

# Personnel Management Strategies and Teachers' Job Performance in Public Secondary Schools in Akwa Ibom State North-East Senatorial District.

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## ABSTRACT

This study examined the relationship of personnel management strategies and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district. Four objectives were stated, four research questions raised, and four null hypotheses were formulated to guide the study. The descriptive survey design was adopted in the study. The population of this study was 1115 (comprising 860 teachers and 255 principals and vice principals) in the 88 public secondary schools in Akwa Ibom North-East senatorial district. The sample size comprised of 294 respondents. Data were collected using a structured closed ended questionnaire titled Personnel Management Strategy Questionnaire (PMSQ) and "Public Secondary School Teachers' Job Performance Questionnaire (PSSTJPQ)" which were validated by experts as well as reliability done using Cronbach Alpha method which gave the reliability index of 0.83 and 0.87 for PMSQ and PSSTJPQ respectively. Descriptive statistics was used in answering the research questions Regression analysis was used to test the null hypotheses at 0.05 level of significance. The findings of this study revealed that there was a significant relationship between collaboration, information empowerment, incentives, professional development and teachers' job performance in public secondary schools in Akwa Ibom north-east senatorial district. Based on the findings of the study, it was concluded that personnel management strategies significantly relate to teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district. Therefore, it was recommended

among others that Personnel management should be effective in secondary schools even in all level of education, as this would bring about quality job performance. This will give personnel sense of humane and belonging through collaboration of the staff in the policy and decision making of the school, which would, as well, lessen workload of the administrators, and help to attain a positive educational objectives and meeting of school mission and vision statements.

**Keywords:** Personnel, Management, Strategies, Teachers, Performance.

## I. INTRODUCTION

### Background of the Study

A teacher can be defined as a person who helps students to acquire knowledge, competence, or virtue, through the process of teaching. Nyatuka (2020) defined a teacher as a person who helps others to learn. The author added that it is a person who facilitates learning in school. This means that a teacher is the backbone behind learning and implementer of educational activity. A teacher could be seen as an educational agent that impact effective learning among learners. The success or failure of educational activities highly depend on the nature of teachers or teachers' characteristics. This means that learning could be marred or made due to teachers' behavior during classroom teaching-learning process. Amin et al (2013) sees a teacher as being directly linked to the process and product of effective education. It may be that for teachers to be effective, he/she has to be disciplined, a professional, and an effective communicator. On the whole, it could be asserted

that learning takes place due to teachers' effective job performance in schools.

Teachers' job performance describes the extent to which a teacher carries out teaching responsibilities in order to achieve educational goals and objectives. Amin et al. (2013) viewed teachers' job performance as being emphatic for the improvement of the educational system. This implies that the implementation of educational activities depend on the teachers' performance. Teachers' effectiveness in the educational system is seen in their daily job performance, such as classroom teaching, classroom goal setting for objectives attainment, clear behavioural management rules, and commitment to school activities, acting as role models and the maintenance of professional ethics. Obviously, deducing from highlighted view, teachers' job performance leaves much to be desired. As such, to enhance teachers' job performance, effective school personnel management play a pivotal role.

Personnel management strategies can be seen as administrative functions in an organization such as school that aimed to oversee, organize, motivate and control the activities of staff and their well-being for the realization of organizational goals. Juneja (2015) sees personnel management strategy as the planning, organizing, compensation, integration and maintenance of people for the purpose of contributing to organizational, individual and societal goals. It can be deduced from this definition that personnel management strategies enhance objectives attainment through various methods such as motivation of personnel through compensation, integration, and staff development. It may be that personnel management effective strategies help organizations to thrive and help in realizing their objectives and goals. Personnel management strategies can be seen in the following practices: collaboration skill, information empowerment, incentives and professional development.

