

# KWASU

## International Journal of Education



Website: <https://www.kije.com.ng> ISSN: 2384-6801 Vol. 7 No. 1

KWASU International Journal of Education (KIJIE) Vol. 7 Number 1, July 2024



### PERSONNEL MANAGEMENT PRACTICES: A TOOL FOR TEACHERS' JOB PERFORMANCE IN PRIVATE SECONDARY SCHOOLS IN ILORIN WEST LOCAL GOVERNMENT

<sup>1</sup>Olayinka Ibidun ADEKUNLE., <sup>2</sup>Muritala Adaramaja SHEU., <sup>3</sup>Dr Amina Susaade Ahmed  
[Muritala.sheu@kwasu.edu.ng](mailto:Muritala.sheu@kwasu.edu.ng), [ngyinkaojo216@gmail.com](mailto:ngyinkaojo216@gmail.com), [Susaade01@gmail.com](mailto:Susaade01@gmail.com)  
+2348035992084, +2348033565675, +2348036062859 1,2, and 3: Department of Educational Management, Faculty of Education, Kwara State University, Malete

#### Abstract

*The study investigates the impact of Personnel Management practices on teachers' job performance in private secondary schools within the Ilorin West local government area of Kwara State. It delves into the strategic, operational and welfare dimensions of Personnel Management, emphasizing their collective role in fostering a conducive environment for teachers. The research identifies instructional materials, classroom management, student assessment and instructional delivery as key indicators of teachers' job performance. Notably, the study underscores the significance of strategies such as goal-setting, feedback, recognition, coaching and mentoring in enhancing teachers' success. By fostering a positive and supportive atmosphere, these strategies contribute to heightened job performance. Additionally, the paper addresses challenges facing personnel management within private schools and proposes solutions, including prioritizing management efforts based on needs assessment, establishing clear policies procedures and involving teachers in decision-making processes while providing necessary training and support. Through these measures private schools can optimize their personnel management practices to better support teachers' effectiveness and over all educational outcome.*

**Keywords:** *Personnel management, strategic, operational, welfare, teachers job performance.*

## Introduction

Teaching is one of the most prestigious and well-respected professions in the entire world and teachers are the thinkers and developers of a nation (Rahman & Chowdhury, 2012). Availability of professional teachers and their devotion are essential in building a strong educational base among students who in turn will contribute to the national development in many ways. Teaching is a devoted profession, encompasses many duties within the classroom teaching and the larger school community. Therefore, teaching as a profession does not automatically make a teacher professional, rather it requires continuous training, learning, motivation and interest on the part of the teacher.

Personnel management enables employees to contribute effectively to the overall institutional direction and the accomplishment of the set goals and objectives. Personnel management is administrative activities associated with human resources planning, recruitment, selection, orientation, training, appraisal, motivation and also a function within an organization that focuses on people. Uchechukwu and Uche (2015) stated that an effective personnel management involve maintaining and improving all aspects of a company's practices that affect its employee from the day of his recruitment to the day he leaves the company; it involves hiring, firing, review, welfare and legal aspects.

In private secondary schools, personnel management is responsible for the teacher's promotion, prompt payment of salaries and staff managements. According to Adeyemi (2019) promotion is one of the ways to increase teacher's job satisfaction, when a teacher is promoted as and when due with corresponding entitlement, such teacher tends to be motivated to brace up with the new challenges and put in the best effort in the job. The payment of salary promptly is also way of boosting the morale of the teachers and also ensuring proper management of staffs are all responsibilities surrounding personnel management.

Teachers job performance plays a significant role in enhancing private secondary schools. Job performance is the quantity of work that is done by each employee in the school; an act of accomplishing or executing task over specified period of time. Thus, job performance of teachers, according to Pepple (2016) is considered in terms of teacher job contentment and job attitudes which includes job commitment, feeling of job challenge, job meaningfulness and job responsibility. The job performance of teachers entails all tasks relating to the teaching profession that the teacher carries out wisely. This is achievable when the teacher is given the right kind of training and other welfare packages as promotion and prompt payment of salaries.

