

Teacher Personnel Management as Determinant of Teacher Productivity in Oyo Metropolis Senior Secondary Schools

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Abstract: The study investigated the contributions of teacher personnel management (teacher motivation and teacher development) to teacher productivity in Oyo metropolis senior secondary schools. One main hypothesis and two operational hypotheses guided the study. The study adopted a correlational survey research design. A total of 183 participants from Oyo metropolis 12 senior secondary schools were sampled using stratified random sampling technique. Data were collected through a validated and well structured instrument, Teacher Personnel Management Scale (TPMS; reliability index $r' = 0.89$). Data were analyzed using Multiple Regression Analysis statistics. Results show that the two determinant variables significantly predict teacher productivity (teacher motivation = 0.19, teacher development = 0.11). Based on the findings, the study recommended that teachers must be well motivated in terms of payments, status and recognition so that they can show more commitment to their job. Also teachers need to acquire more knowledge through inservice training such as seminars, conferences and regular workshop in order to improve their competencies.

Key words: Teacher personnel management, teacher productivity senior secondary schools, hypotheses, inservice training

INTRODUCTION

Personnel management, otherwise referred to as human resource management is concerned with the people dimension in management. Specifically, it is a process consisting of four functions-acquisition, development, motivation and maintenance of human resources. Ogunsaju (1990) defined personnel management as the effective mobilization of human resources based upon appropriate recruitment, selection, training and placement of an appointed staff in order to achieve the set goals and objectives. In the same vein, Alabi (2002) perceived personnel management as an important management function concerned with obtaining, developing and motivating the human resources required by an organization to achieve its objectives. In the educational system, teacher is central figure. Thus, no educational system may rise above the quality of its teachers (FRN, 2004). Therefore, acquiring teacher services, developing their skills, motivating them to high levels of performance and ensuring that they continue to maintain their commitment to the organization are essential to achieving school organizational objectives.

Human resources, according to Fapohunda is the energies, skills, talents and knowledge of people which potentially can be applied to the production of goods and

rendering of services. Apart from being the most important factor of production, human beings are themselves the most dynamic, complex and unpredictable resources. Frankie-Dolor (2002) and Abdulkareem (2003) posits that it is the available human resources that mobilize and galvanize other resources for organizational development. Human resource facilitate the objectives of any organization and without it, the objectives would be unrealizable. Hence, shortage of appropriate skills and knowledge would constitute a limiting factor to teacher productivity.

According to Kester human motivation is a complex phenomenon and is often driven by human needs. It's a form of incentive such as increased salary, transport and recreational facilities, free medical services, regular and prompt payment of salaries and provision of all necessary school facilities which will reduce frequent industrial strike actions. Durosaro (2002) aptly define motivation as the drive or intrinsic force within the human organism that makes him want to contribute action towards the achievement of an organizational goal. It is strongly believed that motivation leads to job satisfaction of workers and this could enhance productivity. Further on that Yusuf reported that motivation was positively and significantly related to teacher productivity among secondary school teachers in Lagelu local government area in Oyo state. While Ogunsaju (2006) established that

people are motivated by what they consider to be rewarding of their tasks. Therefore, one new move to create an atmosphere and working climate conducive to better performance is for school organizations to use both monetary and non-monetary rewards to motivate employees. Also as opined by Ezuego both the organization and the teacher stand to gain when the conditions are such that will maintain the mental and physical health of the teachers and make them comfortable in their research.

Staff development as noted by Adeogun (2006) is associated with the general improvement of the employees in terms of behaviour, attitudes, skills, knowledge perception and in the performance of their duties. Alabi (2002) writes that the immediate aim of staff development is to improve the performance of those with teaching and management responsibilities while the ultimate aim is improvement of teaching and learning processes. Further on teacher development, Alebiosu recommended that Nigerian teachers should be encouraged to attend training programmes for capacity development. Teachers are key actors in the education process. Therefore, the need for investment in teacher personnel in terms of motivation and development is of paramount importance.