Collaborative strategy could be defined as the collection of management technique that embraces and possibly brings about unity, coordination, motivation, transparency, eagerness, trust and teamwork in the organization between the administrator and other members of the organization. It could also be seen as the strategic method used by the school administrators to trigger staff high productivity for the realization of school vision, mission and objectives. O'Leary and Viji (2012) sees collaboration strategies as ways in which a company promotes or requires employees working together to meet goals and complete

projects. This implies that there are approaches used by the administrators in an organization to encourage teamwork for the purpose of meeting or attaining the organizational goals. Personnel collaboration strategy seems an essential method towards enhancing effective teachers' job performance.

Information empowerment is seen as a way of giving a guide or sharing vital ideas in a transparent, honest, and consistent manner to staff or teachers in a way that would enhance their job performance satisfactorily. It may be that when teachers are empowered with vital information that has to do with their job, they may likely to have a sense of belonging. Miller (2022) observed that in a workplace, lack of communication causes poor business outcomes because employees act on miscommunicated messages and mixed signals. This implies that when staff are empowered with accurate and efficient information that facilitates their effectiveness, they tend to be motivated and feel satisfied with their work. Teachers' information empowerment seems to help them develop a knowledge of supportive culture, where information sharing is appreciated, motivated and gives sense of important. It may be that empowering staff with relevant information motivates their intrinsic sense of belonging and energize them towards attaining greater heights in their job performance. Incentive is another practical strategy of personnel management.

Incentive is seen as any reward, program, or recognition in the workplace that ensures staff motivation. Miles (2022) acknowledged that incentives can be levers to help improve employee retention, reinforce positive behaviours, stimulate employee performance, and inspire productivity. Deducing from this above acknowledgement, incentive strategy in the school system encourages improved workforce and increased output of personnel. Incentives seem to boost teachers' morale and unlock their intrinsic motivation towards attaining effective job delivery.

Professional development is seen as the process of gaining new skills and work experience that can help someone reach a goal in his/her career. Due to changes in the age of time and the demand of current or trending knowledge of technology, it is essential for schools to empower their teachers professionally to meet academic demands by sending them to in-service training program such as workshops, seminars, and conferences among others, for their professional or career upgrade and knowledge. Otamiri (2021) sees professional development as a plan that document

the goals, required skills and the objectives a staff member will need to accomplish in order to support continuous improvement and career development. The author added that professional development plan is created by the manager working closely with the staff member to identify the necessary skills and resources to support the staff career goals and the organizational business need. This implies that administrators may create or plan for staff professional development package as a planned agenda in school policies, used as a strategy to improve staff career and future organizational improvement. The interplay of this and other practices of personnel management strategy as highlighted earlier seem to enhance teachers' job performance.

However, in most schools, teachers' job performance is in decay such that students suffered heavily upon. In some rural schools, students are loitering like those without proper control, their performance, in both internal and external examinations, have nothing to write home about. Their spoken language is spurious – mixing pidgin and English together, the interference of first language seems as most effective factor that impedes learners' use of English language. Teachers seem not to agree with the management, improper coordination among the personnel. These seem to be attributed to poor personnel management strategies. Hence, the study entitled, "Personnel Management Strategies and Teachers' Job Performance in Public Secondary Schools in Akwa Ibom North-East Senatorial District".

### Statement of the Problem

To the students, teachers serve as loco parentis, role models, mentors, counsellors, advisors, and many more. To the school, teachers serve as students' managers, mediators between students and school management, among others. It could be noted that to regulate students' behaviour, teach and cover the curriculum, maintain standard and school culture are major tasks of the teachers. However, teachers seem not to be effective in performing their duties. They seem not to pay attention to students' activities, seem not to actively engage students in the learning activities, teachers seem to be poor in managerial skill, and they rarely write their lesson notes on time and are not punctual to school, no collaboration among teachers and school management, and no defensive teamwork. These issues could be attributed inappropriate personnel management strategies such as lack of collaboration, poor information

empowerment, incentives and professional development.

This poses a problem to school management, government, students, parents, teachers themselves, and scholars. Such that several scholastic researches have been carried out in attempt to address the issue. From the earlier review, teachers' job performance has been tailored to administrators' ineffectiveness without recourse to personnel management strategies such as: collaboration, information empowerment, incentives and professional development and this has created a gap in knowledge. Hence, the study entitled, "Personnel Management Strategies and Teachers' Job Performance in Public Secondary Schools in Akwa Ibom State North-East Senatorial District" is to fill.

