped, their habits are reformed and their personality is reconstituted. Employers of teachers are required to periodically either every term or annually organize training activities for teachers to enhance their professional growth through effective teaching. Regular training of teachers necessitates the school management to schedule training programmes for teachers in a manner that would be repeated within a specific period of time. Depending on the arrangement of each school, training could come up at the beginning, end of every term or session or during public holidays. Staff training is done in a systematic manner through the identification of needs for training and the designing of training activities to suit the benefitting staff. Staff training is a planned and systematic modification of behaviour through learning events, activities and programmes which result in the participants acquiring new knowledge,

skills, competencies and abilities to carry out their work effectively (Oluwaseun, 2016).

Within the school context, teachers job performance is important because it determines the extent to which students could learn as it is the duty of teachers to ensure that they raise good students in terms of characters and learning. Teacher job performance refers to the statutory curricula function that is performed by the teachers to enable learners achieve the stated school goals. The effectiveness of the teachers in performing their tasks depends on the extent to which they have good knowledge of their subjects and how they display such knowledge, skills and competencies to facilitate quality teaching and learning activities in the school system (Akiri & Ugborugbo, 2017). Teachers' job performance is measured by relating teachers' behaviour with the duties and responsibilities expected of them in the school system as such duties are crucial to the realization stated educational goals and objectives. It seems teachers in secondary schools are meeting the required standards in terms of discharging their assigned teaching responsibilities as they keep displaying negative attitudes through non-committed to their jobs. Some teachers do not go to school on time, some rarely teach students, writing notes of the lesson appears a boring task to many teachers who ought to have professionally behaved. The truant nature of secondary school teachers as exhibited in their poor attitude towards instructional duties; lateness to work, inconsistent attendance to school or classes, poor record keeping attitude, and their poor disciplinary attitudes, is a pointer to the fact that many teachers are ineffective in their job performance. The issue of teachers' poor job performance in secondary schools in FCT Abuja, Nigeria seems to be responsible for persistent failure of students in both internal and external examinations (Oluwaseun, 2016). It was on the basis of the above problem that this study was designed to survey the extent to which the management of human resources in secondary schools managed determines the job performance of teachers in secondary schools in FCT, Abuja, Nigeria. **Statement of the Problem**

It seems teachers in public in secondary schools in FCT, Abuja, Nigeria have limited access to training because of inadequate sponsorship. As a result,

teachers attend conferences, workshops and seminars through personal sponsorship which has decreased their effort from participating in training and development programmes that would help them to acquire the knowledge and skills needed for effective job performance because of the high financial involvement for acquiring additional knowledge and skills needed for effective performance. Teachers in FCT Abuja, Nigeria seem to operate with outdated knowledge as their employers do not organize training programmes to enable them meet up with the teaching requirements in the 21st Century despite the frequent changes and revision of the curriculum. Teachers who experience the above situation may find it difficult to undertake their teaching job effectively.

The rate of indiscipline among teachers in secondary schools in FCT Abuja, Nigeria is quite alarming. It is a worrisome situation because it is difficult for meaningful academic activities of teaching and learning to be implemented in the school system in the face of persistent of indiscipline among teachers in the school system. The common indiscipline behaviour exhibited by teachers in secondary schools in FCT Abuja, Nigeria which induce their poor job performance laziness, failure to teach with commitment, improper keeping of school records, inflation of students' scores, aiding and abetting examination malpractices, lateness to school, absconding from school, frequent absenteeism, truancy, sexual harassment, rudeness to school authority, refusal to participate in extra-curricular activities, quarreling or fighting in the staffroom or in the class, misuse of school property and indecent relationship with students. Teachers with the above conduct cannot grow professionally and perform their teaching responsibilities diligently. The poor nature of managing teachers as stated above prompted the researcher to embark on this study which assessed the relationship between human resource management practices and Teachers Job Performance in Public Senior Secondary Schools in FCT, Abuja, Nigeria.

