

HUMAN RESOURCE DEVELOPMENT AS PREDICTORS OF JOB PERFORMANCE OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN ETSAKO WEST LOCAL GOVERNMENT AREA

BY

OMOZE EMMANUEL

Department of Educational Foundations and Management, Faculty of Education, Ambrose
Alli University, P.M.B 14, Ekpoma, Edo State, Nigeria

omozeemmanuel99@gmail.com 07039597320

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PROF. MRS. EUNICE OTI OMOREGIE

Department of Educational Foundations and Management, Faculty of Education,
AmbroseAlli University, P.M.B 14, Ekpoma, Edo State, Nigeria.

euniceregs@aauekpoma.edu.ng 08055673003

Abstract

This study investigated human resource development as a predictor of teachers' job performance in public secondary schools in Etsako West Local Government Area. The specific objectives were to assess the level of teachers' job performance and determine whether human resource development variables—specifically compensation and capacity development jointly predict job performance in the area. An ex-post facto (cause-and-effect) research design was adopted. The study population comprised 111 teachers across 27 public senior secondary schools in Etsako West. A sample of 22 teachers, representing 20% of the population, was selected. Two instruments were used: the Teachers' Human Resource Development Questionnaire (THREDQ) and the Teachers' Job Performance Questionnaire (TEJOPEQ). Both instruments were validated by supervisors and experts from the Department of Educational Foundations and Management in Ambrose Alli University, Ekpoma. Reliability was determined using the split-half method. The instruments were administered by the researcher and two trained assistants. Descriptive statistics (mean and standard deviation) were used to answer Research Question 1. Hypotheses 1 and 2 were tested using simple linear regression, all at 0.05 significance level. Findings revealed that human resource development variables (compensation and capacity development) significantly predicted teachers' job performance. It was also found that the overall level of job performance among teachers in the area was low.

Key words: Compensation, Capacity Development, Level of Job Performance and Teacher

Introduction

Job performance generally refers to how effectively employees carry out the duties assigned to them within their job descriptions. Teachers' job performance can be assessed through their lesson planning, delivery, evaluation, classroom management, and handling of student discipline, among others. These aspects are often evaluated through annual performance reports, which typically group teachers' duties into instructional and administrative categories. Instructional duties include planning and teaching lessons, managing classrooms, supervising students' notes, and interpreting syllabus. Administrative duties, on the other hand, involve student discipline, assembly coordination, programme planning, financial and project

management, and organizing co-curricular activities. Schools require proper development and management to prevent resource wastage and ensure optimal use of both human and material resources. Anekwe and Anekwe (2020) emphasized that teachers' skills and competencies can only be fully utilized through conscious efforts aimed at capacity building and welfare promotion. This idea aligns with the principles of Human Resource Development (HRD), which focuses on improving employees' skills, knowledge, and competencies for better organizational performance (Arop, Owan&Madukwe, 2019). HRD supports training and welfare investments to build a capable workforce that contributes meaningfully to institutional goals. In secondary schools, teachers play a central role in coordinating and utilizing resources to enhance learning. Arop, Owan, and Madukwe (2019) noted that HRD includes components like compensation development, and capacity development, and work resource provision.

Compensation development involves designing a fair and structured pay system, including salaries, allowances, and incentives based on teachers' qualifications, experience, and professional growth (Onaolapo, Olajiga&Onaolapo, 2020). Such compensation helps attract and retain qualified educators, especially when complemented with benefits like health insurance, retirement plans, and paid leave. Capacity development programmes such as workshops, seminars, and further education are also essential for improving teachers' effectiveness. However, access to these opportunities is often limited, hindering teachers' professional growth. Furthermore, availability of physical and instructional resources plays a significant role in supporting effective teaching and learning. In schools where compensation is poor, resources are lacking, and professional development opportunities are limited, teachers may show low commitment, reduced support to school leaders, and poor job performance (Mduma&Mkulu, 2021).