### Purpose of the Study

The main purpose of this study is to examine the relationship between personnel management strategies and teachers' job performance in public secondary schools in Akwa Ibom North-East Senatorial District. Specifically, the study seek to:

1. Find out how collaboration relate to teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district.
2. Determine how information empowerment relate to teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district
3. Determine how incentives relate to teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district.
4. Determine how professional development relate to teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district.

### Significance of the Study

The findings of this study would benefit the following groups of people: government, school administrators, teachers, students, and researchers.

The findings of the study may expose the challenges impeding school effective management to the government, this may enable them to device strategies to promote the effective management in order to ameliorate the challenges. The findings of the study may expose the various stages and challenges relating to teachers' job performance to the administrators and help them to provide ways towards ameliorating these challenges.

Furthermore, the findings of the study may be of immense benefit to educational managers,

Heads of Departments as well as supervisors, to gain a better understanding of the psychological patterns among personnel view about their job performance, so as to be able to guide the individuals in the organization through counselling service.

Finally, the findings of the study may be useful to researchers, as it may serve as a reference material, and help them to make useful contributions to knowledge. These benefits would be realized when the findings of this study would be published when completed.

### Research Questions

The following research questions were raised to guide this study:

1. How does collaboration relate to teachers' job performance in secondary schools in Akwa Ibom North-East senatorial district?
2. How does information empowerment relate to teachers' job performance in secondary schools in Akwa Ibom North-East senatorial district?
3. How do incentives relate to teachers' job performance in secondary schools in Akwa Ibom North-East senatorial district?
4. How does professional development relate to teachers' job performance in secondary schools in Akwa Ibom North-East senatorial district?

### Research Hypotheses

The following null hypotheses were formulated to guide this study:

Ho1: There is no significant relationship between collaboration and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district.

Ho2: There is no significant relationship between information empowerment and teachers' effective job performance in public secondary schools in Akwa Ibom North-East senatorial district.

Ho3: There is no significant relationship between incentives and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district.

Ho4: There is no significant relationship between professional development and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district.

### Scope of the Study.

The study examined the relationship between personnel management strategies and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial

district. The study considered the following factors of personnel management strategies: collaboration, information empowerment, incentives and professional development as they relate to teachers' job performance.

## II. METHODOLOGY

Descriptive survey design was adopted for the study. This design involves the systematic investigation of the relationships or associations between and among variables, rather than cause and effect conclusion. The population of this study was 1115 (comprising 860 teachers and 255 principals and vice principals) in the 88 public secondary schools in Akwa Ibom North-East senatorial district. The sample size of this study was 294 respondents drawn from the 20 selected public secondary schools in Akwa Ibom North-East Senatorial district, which was determined statistically using Taro Yamane's formula. Simple random sampling technique was used for selecting the public secondary schools and the respondents of the study.

Two instruments were developed by the researcher titled: "Personnel Management Strategy Questionnaire (PMSQ)" and "Public Secondary School Teachers' Job Performance Questionnaire (PSSTJPQ)" They were used for data collection. PMSQ contains 28 items, while PSSTJPQ contains 14 items. PMSQ has 2 sections: A and B. Section A focused on the demographic information of the respondents, while section B contains 28 items meant for eliciting responses from the respondents. PSSTJPQ has 2 sections: A and B. Section A focused on the demographic information of the respondents, while section B contains 14 items meant for eliciting responses from the respondents.

The scoring of the instruments for positive items were graded as follows:

Strongly Agree (SA) - 4point

Agree (A) - 3point

Disagree (D) - 2point

Strongly Disagree (SD) - 1point

Pearson's Product Moment Correlation statistics was used answering the research questions and testing the null hypotheses.

### Data Presentation and Discussion

**Research Question 1:** How does collaboration relate to teachers' job performance in secondary schools in Akwa Ibom North-East senatorial district?