Research Questions

The following research questions were generated for the purpose of this study:

1. What is the relationship between staff motivation practice on teachers job performance in public senior secondary schools in FCT, Abuja, Nigeria?
2. What is the relationship between staff discipline practice and teachers job performance in public senior secondary schools in FCT, Abuja, Nigeria?
3. What is the relationship between staff training practice and teachers job performance in public senior secondary schools in FCT, Abuja, Nigeria?
4. What is the level of teacher job performance in public senior secondary schools in FCT, Abuja, Nigeria?

Objective of the Study

The purpose of this study was to survey the relationship between human resource management Practices on Teachers Job Performance in Public Senior Secondary Schools in FCT, Abuja, Nigeria. The specific objectives of the study include:

- To examine the relationship between staff motivation practice and teachers job performance in public senior secondary schools in FCT, Abuja, Nigeria.
- To determine the relationship between staff discipline practice and teachers job performance in public senior secondary schools in FCT, Abuja, Nigeria.
- To ascertain the relationship between staff training practice and teachers job performance in public senior secondary schools in FCT, Abuja, Nigeria.
- To determine the level of teacher job performance in public senior secondary schools in FCT, Abuja, Nigeria.

Statement of Hypotheses

The study was guided by the following hypotheses:

HO₁. There is no significant relationship between staff motivation practice and teachers job performance in public senior secondary schools in FCT, Abuja, Nigeria.

HO₂. Staff discipline practice does not have significant relationship with teachers job performance in public senior secondary schools in FCT, Abuja, Nigeria.

HO₃. There is no significant relationship between staff training practice and teachers job performance in public senior secondary schools in FCT, Abuja, Nigeria.

Methodology

The study focused on the relationship between human resource management Practices on Teachers' Job Performance in Public Senior Secondary Schools in FCT, Abuja, Nigeria. The study was guided by four research questions, four objectives and three hypotheses. The research design used for this study was cross-sectional survey research design. The population of this study consisted of 3478 (60 principals and 3,418 teachers) obtained from all the public senior secondary schools in Federal Capital Territory, Nigeria. The total sample size of this study consists of 356 (17 principals and 339 teachers) drawn from 17 schools. Teachers' Questionnaire on Human Resource Management on Teachers' Performance (TQIHRMTP). The instrument was validated and it yielded 0.75 as validity index. The instrument was pilot tested on 20 teachers in GSS Kuje and the reliability index of 0.88 was obtained. Descriptive statistics of mean and standard deviation were used to answer the research questions while Pearsons product moment correlation was employed to test all the hypotheses at 0.05 level of significance.

RESULTS

Research Question One: What is the relationship between staff motivation practice on teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria

Table 1: Mean and Standard Deviation of the Relationship between Motivation Practice and Teacher Job Performance

S/N	ITEMS	SA	A	D	SD	Mean	Std.	Decision
1.	Teachers have access to free medical care which keeps them fit to undertake their teaching responsibilities successfully.	30	45	120	150	2.15	0.40	Disagreed
2.	Teachers are inefficient in performing their jobs because they are not regularly promoted.	20	30	210	85	2.25	0.50	Disagreed

3.	Teachers undertake their assigned responsibilities poorly due to delay in payment of their salaries.	40	24	155	126	2.38	0.45	Disagreed
4.	Teachers always strive to work harder due to the reward system that goes with hardworking in the school setting.	30	35	130	150	2.50	0.62	Average
5.	Teachers receive financial bonuses which entice them to teach students effectively.	25	60	110	150	2.45	0.49	Disagreed
6.	Incentives are adequately provided for teachers to enable them undertake their responsibilities with high level of dedication.	21	40	99	155	2.40	0.44	Disagreed
7.	School environment is conducive enough to facilitate effective teaching among teachers.	44	46	120	135	2.30	0.55	Disagreed
Cluster Mean						2.34	0.49	Disagreed

Scale Mean 2.50

Table 1 shows the mean and standard deviation rating of the relationship between staff motivation practice on teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria. The table revealed that item 1 has the mean value of 2.15 and standard deviation of 0.40, item 2 has the mean value of 2.25 and standard deviation of 0.50, item 3 has the mean value of 2.38 and standard deviation of 0.45, item 4 has the mean score of 2.50 and standard deviation of 0.62, item 5 has the mean value of 2.45 and standard deviation of 0.49, item 6 has the mean value of 2.40 and standard deviation of 0.44, while item 7 has the mean value of 2.30 and standard deviation of 0.55. Since the cluster mean value of 2.34 is below the scale mean of 2.50, this, therefore, means that there is a low staff

motivation practice which also induce low teachers job performance in public senior secondary schools in FCT, Abuja, Nigeria.