Ajetunmobi et al. (2020) posited that teachers' job performance as a responsibility that involves leadership function, executive function and interactive function. Obinaju (2016) maintained that teachers need to direct their job performance towards effective realisation of educational goals and objectives. Olaniyan (2017) opined that growing of secondary education in Nigeria, like other levels of education is based on high commitment of teachers towards the discharge of their official duties in the aspects of teaching methods, classroom management, mastery of the subject matter, use of instructional material and record keeping.

Emengini, *et al.* (2020) perceived that teachers' job performance is necessary for the actualization of the goals of education at large. Job performance should be measured in terms of task performance and contextual performance in order to fully hold inclusive concept of the latent construct. Contextual job performance consists of behaviours that help support in delivering their task performance and such behaviours are important to ensure organizational effectiveness. Examples of teachers' contextual job performance include helping a colleague

to carry out his or her duties if need be without minding, they will not face any consequences of non-completion of such duty by the teacher in charge.

### **Theoretical Framework**

This paper premised on human resource management theories (HRM) which was propounded by Frederick Taylor who introduced scientific management principles in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. The theory is considered necessary for this paper because it deals with the effective management of personnel within organizations. Human Resource Management (HRM) theories have evolved over time, with various scholars contributing to its development. Taylor's work emphasized the systematic study of work processes to improve efficiency and productivity. This could include concepts such as strategic, recurrent, selection, promotion and employee motivation. According to the theory, human resources management encompasses a broad range of principles and practices aimed at effectively managing organizations workforce. When discussing (HRM) theory in relation to personnel management practices, it's essential to explore how human resource management (HRM) concepts and strategies are applied specifically to the management of personnel within an organization.

In the context of teachers' job performance, HRM theories offer valuable insights into various aspects of managing human resources within educational institutions. Some key HRM theories and concepts that are relevant to teachers' job performance include: motivation theory, job design theory, performance management and leadership theory (Saif et al. 2014). Motivation theory can help educators understand what drives teachers to perform well in their jobs, by identifying and addressing teachers' motivational needs, educational institutions can create environments that foster higher levels of job satisfaction and performance. Job Design such as job enrichment and job rotation, can inform how teaching roles are structured within schools. Designing teaching positions in a way that offers variety, autonomy, and opportunities for skill development can enhance teachers' performance. Performance management theories also provide frameworks for setting performance expectations, providing feedback, and evaluating teachers' performance. Leadership theories, such as transformational leadership and servant leadership, offer insights into how school administrators can effectively lead and support teachers as outlined by Cambell (2015). .

### **Concept of Personnel Management**

Personnel are the individuals who make up the workforce of an organization. Personnel as defined by Lawal (2020), is the total knowledge, skills, creative abilities, attitudes and aptitudes of an organization's employees, as well as their values. William (2013), describe personnel to include employees, manpower, people, staff, labour, and human capital. They are the intellectual resource pool of any organization

Personnel management can be defined as obtaining, using, and maintaining a satisfied work force. It is a significant part of management concerned with employees at work and with their relationships within the organization. Flippo (2023) further emphasized that personnel management is not limited to hiring and firing people but also involves creating a comprehensive system that helps employees to be productive and satisfied. Personnel management refers to the process of managing employees in an organization. This includes tasks such as hiring, training, development, compensation, and performance evaluation. The goal of personnel management is to ensure that employees have the skills and resources they need to perform their jobs effectively. The components of personnel management in this paper includes; Job analysis, the recruitment and selection processes, training and development.

### **Components of Personnel Management**

There are many components of personnel management such as job analysis, recruitment and selection, training and development, performance management, and career planning.

These components are all important for ensuring that employees are productive, motivated, and engaged as opined by Flippo (2023).