**Table 1: A summary of Mean and Standard Deviation on the relationship between collaboration and teachers' job performance in secondary schools.**

Variables	Mean	Std. Deviation
Collaboration	21.377	3.4020
Teachers' Job Performance	44.693	5.4678

Table 1. Shows the mean and standard deviation for relationship between collaboration and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district. The result shows that collaboration has a Mean score of 21.377 as against 44.693 for teachers' job performance. This implies that there is a high positive relationship between

collaboration and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district.

**Research Question 2:** How does information empowerment relate to teachers' job performance in secondary schools in Akwa Ibom North-East senatorial district?

**Table 2: A summary of Mean and Standard Deviation on the relationship between information empowerment and teachers' job performance in secondary schools.**

Variables	Mean	Std. Deviation
Information Empowerment	21.317	3.1984
Teachers' Job Performance	44.693	5.4678

Table 2. Shows the mean and standard deviation for relationship between information empowerment and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district. The result shows that information empowerment has a Mean score of 21.317 as against 44.693 for teachers' job performance. This implies that there is a high

positive relationship between information empowerment and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district.

**Research Question 3:** How do incentives relate to teachers' job performance in secondary schools in Akwa Ibom North-East senatorial district?

**Table 3: A summary of Mean and Standard Deviation on the relationship between incentives and teachers' job performance in secondary schools.**

Variables	Mean	Std. Deviation
Incentives	21.383	3.2278
Teachers' Job Performance	44.693	5.4678

Table 3. Shows the mean and standard deviation for relationship between incentives and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district. The result shows that incentives has a Mean score of 21.383 as against 44.693 for teachers' job performance. This implies that there is a high positive relationship between incentives

and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district.

**Research Question 4:** How does professional development relate to teachers' job performance in secondary schools in Akwa Ibom North-East senatorial district?

**Table 4: A summary of Mean and Standard Deviation on the relationship between professional development and teachers' job performance in secondary schools.**

Variables	Mean	Std. Deviation
Professional Development	21.671	2.9868
Teachers' Job Performance	44.693	5.4678

Table 4. Shows the mean and standard deviation for relationship between professional development and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial

district. The result shows that professional development has a Mean score of 21.671 as against 44.693 for teachers' job performance. This implies that there is a high positive relationship between

professional development and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district.

**Hypothesis 1:** There is no significant relationship between collaboration and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district.

**Testing of Hypotheses**

**Table 5: Correlation analysis of the relationship between collaboration and teachers' job performance.**

Variables	Mean	St.d	Df	r-val.	p-val.
Collabo'tion	21.377	3.4020	165	.359	.018
Teacher Job performance	44.693	5.4678	125		

Table 5: shows a computed r-value of .359 and p-value of 0.018 withdf of 165 and 125 respectively. Since the p-value is less than 0.05 level of significance, the null hypothesis which state that there is no significant relationship between collaboration and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district, is rejected. This implies that there is a significant relationship

between collaboration and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district.

**Hypothesis 2:** There is no significant relationship between information empowerment and teachers' effective job performance in public secondary schools in Akwa Ibom North-East senatorial district.

**Table 6: Correlation analysis of the relationship between information empowerment and teachers' job performance.**

Variables	Mean	St.d	Df	r-val.	p-val.
Information	21.317	3.1984	165	.867	.015
Teacher Job performance	44.693	5.4678	125		

Table 6: shows a computed r-value of .867 and p-value of 0.015 with df of 165 and 125 respectively. Since the p-value is less than 0.05 level of significance, the null hypothesis which state that there is no significant relationship between information empowerment and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district, is rejected. This implies that there is a significant

relationship between information empowerment and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district.

**Hypothesis 3:** There is no significant relationship between incentives and teachers' job performance in public secondary schools in Akwa Ibom North-East senatorial district.