Research Question Two: What is the relationship between staff discipline practice and teachers' job performance in public senior secondary schools in FCT, Abuja?

Table 2: Mean and Standard Deviation of the Relationship between Staff Discipline Practice and Teacher Job Performance

S/N	ITEMS	SA	A	D	SD	Mean	Std.	Decision
8.	Teachers willingly comply with school rules and regulations which enable them to discharge their responsibilities efficiently.	35	40	130	140	2.28	0.44	Disagreed
9.	Disobedience teachers are punished by the school management to enable them remain focus and perform their tasks successfully.	40	50	170	85	2.30	0.58	Disagreed
10.	Teachers perform their job in a haphazard manner due to their frequent absenteeism from school.	120	125	55	45	2.56	0.39	Agreed
11.	There are inadequate school policies to enhance effective teaching and prevent teachers from aiding and abetting examination malpractices among students.	30	35	130	150	2.25	0.59	Disagreed
12.	Teachers underperform their jobs	50	45	95	155	2.32	0.60	Disagreed

	despite their recalcitrant attitude towards the school authority.							
13.	There is effective job performance among teachers because the teachers misuse the school facilities that are meant to enhance their job effectiveness.	30	50	120	145	2.55	0.35	Agreed
14.	There is frequent fighting among teachers and school management which create tension that reduces the level of job efficiency among teachers.	44	46	150	105	2.34	0.24	Disagreed
Cluster Mean						2.37	0.45	Disagreed

Scale Mean 2.50

Table 2 reveals the mean and standard deviation rating of the relationship between staff discipline practice and teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria. The details of the analysis showed that item 8 has the mean value of 2.28 and standard deviation of 0.44, item 9 has the mean score of 2.30 and standard deviation of 0.58, item 10 has the mean value of 2.56 and standard deviation of 0.39, item 11 has the mean value of 2.25 and standard deviation of 0.59, item 12 has the mean value of 2.32 and standard deviation of 0.60, item 13 has the mean value of 2.55 and standard deviation of 0.35 while item 14 has the mean value of 2.34 and standard deviation of 0.24. It is observed from the above analysis that the cluster mean value of 2.37 is below the scale mean of 2.50, this, therefore, demonstrated that staff in public senior secondary schools

in FCT, Abuja, Nigeria are highly disciplined to enhance effective job performance among teachers.

Research Question Three: What is the relationship between staff training practice and teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria?

Table 3: Mean and Standard Deviation of the Relationship between Staff Training Practice and Teacher Job Performance

S/N	ITEMS	SA	A	D	SD	Mean	Std.	Decision
15.	Newly employed teachers undergo compulsory induction courses as parts of training to enable them teach the students effectively.	25	40	135	145	2.35	0.33	Disagreed
16.	Inexperienced teachers are mentored by the senior staff to enable them perform their job efficiently.	30	35	200	80	2.38	0.45	Disagreed
17.	Orientation programme is always conducted for all newly recruited teachers as part of their first training to facilitate effective performance of tasks.	45	50	120	130	2.42	0.55	Disagreed
18.	Workshops are not organized for teachers to help them implement new curriculum successfully.	35	30	100	180	2.34	0.40	Disagreed
19.	In-service training opportunities are given to teachers to help them acquire the knowledge required for effective teaching.	30	40	170	105	2.60	0.63	Agreed
20.	Seminars are organized on regular basis for teachers to help them improve their teaching skills.	26	35	134	150	2.32	0.42	Disagreed

21.	Teachers are sponsor for conferences to enable them acquire the knowledge needed for efficient job performance.	40	60	115	130	2.40	0.58	Disagreed
Cluster Mean						2.40	0.48	Disagreed