Scholars have examined level of teachers' job performance in schools. Okhuns (2020) examined characteristics as correlate of teachers' classroom performance in secondary schools in Edo Central Senatorial District. The population of this study was made up of all the principals and head teachers in public Secondary Schools in Edo Central Senatorial District. Questionnaire was used for the collection of data. Face and content validity were used in validating the instrument. The Cronbach alpha reliability technique was used to determine the reliability of the instruments. Data collected were analysed with mean (X) and standard deviation (S.D), Pearson Product Moment Correlation Coefficient and Multiple Linear Regression Analysis (MLRA). The entire hypotheses were tested at 0.05 level of significance. Results showed that the classroom performance of public secondary school teachers in Edo Central Senatorial District was low.

Inetianbor(2024) examined teachers' temperament and their classroom performance in public senior secondary schools in Esan West Local Government Area. This study adopted the correlational research design. The population of this study was made up of all the principals and teachers in public Senior Secondary Schools in Esan West Local Government Area. Two questionnaires were used for the collection of data titled: Teachers' Temperament Questionnaire (TETEQ) and Teachers' Class Performance Questionnaire (TECLAPEQ). Face and content validity were used in validating the instrument. The test re-test reliability technique was used to determine the reliability of the instruments. Data collected were analysed with mean (X) and standard deviation (S.D), Pearson Product Moment Correlation Coefficient. The entire hypotheses were tested at 0.05 level of significance. Results showed that the classroom performance of public secondary schools teachers in Esan West Local Government Area was low.

Onaolapo, Olajiga and Onaolapo (2020) examined compensation as correlates of teachers' job performance in Ekiti State secondary schools. The population of this study comprised of all the 7573 teachers and 179 principals in 179 public secondary schools in Ekiti State. The sample for the study comprised of 720 teachers and 72 principals selected from 72 public secondary schools in Ekiti State using multistage sampling procedure which include simple random, stratified random sampling techniques. Two sets of structured instruments were used for the study. The instruments were adjudged to be reliable for the study. All the hypotheses formulated were tested at 0.05 level of significance. The findings from the study showed that there was a significant relationship between compensation and job teachers' performance in Ekiti State secondary schools.

Ishaka, El-jajah and Adamu (2020) examined the relationship between teachers' incentive and teachers' job performance in Senior Secondary Schools in Taraba State, Nigeria. One purpose, two research questions were drawn, and one hypothesis was formulated and tested at 0.05 level of significance. Two research instruments were used to collect relevant data from the subjects, Teachers' incentive Questionnaire (TIQ) and Teachers' job satisfaction questionnaire (TSQ). The population of the study constituted 3,093 teachers with a sample of 354 participants. The data collected was analyzed using mean and standard deviation and Pearson product moment correlation was used to analyze the hypothesis at 0.05 level of significance. There was a statistical significance and strong relationship between compensation and teachers job performance in senior secondary schools in Taraba State, Nigeria.

Mduma and Mkulu (2021) investigated the influence teachers' professional development practices had on their job performance in Nyamagana District, Mwanza Region. The study employed convergent parallel design under the mixed methods approach to help collect and analyze both quantitative and qualitative data strands. Stratified random sampling and simple random sampling technique was used to sample public secondary schools and teachers while purposive sampling techniques were used to sample heads of schools and the District Education Officer. Data was collected through the use of questionnaires and in-depth interview guides. The quantitative data was analyzed with the aid of Statistical Package for Social Sciences (SPSS) while qualitative data were analyzed through thematic analysis of the specific objectives. The findings revealed that there was a significant relationship between teachers' professional development and job performance in Nyamagana District, Mwanza Region.

Eno-Obong, Okpa and Okoi (2020) investigated the influence of educational support services on teachers' job performance in secondary schools in Akwalbom State, Nigeria. The study adopted the cross-sectional survey design. A total sample of 721 teachers which was 20% of the population was selected from the study area. The main instruments used for data collection were questionnaire titled Educational Support Services Questionnaire (ESSQ)" and "Teachers' Job Performance Questionnaire (TJPQ)". The instruments were validated by experts and the reliability of the instrument established using Cronbach alpha and the coefficient of the sub scales ranged from .77-85 were high for the instrument to be considered reliable. Data collected were analysed using One-way Analysis of Variance (ANOVA), and the result showed that there was a significant influence of in-service training programme on teachers' job performance in secondary schools in Akwa Ibom State, Nigeria.