Purpose of the study: The purpose of this study is to examine the degree of relationship between teacher personnel management and teacher productivity. Specifically to determine the relative contribution of each component of teacher personnel management functions (motivation and development) to teacher productivity with a view to put forward some recommendations towards improving secondary school teacher productivity in Oyo-metropolis.

Research hypotheses: The following null hypotheses were posited in order to have necessary guide in the pursuit of these research problems.

Main hypothesis (Ho): There is no significant relationship between teacher-personnel management functions and teacher productivity in Oyo metropolis senior secondary schools.

Operational hypothesis

Ho1: There is no significant relationship between teacher motivation and teacher productivity in Oyo metropolis senior secondary schools.

Ho2: There is no significant relationship between teacher development and teacher productivity in Oyo metropolis senior secondary schools.

MATERIALS AND METHODS

Research design: The study adopted a correlational survey research design carried out at ex-post facto with questionnaire as the major instrument of data collection.

Population and sampling technique: The target population for the study consists of all the senior secondary school teachers in Oyo metropolis public senior secondary schools. A total of 183 respondents were drawn from 12 senior secondary schools in Oyo metropolis through stratified random sampling technique (stratification on the dimensions of local government areas (Oyo metropolis consists of three local government areas: (Oyo-East, Oyo-West and Atiba) with 31 senior secondary schools. About 183 copies of questionnaire were administered on teachers by the researcher and three research assistants. Only 178 copies were duly completed retrieved and used for data analysis. This represents a usable rate of 97.8% the exercise lasted for 2 weeks.

Instrumentation: A 20 item researcher developed questionnaire of a four-point likert type scale tagged Teacher Personnel Management Scale (TPMS) was used to generate data for the study. Experts from educational management and measurement and evaluation moderated the instrument thereby promoting its face, content and construct validity. The reliability index of 0.89 (test-retest, 2 weeks interval) was established. TPMS was designed to collect information on Teacher motivation and development. Senior Secondary School Certificate Examination (SSCE) result of 5 years consecutively was used to measure teacher productivity.

Data analysis: The inferential statistical tool employed is Multiple Regression Analysis statistics. Multiple Regression Analysis was used to find out the combine relative contributions of the two determinant independent variables (teacher motivation and teacher development) to the prediction of dependent variable (Teacher productivity).

RESULTS AND DISCUSSION

Ho (Main hypothesis): There is no significant relationship between teacher personnel management functions and teacher productivity in Oyo metropolis senior secondary schools.

Results in Table 1 reveals that a positive and significant relationship exists between the joint predictor variable (teacher motivation and teacher development) and teacher productivity ($r = 0.22$, $F_t = 1.54$, $p < 0.05$). Hence null hypothesis is not accepted. R^2 value of 0.047

Table 1: Regression summary of the 2 predictors' variables on the dependent variable

ANOVA					
Models	Sum of square	df	Mean square	F-ratio	p-value
Regression	716.752	2	179.188	1.538	0.00
Residual	17015.622	181	117.349	-	-
Total	17732.373	183	-	-	-

S = Significant at $p < 0.05$; Multiple R = 0.218; $R^2 = 0.047$; Adjusted $R^2 = 0.017$; SE = 10.90

Table 2: Regression of teacher motivation on teacher productivity

ANOVA					
Models	Sum of square	df	mean square	F-ratio	p-value
Regression	557.782	1	557.782	0.807	0.00
Residual	17174.591	182	116.045	-	-
Total	17732.373	183	-	-	-

Significant at $p < 0.05$; Multiple R = 0.189; $R^2 = 0.036$; Adjusted $R^2 = 0.028$; SE = 10.82

showed that the 2 predictor variables jointly and significantly contributed 4.7% of the variance in teacher productivity. Other factors not included in the study accounted for the other variance (95.2%).

Hypothesis Ho1: There is no significant relationship between teacher motivation and teacher productivity in Oyo metropolis senior secondary schools.