Scale Mean 2.50

Table 3 indicates the mean and standard deviation rating of the relationship between staff training practice and teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria. The details of the analysis revealed that item 15 has the mean value of 2.35 and standard deviation of 0.33, item 16 has the mean value of 2.38 and standard deviation of 0.45, item 17 has the mean value of 2.42 and standard deviation of 0.55, item 18 has the mean value of 2.34 and standard deviation of 0.40, item 19 has the mean value of 2.30 and standard deviation of 0.63, item 20 has the mean score of 2.32 and standard deviation of 0.42 while item 21 has the mean value of 2.40 and standard deviation of 0.58. It is observed from the above analysis that the cluster mean of 2.34 is below the scale mean value of 2.50, as such, it was concluded that there is poor staff training practice with the effect of low teachers job performance in public senior secondary schools in FCT, Abuja, Nigeria.

Research Question Four: What is the level of teacher job performance in public senior secondary schools in FCT, Abuja?

Table 4: Mean and Standard Deviation of the Relationship between Staff Training Practice and Teacher Job Performance

S/N	ITEMS	SA	A	D	SD	Mean	Std.	Decision
15.	Students are properly evaluated by teachers.	55	45	120	125	2.22	0.73	Disagreed
16.	Teachers' communicate with parents on students' progress.	30	35	130	150	2.19	0.80	Disagreed

17.	Teachers help slow learners to improve on their academic performance.	50	45	95	155	2.28	0.75	Disagreed
18.	Teachers cooperate with the school management in running the schools affairs.	30	45	120	150	2.25	0.85	Disagreed
19.	Teachers develop strategies for effective classroom management.	20	30	210	85	2.10	0.72	Agreed
20.	Teachers discharge their teaching responsibilities diligently.	40	24	155	126	2.20	0.77	Disagreed
21.	Teachers are active participants in extra-curricular activities of the school.	30	35	130	150	2.35	0.70	Disagreed
Cluster Mean						2.26	0.74	Disagreed

Scale Mean 2.50

Table 4 indicated that item 1 has the Mean score of 2.22 and Standard Deviation of 0.73, item 2 has the Mean score of 2.19 and Standard Deviation of 0.80, item 3 has the Mean score of 2.28 and Standard Deviation of 0.75, item 4 has the Mean score of 2.25 and Standard Deviation of 0.85, item 5 has the Mean score of 2.10 and Standard Deviation of 0.72, item 6 has the Mean score of 2.20 and Standard Deviation of 0.77 while item 7 has the Mean score of 2.35 and Standard Deviation of 0.70. The cluster Mean of 2.26 is below the scale Mean of 2.50, as a result, there is low level of teacher job performance in public senior secondary schools in FCT, Abuja, Nigeria.

Testing of Hypotheses

The three null hypotheses were tested using the Pearson Product Moment Correlation (PPMC) at 0.05 level of significance.

Hypothesis One: There is no significant relationship between staff motivation practice and teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria.

Table 5: Correlation Coefficient Analysis Showing the Relationship between Staff Motivation Practice and Teacher job performance in Public Senior Secondary Schools in FCT, Abuja, Nigeria

S/N	Variable	\bar{X}	Df	r-cal	r-tab	Level of Sig.	Decision
1.	Staff Motivation Practice						
2.	Teacher Job performance	2.28	343	0.35	0.194	0.05	Rejected

Table 5 indicates the correlation coefficient of a significant relationship between staff motivation practice and teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria. The analysis of the results showed that the r-calculated value is 0.55 while the r-table value is 0.194 at a significant level of 0.05 and 343 as a degree of freedom. Since the calculated value of 0.35 is higher than the table value of 0.194, the null hypothesis was rejected implying that there was a significant relationship between staff motivation practice and teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria.

Hypothesis Two: Staff discipline practice does not have significant relationship with teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria.