**Table 7: Correlation analysis of the relationship between incentives and teachers' job performance.**

Variables	Mean	St.d	Df	r-val.	p-val.
Incentives	21.383	3.2278	165	.885	.013
Teacher Job performance	44.693	5.4678	125		

Table 7: shows a computed r-value of .885 and p-value of 0.013 with df of 165 and 125 respectively. Since the p-value is less than 0.05 level of significance, the null hypothesis which states that there is no significant relationship between incentives and teachers’ job performance in public secondary schools in Akwa Ibom North-East senatorial district, is rejected. This implies that there is a significant relationship between

incentives and teachers’ job performance in public secondary schools in Akwa Ibom North-East senatorial district.

**Hypothesis 4:** There is no significant relationship between professional development and teachers’ job performance in public secondary schools in Akwa Ibom North-East senatorial district.

**Table 8: Correlation analysis of the relationship between professional development and teachers’ job performance.**

Variables	Mean	St.d	Df	r-val.	p-val.
Professional devt.	21.671	2.9868	165	.542	.022
Teacher Job performance	44.693	5.4678	125		

Table 8: shows a computed r-value of .542 and p-value of 0.022 with df of 165 and 125 respectively. Since the p-value is less than 0.05 level of significance, the null hypothesis which states that there is no significant relationship between professional development and teachers’ job performance in public secondary schools in Akwa Ibom North-East senatorial district, is rejected. This implies that there is a significant relationship between professional development and teachers’ job performance in public secondary schools in Akwa Ibom North-East senatorial district.

belonging that brings about positive teachers’ job performance, which result to significant relationship. This finding is in line with Simon and Johnson (2015) findings that administrative collaboration and supportive strategy are strong predictors of positive working conditions, higher job satisfaction, and lower turnover for teachers and other school personnel. The authors found out that collaborative strategy is a social supportive factor that enhance the effectiveness of school administrators as well as encouraging personnel job performance. By implication, school administrators who incorporate collaborative skill in their leadership prowess promotes effective work performance of the personnel. It is this collaborative leadership skill that enhance teachers’ job performance, which result to positive significant relationship.

### III. DISCUSSION OF FINDINGS

The findings of the study are discussed based on the following sub- headings:

#### Collaboration and Teachers’ Job Performance

Result of analysis shows a correlation index of 0.359, indicating that there is a positive correlation between collaboration and teachers’ job performance. In testing hypothesis one, since the p-val. is less 0.05 level of significance, the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, a significant relationship between collaboration and teachers’ job performance was established. The finding of the result may be attributed to the fact that the collaboration enhance social support and motivation to work, where teachers seem to have sense of belonging and humane through collaboration, it is this social support and sense of

In the study of Ansley et al (2019), finding reveals that observed that school personnel leadership collaboration (SPLC) model promotes mutual respect and teamwork between school personnel and leadership and therefore cultivates healthy professional relationships that empower strong school communities. The authors further found out that collaborative strategy create an opportunities for school personnel to work together and to share or distribute work evenly. It is through this teamwork, as it allows them to balance individual strengths and weaknesses, manage a realistic workload, and communicate more effectively with colleagues and administrators that result to positive teachers’ job performance, which result to a significant relationship.

In the same vein, Ansley et al., (2019) and Bettini et al., (2016) studies found out that collaborative strategies create ideal work contexts and also foster ideal learning environments that promote student growth and development. The authors concluded that administrator's collaborative and support strategy, helps school staff to be more empowered to perform their jobs effectively. It is this social, emotional and psychological empowerment that bring about teachers' job performance, which result to a positive significant correlation. It is therefore concluded that collaboration relate significantly to teachers' job performance in public secondary schools in Akwa Ibom North-East Senatorial district.

#### **Information Empowerment and Teachers' Job Performance**

Result of analysis shows a correlation index of 0.867, indicating that there is a high positive correlation between information empowerment and teachers' job performance. In testing hypothesis two, since the p-val. is less than 0.05 level of significance, the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, a significant relationship between information empowerment and teachers' job performance was established. The finding coming out this way may be attributed to the fact that information empowerment provide necessary support to teacher for smooth attainment of their work demand or day to day activities in school, whereby facilitating job demand or requirement awareness. It is these supports and facilitation of requirement awareness that result to a significant relationship. This also means that to ensure a smoothly attainment of educational objectives and effective personnel performance, information empowerment plays a pivotal role in order to ensure personnel job effectiveness and orderliness in the attainment of goals and objectives of education. This finding is in line with Khan et al. (2022) study, which shows that information exchange is a method that contribute to improving the effectiveness of organizations and providing services at a higher level and more efficiently. The authors explained that exchange of information encompasses the information on job demand, fierce competition, the use of facilities, and an absence of explicit standards and objective benchmarks to assess both administrative and teaching performance efficiency and effectiveness. It is this information sharing that improve the teachers' job

performance, which result to significant relationship.