13. **Job Analysis:** is the process of determining and analyzing the tasks, duties, and responsibilities of a job. This information is used to create job descriptions, which are then used to hire and develop employees. Job analysis is important for teachers because it helps to ensure that they have the right skills and abilities for the job (Phillips & Phillips, 2022).
14. **The Recruitment and Selection:** This is a multi-step process that begins with determining the need for a new teacher. This could be due to a vacancy, a new position, or the need for additional staff. For teachers, it is important to find candidates who have the right qualifications, skills, and personality for the job. This ensures that students have teachers who are well-equipped to teach them. Recruitment and selection can also help to increase diversity in the teaching work force.
15. **Screening and Interviewing Candidates:** This involves reviewing resumes and applications, conducting interviews, and checking references. Screening and interviewing help to narrow down the pool of candidates to those who are the best fit for the job.
16. **Training and Development:** This refers to the process of providing teachers with the knowledge and skills they need to do their jobs effectively. Training and development can take many forms, such as classroom training, online training, mentoring, and job shadowing. Teachers need to receive ongoing training and development throughout their careers to keep their skills up to date. This helps to ensure that students receive the best possible education.
17. **Performance Management:** This is a process that helps to ensure that teachers are meeting the expectations of their jobs. Performance management involves setting goals, monitoring progress, and providing feedback (Dessler, 2014). It also includes evaluating performance and providing rewards or incentives for meeting or exceeding expectations. For teachers, performance management helps to ensure that students are learning and that they are meeting state and local standards.
18. **Career Planning:** This is the process of helping teachers to plan for their career goals and development. Career planning can involve identifying short-term and long-term goals, developing a career path, and identifying resources and opportunities to help teachers achieve their goals. This can be especially important for teachers who are considering a career change or who want to advance in their careers (Allen, 2017).

It is clear that all of these components are important, but some are especially important for teachers. For example, planning and organizing are crucial for creating a well-run classroom. Integration is important for creating a positive school culture and building relationships with students and parents. And maintenance is important for ensuring that teachers can grow and develop throughout their careers.

### **Types of Personnel Management**

(20) Baraldi and Vivian (2016) identified the following types of personnel management:

**Strategic Personnel Management:** This is concerned with the long-term goals and objectives of the school. It involves planning for future staffing needs, developing policies and procedures, and identifying resources. Strategic personnel management also has a direct impact on teachers'



job performance. By planning for future staffing needs, schools can ensure that they have the right number of teachers and staff members to meet the needs of their students. This helps to prevent teacher burn out and ensures that teachers have the time and

resources they need to be effective in the classroom (Tatikonda et al., 2017).

- (21) **Tactical Personnel Management:** This deals with the day-to-day operations of the school. It involves things like scheduling, managing employee relations, and addressing any issues that arise. Tactical personnel management is directly related to teachers' job performance. By ensuring that the day-to-day operations of the school are running smoothly, teachers can focus on teaching and learning (Bhushan et al., 2019). For example, having a clear and accurate schedule helps teachers plan their lessons and know when they will have time for grading and other tasks.
- (22) **Operational Personnel Management:** This refers to hands-on tasks of managing teachers, such as payroll, record keeping, and benefits administration. While this may seem like a less important aspect of personnel management, it is crucial for ensuring that teachers are paid accurately and on time and that they have access to the benefits they are entitled to (Wood et al., 2020). This helps to reduce stress and anxiety for teachers, allowing them to focus on their primary job duties and having accurate records and well-managed benefits helps to create a sense of security and stability for teachers, which can improve their job performance.
- (23) **Welfare Aspect (Benefits and Incentives):** The benefits and incentives that schools provide to their employees. This includes things like health insurance, retirement plans, and paid leave. These benefits and incentives are important for teachers' job performance for several reasons (Money et al., 2017). It helps to ensure that teachers have the financial stability they need to focus on their job.

Consequently, effective personnel management is essential for creating a positive and productive environment for teachers. When schools have the right policies and procedures in place, when they provide teachers with the benefits they need, and when they have a good understanding of the current and future staffing needs, teachers are better able to do their jobs well (Dunklin et al., 2020). This leads to better outcomes for students, and ultimately, for the school as a whole. Thus, when schools are looking to improve teacher job performance, they should consider all aspects of personnel management.

### Concept of Teacher Job Performance

Teachers job performance is seen as duties performed by a teacher at a particular period in the school system to achieve organizational goals. This implies that teachers job performance refers to the specific duties that teachers are expected to perform within a school system. These duties can include things like planning and delivering lessons, assessing students' progress, communicating with parents, and working collaboratively with colleagues. The goal of these duties is to help students learn and achieve the goals set by the school system. So, the quality of teachers' job performance can have a direct impact on student achievement. Teachers' job performance could be measured through teacher's job satisfaction and job attitudes such as job commitment, feelings of job challenge, job meaningfulness, and job responsibility (Cheng, 2016).