Table 6: Correlation Coefficient Analysis Showing the Relationship between Staff Discipline Practice and Teacher job performance in Public Senior Secondary Schools in FCT, Abuja

S/N	Variable	\bar{X}	Df	r-cal	r-tab	Level of Sig.	Decision
1.	Staff Discipline Practice						
2.	Teacher Job performance	2.32	313	0.40	0.194	0.05	Rejected

Table 6 indicates the correlation coefficient of a significant relationship between staff discipline practice and teacher job performance in public senior secondary schools in FCT, Abuja, Nigeria. The analysis of the results

showed that the r-calculated value is 0.55 while the r-table value is 0.194 at a significant level of 0.05 and 343 as a degree of freedom. Since the calculated value of 0.40 is higher than the table value of 0.194, the null hypothesis was therefore rejected implying that there was a significant relationship between staff discipline practice and teacher job performance in public senior secondary schools in FCT, Abuja, Nigeria.

Hypothesis 3: There is no significant relationship between staff training practice and teachers' job performance in public senior secondary schools in FCT, Abuja

Table 7: Correlation Coefficient Analysis Showing the Relationship between Follow-up Inspection and Teacher job performance in Public Senior Secondary Schools in FCT, Abuja, Nigeria

S/N	Variable	\bar{X}	Df	r-cal	r-tab	Level of Sig.	Decision
1.	Staff Training Practice						
2.	Teacher Job performance	2.22	343	0.46	0.194	0.05	Rejected

Table 7 showed the correlation coefficient of a significant relationship between staff training practice and teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria. The analysis of the results showed that the r-calculated value is 0.46 while the r-table value is 0.194 at the significant level of 0.05 and 343 as a degree of freedom. Since the calculated value of 0.58 is higher than the table value of 0.078, hence, the null hypothesis was rejected implying that there was a significant relationship between staff training practice and teachers job performance in public senior secondary schools in FCT, Abuja, Nigeria.

Summary of Findings

The following are the summary of the findings:

- I. The findings of hypothesis 1 on table 7 indicated that there was a significant relationship between staff motivation practice and

- teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria.
- II. The analysis of hypothesis 2 on table 8 demonstrated that there was a significant relationship between staff discipline practice and teacher job performance in public senior secondary schools in FCT, Abuja, Nigeria.
 - III. The analysis of hypothesis 3 on table 9 showed that there was a significant relationship between staff training practice and teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria.
 - IV. The findings of the also showed that there is low level of teacher job performance in public senior secondary schools in FCT, Abuja, Nigeria.

Discussion of Findings

The findings of this study revealed that there was a significant relationship between staff motivation practice and teachers' job performance in public senior secondary schools in FCT, Abuja, Nigeria. The findings of the study agreed with Ljov, Hemen, Aloga and Akinyemi (2016) who maintained that that motivation of teachers through promotion and prompt payment of salaries had significant influence on teachers' job performance in North West Senatorial District of Benue State, Nigeria. Staff motivation plays indispensable roles towards the enhancement of teachers job performance in the school system. It is important to note that for institutions of learning to achieve high academic standards, the issue of motivation requires adequate attention to induce them to contribute meaningfully towards promoting quality education needed for socio-economic and political development of the society. However, as revealed by the findings of this study, teachers in public secondary schools in FCT, Abuja, Nigeria are not properly motivated, hence, their job performance is below expectation. Motivation is the driving force which influences the behaviour of individuals as it makes people to perform several activities, persist in such activities and conclude successfully without being coerced. In secondary schools, the behaviour of teachers is influenced by what encourage them to be more loyal and committed towards undertaken their jobs to ensure that students are well-taught to succeed academically. When

students are taught by motivated teachers, they are bound to learn appropriately to avoid poor academic performance that may delay their graduation. Motivation could be extrinsic or intrinsic. Extrinsic motivation is concerned with tangible rewards such as salary or incentives, promotion and the work environment while intrinsic motivation consists of psychological rewards such as opportunity that is available to employees to use his or her ability and a sense of challenge and achievement in the workplace