Rodgers, Arvinlucy and Raburu (2019) examined the influence of training of public primary school teachers on their performance. The study was conducted in Teso south sub-county of

Busia county, Kenya. Target population comprised one thousand and twenty four public primary school teachers. The study applied a survey research design. The sampling technique used was multistage sampling technique while the sample size was two hundred and eighty eight teachers. Questionnaires were used as the instrument for data collection. Quantitative data collected was analyzed using descriptive statistics while qualitative data was analyzed using thematic analysis. The result revealed that there was no significant relationship between training programme and public primary school teachers' job performance in Teso south sub-county of Busia county, Kenya

Research Questions

- i. What is the level of job performance among teachers in public secondary schools in Etsako West Local Government Area?
- ii. How does compensation development predict teachers' job performance in public secondary schools in Etsako West Local Government Area?
- iii. To what extent does capacity development predict teachers' job performance in public secondary schools in Etsako West Local Government Area?

Hypotheses

- I. Compensation development does not significantly predict teachers' job performance in public senior secondary schools in Etsako West Local Government Area.
- ii. Capacity development does not a significantly predict job performance of teachers in public senior secondary schools in Etsako West Local Government Area.

Method of Study

This study adopted an ex-post facto (cause-and-effect) research design, which was appropriate for examining the relationship between the study variables without manipulating them. The design enabled a thorough investigation of the predictive influence of the independent and moderating variables on the dependent variable teachers' job performance. The population consisted of 111 teachers and 27 principals from public secondary schools in Etsako West Local Government Area of Edo State. Due to the manageable size, the entire population was used as the sample. Data were collected using two instruments: the Teachers' Human Resource Development Questionnaire (THREDQ), completed by teachers, and the Teachers' Job Performance Questionnaire (TEJOPEQ), adapted from the Annual Performance Evaluation Report (APER) and completed by principals. To establish validity, the instruments were reviewed by two experts from the Department of Educational Foundations and Management, Faculty of Education, Ambrose Alli University, Ekpoma. Reliability was confirmed using Cronbach Alpha, yielding coefficients of 0.76 for THREDQ and 0.77 for TEJOPEQ, indicating acceptable reliability. Data collection spanned 3–4 weeks, with efforts made to ensure full participation. Ethical standards were upheld by informing participants of their rights, including voluntary participation and the option to withdraw at any time. Questionnaires were administered and retrieved on the same day to ensure a high response rate. Descriptive statistics (mean and standard deviation) were used to address Research Questions 1 and 2, while Pearson Product Moment Correlation was used to test Hypotheses 1 and 2 at the 0.05 significance level.

Result Research Question 1: What is the level of job performance among teachers in public secondary schools in Etsako West Local Government Area? The results of the analysis are presented in Table 1.

Table 2: Level of Job Performance among Teachers in Public Secondary Schools in Etsako West Local Government Area

Items	\bar{X}	SD	Remarks
Prepares lesson plan to meet instructional objectives.	2.31	.674	Low
Plans for continuing assessment/evaluation in lessons.	2.24	.641	Low
Choice the textbooks needed for a lesson before going to class.	2.20	.791	Low
Choose the instructional material needed to illustrate a new concept.	2.18	.861	Low
Utilizes teaching strategies that are consistent with the selected instructional objectives.	2.21	.912	Low
Makes the lessons engaging, relevant, and challenging.	2.04	.763	Low
Clearly explains a new concept to students during class instruction.	2.20	.778	Low
Uses common examples to explain a difficult concept.	2.40	1.086	Low
uses classroom based assessments to monitor instruction.	2.20	1.069	Low
Evaluates individual student progress regularly	2.90*	.945	High
maintains records for report card that will be given to students' parents,	2.83*	.988	High
asks students questions from time to time during lesson.	2.37	1.003	Low
teaches classroom behaviour expectations to students.	2.28	1.168	Low
maintains an effectively organized classroom.	2.25	1.095	Low
manages the limited class facilities available to teach students in class.	2.16	1.084	Low
allows all students' to participate in the lesson.	2.74*	1.048	High
establishes the guidelines on what is tolerable and what is not.	2.29	.992	Low
shows consistency and fairness in dealing with students' behavior.	2.15	1.115	Low
maintains order and discipline in the classroom.	2.35	1.099	Low
disciplines students in a consistent and respectful manner.	2.24	.584	Low
Overall mean = 2.34			