Performance as a variable is linked to the teachers' experience, resulting from the ideas generated in the course of learning, training, and acquired classroom management skills/expertise. Teachers' experience has a significant effect on student performance in the sense that students taught by more experienced teachers achieve at a higher level because their teachers have mastered the content and gained classroom management skills/expertise to deal

with different types of classroom problems. Therefore, the academic performance of students is dependent on the characteristics that a teacher portrays. Cheng (2016) found that teachers who have more experience in their field tend to have higher levels of job performance.

Cheng (2016) also found that teachers job performance can be affected by factors such as salary, recognition, work environment, and workload. For example, teachers who feel they are paid a fair salary are likely to have higher levels of job satisfaction. In addition, when teachers feel they are recognized and appreciated for their work, it can lead to higher levels of job performance. A positive work environment with supportive colleagues and administrator can also contribute to job performance. And finally, teachers who have a manageable workload are more likely to be perform effectively with their jobs. Teacher's job performance is very important to the realization of the school goals. Adebule(2014) defined teachers' job performance as the extent to which a teacher performs a particular role based on the specified standards. He also opined that teachers' job performance means the desired outcomes of teachers who have been given specific roles or responsibilities to perform, which may lead to implementing the school objectives. It also refers to the extent of work done by a teacher in the school setting, which leads to quality students who will in turn contribute to the development of the society after graduation.

Effective teacher job performance is important for student success, as well as for the overall functioning of the school (Parkay et.al, 2020). Many factors affect teacher job performance, such as working conditions, and support from the administrators. Teacher job performance is not just about the quality of instruction, but also about how well the teacher can meet the needs of their students (Mawoyo *et al*, 2020). This could include things like differentiating instruction, meeting the needs of special students, and addressing the needs of English language learners. Teachers' job performance also includes things like their ability to create a positive and engaging learning environment, and their ability to build relationships with students.

Adeyemi (2019) describe teachers' job performance as the ability of the teachers to combine relevant inputs for the enhancement of the teaching and learning process". It is also explained as the duties performed by teachers such as teaching, assessing, and marking students' tests and examinations, record keeping, and participating in school disciplinary committees at a particular period in the school system in achieving organizational goals. Teachers performance means the behavior of a teacher which changes differently with the change in the surrounding environment, in such a way that when a particular task is assign to he/she successfully takes action to carry out that task (Elujekwuteet *al.*,2018). The measures of teachers' job performance in this study are instructional materials, classroom management, students' assessment and instructional delivery.

Galle, *et al.* (2020) opined instructional materials as those instruments that help in teaching, which could be projector, textbooks, charts, info graphics and audio-speakers aiding teachers in conveying information, message across to the learners while imparting knowledge as well. Hafiz *et al*, (2020) observed that instructional materials are brought into the teaching and learning situation to enhance actualization of the learning objectives. Hence, there is need for a coordinated source of information for pre-service teachers on the preparation and use of instructional materials. This will help to overcome most problems in academic performance.

Sunday, *et al.* (2022) defined classroom management as an act of organizing and conducting the activities of the classroom. It involves designing and maintaining the classroom environment in a way that would support effective learning as well as actualization of instructional and overall school goals. Miwari, *et al.* (2020) elucidated classroom management as the wide variety of skills and techniques that teachers use to keep students organized, orderly,

focused, attentive on task, and academically productive. When classroom management strategies are executed effectively, it reduces the behaviour that impedes learning for individual students and groups of students while increases the behaviours that enhance learning.

Okiriduet *al* (2021) argued that for teachers to have direct influence on students' learning and academic performance, teachers need to ensure effective instructional delivery. Hillary et al (2018) posited that the process of instructional delivery has to be premised on the stated instructional objectives of the lesson, for it to be purposeful.

Obilor (2019) explained that assessment is an integral part of classroom instruction that enhances, empowers, and celebrates student learning. Using a variety of assessment techniques, teachers gather information about what students know and are able to do, and provide positive, supportive feedback to students. Yambi (2018) elucidated that since teachers themselves develop, administer and analyze the questions, they are most likely to apply the results of the classroom assessment to their own teaching.