The study further found out that there was a significant relationship between staff discipline practice and teacher job performance in public senior secondary schools in FCT, Abuja, Nigeria. The findings of the study concurred with Olokoba, Abdullahi and Omosidi (2014) who submitted that there is poor management of human resources in terms of improper discipline and compensation which induces poor management of secondary schools in Kwara State, Nigeria. Staff discipline is an aspect of human resource management that could be employed to control and channel teachers efforts towards effective job performance. Discipline is a practice of making people complies with rules and regulations guiding an institution. Staff discipline on the other hand involves self-sacrifice, diligence, cooperation, integrity, truthfulness, patriotism, consideration for others and empathy by members of an institution. Staff discipline in relation to school means the situation where teachers obey constituted authorities, adhere to school rules and regulations and consistently exhibit good moral conduct that support the teaching profession. It is the role of all principals to maintain disciplinary standards in their respective schools. Principals of secondary schools are expected to be firm and bold enough to take disciplinary actions against any misconduct staff without or favour. Staff discipline is meant to promote professional conduct required to facilitate effective teaching among teachers in the school setting. No academic activity would be executed smoothly when the face frequents indiscipline among staff in the school system. The behaviour classified as indiscipline that could reduce the effectiveness of job performance by teachers in secondary schools include laziness, failure to teach with commitment, improper keeping of school records, inflation of students' scores, aiding and abetting examination malpractices, lateness to school, absconding from school, frequent absenteeism, truancy, sexual harassment, rudeness to school authority, refusal to participate in extra-curricular activities, quarreling or fighting in the staffroom or in the class,

misuse of school property indecent relationship with students, misappropriation of school funds among others.

Finally, the findings of the study showed that there was a significant relationship between staff training practice and teachers' job performance in public senior secondary schools in FCT, Abuja. The findings of the disagreed with Ogunrin (2011) cited in Odo (2012) who conducted a study on the Perception of Nigerian Teachers on the In- Service Capacity Development in Oyo State showed that most teachers accepted that efforts of government in providing in-service training for teachers are not misdirected as it has helped to improve their job performance. Staff training is an avenue for closing the gap between current job performances and the expectation of future performance by teachers in educational institutions. Training activities for teachers could either be conducted in a short term or long term basis. Short term training encompasses a wide variety of programmes such as conferences, workshops, orientation, seminars, coaching and mentoring, symposiums, personal enrichment courses, attachments and college diploma or certificate programs varying from two weeks to six months while long term training occur through in-service and distance learning programmes. Training of teachers provides them with knowledge, skill and ability that are relevance to the professional life of teaching profession. Training molds the personality of a teacher such that their attitudes are reshaped, their habits are reformed and their personality is reconstituted. Employers of teachers are required to periodically either every term or annually organize training activities for teachers to enhance their professional growth through effective teaching. Regular training of teachers necessitates the school management to schedule training programmes for teachers in a manner that would be repeated within a specific period of time. Depending on the arrangement of each school, training could come up at the beginning, end of every term or session or during public holidays. Staff training is done in a systematic manner through the identification of needs for training and the designing of training activities to suit the benefitting staff. Staff training is a planned and systematic modification of behaviour through learning events, activities and programmes which result in the participants acquiring new knowledge, skills, competencies and abilities to carry out their work effectively.

Conclusion

The following conclusions were drawn based on the findings:

The study concluded that teachers in public senior secondary schools in FCT, Abuja, Nigeria are poorly motivated which prevent them from performing their teaching job effectively.

The study further concluded that there is low level of staff discipline which induces poor teacher job performance in public senior secondary schools in FCT, Abuja, Nigeria.

The study finally concluded that staff training practice in public senior secondary schools in FCT, Abuja, Nigeria is not conducted regularly to enable teachers acquire useful knowledge for efficient job performance among teachers.

Recommendations

The following recommendations have been made based on the findings of this study:

- ✓ The principals of public secondary schools in FCT Abuja, Nigeria should be trained through conferences and seminars to enable them develop different strategies of motivating teachers to undertake their teaching job effectively.
- ✓ The study also concluded that the laid policy on staff discipline as stated in the staff handbook should be strictly implemented and any staff who deviate from the set standards should be punished accordingly to avoid high rate of indiscipline among teachers that prevent from performing their job successfully.
- ✓ The Federal Capital Territory Abuja, Nigeria Administration need to grant teachers in-service training opportunities as part of continuing teacher education programme to improve the quality teaching activities in FCT Abuja, Nigeria secondary schools. The in-service training should be made free and compulsory by the government so that every staff could participate irrespective financial status.

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