Also, Pahlkeet al. (2015) findings revealed that effective information sharing helps reduce ambiguity and uncertainty by providing decision-makers with a more complete picture of the situation. In the same vein, Miranda and Saunders (2013) study revealed that information sharing is a valuable means of gaining insight, and it facilitates sense-making by enabling the exchange of information between stakeholders for effective performance. Based on above study findings, effective information sharing is essential for coordinating personnel or teachers and promoting cooperation among team members, it is this personnel coordination and cooperation that enhance teachers' job performance, which result to a significant relationship. It therefore could be concluded that information empowerment relate significantly to teachers' job performance in Akwa Ibom North-East senatorial district.

#### **Incentives and Teachers' Job Performance**

Result of analysis shows a correlation index of 0.885, indicating that there is a positive correlation between incentive and teachers' job performance. In testing hypothesis three, since the p-val. is less than 0.05 level of significance, the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, a significant relationship between incentive and teachers' job performance was established. The result may be attributed to the fact that since incentive has a motivated elements that energize staff working energy or interest in execution of tasks. It is this interest and motivation that result to positive correlation. This finding is in line with Smillie (2017) acknowledged that incentive schemes can motivate teachers by rewarding good performance, encouraging them to expend more effort in teaching and preparation, or even to show up in the classroom. In support of the finding, Makrufet al. (2020) study revealed that providing incentives significantly affects teacher performance. That incentive is related to the emotional level of teachers in dealing with work. In line with the finding, incentive improves teachers' performance and service. It is this improvement of teachers' performance that result to a significant relationship.

Berg (2015) conducted a study on financial incentives and teacher performance. The study revealed that financial incentive is one of the flexibility and in some ways experimentations, where policy makers employ variations of financial incentives to motivate the teaching profession, as



well as attract those more suited to teaching. It is this flexibility that bring about teachers' performance, which result to a significant relationship. It therefore, may be concluded that incentives relate significantly to teachers' job performance in Akwa Ibom North-East senatorial district.

### **Professional Development and Teachers' Job Performance**

Result of analysis shows a correlation index of 0.542, indicating that there is a positive correlation between professional development and teachers' job performance. In testing hypothesis four, since the p-val. is less or equal to 0.05 level of significance, the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, a significant relationship between professional development and teachers' job performance is established. The finding coming out this way could be attributed to the fact that when teachers are developed professionally by their employer - government, they would likely to be committed. It is this teachers' development programme that result in teachers' job performance. Also, training of personnel in job related area is seen to be geared towards developing the full potential workforce and help to contribute meaningfully to the organization. It is the training that teachers are being endowed with needed skills and encouragement, which result to positive significant relationship. The finding is in line with Ojyedele and Fadipe (2013) study that teacher training programme is synonymous with education that provides basic training for teachers and enhance their knowledge in their field of study as well as methods of teaching, increase their skills, and equip them with psychological awareness of their students. The authors found out that it is when a teacher passes through rigorous training that he will be better equipped and not found wanting in teaching profession. This also affirmed the study of Khan and Aboulian (2019) findings that staff professional development has an intrinsic motivation ability that spur teachers' commitment. It is intrinsic motivation and well-equipped skills that bring about positive teachers' job performance, which result to significant relationship.