### **Personnel Management Strategies and Teachers' Job Performance**

Some personnel management strategies that can significantly impact teachers' job performance, such as goal-setting, feedback, and recognition: coaching and mentoring as perceived by Uchechukwu and Uche (2015).

4. **Goal-Setting:** This is a strategy where teachers set specific and measurable goals to work towards. The goals should be S.M.A.R.T; "Specific, Measurable, Achievable, Relevant, and Time-bound" (Dilshaniet *al*, 2020). This means that the goals should be specific and clearly defined. There should be a way to measure the success of achieving the goals. The goals should also be realistic and achievable within a certain time frame. Setting clear and achievable goals help to motivate teachers and give them a sense of direction. This can lead to improve job performance.
- (iii) **Feedback:** This is the information that is given to a teacher about their performance which can be positive or negative, and it should be specific and constructive. Feedback focuses on the teacher's actions or behaviors, rather than their personality or character. It should also be given promptly so that the teacher too can use the information to improve their performance (Maduka, 2020). Feedback can come from a variety of sources, including the teacher's supervisor, colleagues, students and parents/guidance. Providing feedback and recognition to teachers can have a significant impact on their job performance.

**Recognition:** This is a strategy where teachers are rewarded and acknowledged for their achievements. This can be done in a variety of ways, such as through verbal praise, written recognition, or awards. Recognition has been shown to have several benefits for teacher job performance (Buheraet *al*, 2020). Recognition can increase teacher's motivation, as they feel appreciated and valued for their work and it can lead to higher levels of teacher engagement and job satisfaction.

- (i) **Coaching and Mentoring:** Coaching involves one-on-one guidance and feedback from an experienced professional, such as a school administrator or mentor. Mentoring is similar to coaching, but involves a long-term relationship between the teacher and the mentor. Both coaching and mentoring can help teachers develop new skills, improve their teaching practice, and become more effective (Sithaet al, 2019). Coaching and Mentoring are important ways to support teachers and help them improve their job performance.

## Challenges to Effective Personnel Management and Teachers' Job Performance

Personnel management is not always easy, and several challenges can make it difficult to implement effectively.

- i. **Inadequate Time and Resources:** School administrators may not have the time or resources to provide all support and training that teachers need. For example, a state is implementing a new evaluation system for teachers (Wang *et al* 2018). The state can develop a new performance rubric and is providing training for administrators on how to use the rubric to evaluate teachers. However, administrators report that they are having difficulty finding the time to complete the evaluations, and are concerned about the consistency of the evaluations across the district.
- ii. **Lack of Consistency:** Schools may have different policies and procedures, which can make it difficult to implement a consistent approach to personnel management. The lack of consistency can be a major challenge for schools, as it can lead to confusion for both administrators and teachers (Taft *et al* 2018).
- iii. **Resistance to Change:** Teachers may be resistant to new policies and procedures, or may not be willing to make the necessary changes to their practices. The fear of the unknown, New policies and procedures can be unfamiliar and may require teachers to adjust their practice in unfamiliar ways (DeJonget al, 2017).

## Conclusion

Conclusively, personnel management and teachers' job performance are closely linked. Personnel management involves a variety of strategies. however, the implementation of these strategies can be challenging due to lack of time and resources, lack of consistency and resistance to change. Despite these challenges, effective personnel management have positive impact on teachers' job performance, which leads to better outcomes for students, teachers, schools and society. Conversely, personnel management is a complex and ongoing process that can have a significant impact on teachers' job performance in private secondary schools. Successful implementation of personnel management strategies requires careful planning and attention to detail, as well as a commitment to overcoming any challenges that may arise.

## Suggestions

Based on the above discussions the following suggestions were made:

- i. Private schools should prioritize their personnel management efforts and focus on the most critical needs.
- ii. Private schools should develop and implement clear policies and procedures.
- iii. Private schools should involve teachers in the planning and implementation process.
- iv. Capacity building programmes in form of seminar, workshop and conferences should be periodically organized for teachers of private schools to enhance their performance.

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