Results in Table 2 shows that there is a significant positive relationship between teacher motivation and teacher productivity ($r = 0.19$, $F_t = 0.807$, $p < 0.05$). Hence, null hypothesis Ho1 is not accepted. R^2 value of 0.036 shows that the contribution of teacher motivation to teacher productivity is 3.6% of the variance observed in the dependent measure.

Hypothesis Ho2: There is no significant relationship between teacher development and teacher productivity in Oyo metropolis senior secondary schools.

Results in Table 3 shows that there is a significant positive relationship between teacher development and teacher productivity ($r = 0.11$, $F_t = 0.757$, $p < 0.05$). Hence, null hypothesis Ho2 is not accepted. R^2 value of 0.011 shows that the contribution of teacher development to teacher productivity is 1.1% of the variance observed in the dependent measure.

From the findings of the hypothesized conditions, the results have established a positive and reasonable degree of association between teacher personnel management functions and teacher productivity. For instance, the combined determinant variables (i.e., teacher motivation and teacher development) in the current study were said to predict productivity of secondary schools teachers. The p-value of 0.00 which is < 0.05 , further buttress the fact that the predictive capacity of the independent variables could not be attributed to mere chance factors.

Table 3: Regression of teacher development on teacher productivity

ANOVA					
Models	Sum of square	df	Mean square	F-ratio	p-value
Progression	88.266	1	88.266	0.757	0.00
Residual	17644.107	182	119.217	-	-
Total	17732.373	183	-	-	-

Significant at $p < 0.05$; Multiple R = 0.105; $R^2 = 0.011$; Adjusted $R^2 = 0.009$; SE = 10.10

Therefore, productivity is contingent on employees motivation and development. The results provide strong support for the earlier ones reported by Kester. For instance in the said studies, conducive physical environment, training and development of teachers and other non-monetary incentives is significantly related to teacher performance.

The current investigation revealed that teacher motivation as a determinant was found to be on the increase followed by teacher development (3.6 and 1.1%, respectively). The implication of the above finding is that if a teacher is to perform effectively, extrinsic factors such as working conditions, job security and supervision must be seen as satisfactory. Also of necessity is the intrinsic factor such as achievement, recognition and responsibility from their work.

This logically implies that school organizations can use both monetary and non-monetary rewards to motivate teachers, thereby bringing to the minimal problem of low performance and turnover. The emerging trend sees on the one hand the need to develop and equip teachers to make a contribution to the operational competencies of the school organization also to reduce the fear associated with change and innovation, teacher development is of paramount importance.

CONCLUSION

Personnel management is concerned with people dimension in management. People and their abilities, knowledge and skills are the human resources which are the determinants of the success or failure of every organization. The study establishes that teacher personnel management indicators (motivation and development) when combined effectively predict teacher productivity. Therefore, developing teachers skills and motivating them to high level of performance and ensuring that they continue to maintain their commitment to the organization are essential to achieving secondary school organizational goals.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made. The ministry of education must endeavour to improve on teacher motivational strategies. The status of Nigerian teacher needs to be

improved through prompt and regular payment of teachers' salary, better conditions of service, achievement and recognition. When teachers are well motivated they feel happy and show more commitment to their job. Not only that both the teacher and the school organization stands to gain. When morale is high teachers can contribute more than they would have done otherwise to the achievement of the school organizational goals.

Teachers need to acquire more knowledge to improve their competencies. In service training for teachers will refresh their knowledge, improve their skills and competencies. Nigerian teachers should be committed to training programmes for capacity development because no matter how laudable educational objectives may be not much could be achieved in the absence adequate teacher development.

Therefore, the ministry of education in conjunction with the teaching service commission must organize regular workshop, conferences and seminars in the current trends in teaching methodologies in order to attain grater proficiency.

School administrators must embark on modern management techniques that can create a working climate that will be effective in minimizing the problem of low performance, absenteeism, turnover and loyalty.

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