In the study of Darling-Hammond et al. (2017), findings revealed that professional development as a product of externally provided activities that is integrated with the work of teachers to improve knowledge and increase teachers' teaching-learning style that enhance supportive students' learning behaviour. In the same vein, Komariah et al. (2018) findings affirmed

that professional development has a great benefit in maintaining teacher capacity in terms of competence, skills and personality because it has provided direct experience by studying, experimenting, knowledge sharing, problem solving, and developing the pedagogical knowledge. It is these externally provided activities such as teacher competence in teaching profession that result to a significant relationship. It therefore may be concluded that professional development relate significantly to teachers' job performance in Akwa Ibom North-East senatorial district.

### **IV. CONCLUSION**

It was concluded based on the findings of the study that personnel management strategies significantly relate to teachers' job performance in Akwa Ibom North-East Senatorial district, Nigeria thus:

1. There is a positive relationship between collaboration and teachers' job performance.
2. There is a positive relationship between information empowerment and teachers' job performance.
3. There is positive relationship between incentives and teachers' job performance.
4. There is high positive relationship between professional development and teachers' job performance.
5. Collaboration has a significant relationship to teachers' job performance.
6. Information empowerment has a significant relationship to teachers' job performance.
7. Incentives has a significant relationship to teachers' job performance.
8. Professional development has a significant relationship to teachers' job performance.

### **Educational Implications of the Findings**

The findings of this study has revealed that, personnel management strategies characterized by collaboration, information empowerment, incentives, and professional development positively relate to teachers' job performance. The educational implications of these findings could be summarized thus: that the attainment of educational objectives basically anchored on the teachers' job performance, whereby teaching and class management are the core obligation of the teachers, as such, the unattainable of goals and objectives of education in school are rather be blamed on the school administrators' personnel management skill. It therefore implies that personnel effective management enhance the attainment of educational goals and objectives. In another way, the

implication of this result is that, if school personnel are effectively management, teachers would be motivated and be ready for their duties, bringing about positive job performance. Incorporating teachers in school decision making, sharing quality information, improving teachers' incentives, and empowering teachers on professional development would facilitate teachers' job performance as well as ensuring positive learning outcome of the students.

### Contribution to Knowledge

The findings of this study would be contributing to knowledge in the sense that, many researchers in different places and times have conducted studies on issues of teachers' job performance challenges, using variables other than personnel management. In addition, the inclusion of the school administrators to respond to teachers' job performance is not common with most studies reviewed, which make the study a novel and unique one. Therefore, studying school teachers' job performance in the light of cognitive variables such as collaboration, information empowerment, incentives and professional development, which is referred to as personnel management strategies, has filled an existing gap in knowledge and information, as other researchers literary considered them. This study has provided literature and empirical evidence, which the study would serve as a reference material to researchers for further studies. The findings of the study would also help stakeholders in education board, teachers and the principal in assessing and attaining effective personnel management as this will help them to be able to manage the staff, meet the learners' learning objectives and improve the standards in education.

### V. RECOMMENDATIONS

It was recommended based on the findings of the study that:

1. Personnel management should be effective in secondary schools even in all level of education, as this would bring about quality job performance. This will give personnel sense of humane and belonging through collaboration of the staff in the policy and decision making of the school, which would, as well, lessen workload of the administrators, and help to attain a positive educational objectives and meeting of school mission and vision statements.
2. Information empowerment should be frequent and reliable, where the personnel depend upon for effective job delivery. This would ensure personnel

job descriptive awareness, which would result to effective teachers' job performance.

3. Incentives is a factor to which teachers are enticed and motivated. This enhance interest for effective tasks attainment. As such, school personnel should therefore be given incentives that would help their social, emotional, physical and psychological behaviour towards the attainment of assigned task.

4. Teachers generally should be empowered to undergo professional development, as this would enhance teachers' professional skills and knowledge in the attainment of educational objectives and goals.

### Suggestions for Further Studies.

1. Personnel Collaborative Strategies and Teachers' Job Effectiveness in public secondary schools in Akwa Ibom North-East senatorial district.
2. Information Empowerment: A panacea for personnel quality job performance in public secondary schools in Uyo education zone.
3. Comparative study on personnel management strategies and teachers' job performance in public and private secondary schools in Akwa Ibom State.

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