Result in Table 1 shows that majority of the teachers had high rating on evaluating of individual student progress regularly, maintaining records for report card that was given to students' parents and allowing all students' to participate in the lesson at mean score range of 2.74 to 2.80 and low rating on preparing lesson plan to meet instructional objectives, planning for continuing assessment/evaluation in lessons, choose the textbooks needed for a lesson before going to class, choosing the instructional material needed to illustrate a new concept, utilization of teaching strategies that are consistent with the selected instructional objectives, making the lessons engaging, relevant, and challenging, clearly explaining a new concept to students during class instruction, using common examples to explain a difficult concept, using classroom based assessments to monitor instruction, asking students questions from time to time during lesson, teaches classroom behaviour expectations to students, maintaining an effectively organized classroom, managing the limited class facilities available to teach students in class, establishing the guidelines on what is tolerable and what is not, showing consistency and fairness in dealing with students' behavior, maintaining order and discipline in the classroom and disciplining students in a consistent and respectful manner at mean score ranging from 2.04 to 2.40. The mean score of level of job performance of teachers was less than the criterion mean of (2.34 < 2.50). Hence, the result showed that the level of job performance among teachers in public secondary schools in Etsako West Local Government Area was low

Hypothesis 1: Compensation development does not significantly predict teachers' job performance in public senior secondary schools in Etsako West Local Government Area.

The results of the analysis are presented in Table 2.

Table 3: Summary of Regression Analysis on Compensation Development and Teachers' Job Performance in Public Senior Secondary Schools in Etsako West Local Government Area

$$R = .307^a$$

$$\text{Actual } R^2 = .094$$

$$\text{Adjusted } R^2 = .092$$

$$F_{(1, 359)} = 37.445^*$$

	Unstandardized Coefficients		Standardized Coefficients		p-val.	Remark
	B	Std. Error	Beta	t-val.		
Model						
(Constant)	1.732	.103		16.795	.000	Significant
Compensation Development	.254*	.041	.307	*6.119	.00001	Significant

a. Dependent Variable: Teachers Job Performance

b. Predictors: (Constant), Compensation Development

The result in Table 3 shows that compensation development individually predict job performance of teachers ($\beta = 0.254$, $t = 6.119$, $p < 0.05$). Therefore, the null hypothesis was rejected. This implied that compensation development significantly predicted teachers' job performance in public senior secondary schools in Edo State. The adjusted R^2 and R^2 (.094 and .092) showed that approximately 2 percent variation in job performance of teachers were attributed to the predictive or explanatory compensation development.

Hypothesis 2: capacity development do not significantly predict job performance of teachers in public senior secondary schools in Etsako West Local Government Area.

The results of the analysis are presented in Table 4.

Table 3: Summary of Regression Analysis on Training and capacity Development and Job Performance of Teachers in Public Senior Secondary Schools in Etsako West Local Government Area

$$R = .497^a$$

$$\text{Actual } R^2 = .247$$

$$\text{Adjusted } R^2 = .245$$

$$F_{(1, 359)} = 117.521^*$$

	Unstandardized Coefficients		Standardized Coefficients		t-val.	p-val.	Remark
	β	Std. Error	Beta				
Model							
(Constant)	1.530	.079			19.413	.000	Significant
Training and capacity development	.331*	.031	.497		10.841	.00003	

a. Dependent Variable: Teachers Job Performance

b. Predictors: (Constant), Training and Capacity Development

The result in Table 3 shows that training and capacity development individually predicted job performance of teachers ($\beta = .331$, $t = 10.841$, $p < 0.05$). Therefore, the null hypothesis was rejected. This indicated that training and capacity development significantly predict job performance of teachers in public senior secondary schools in Edo State. The adjusted R^2 and R^2 (.247 and .245) showed that approximately 2.47 to 2.45 percent variations in job performance of teachers was predicted by training and capacity development in public secondary schools in Etsako West Local Government Area.

Discussion

The findings shows that the level job performance of public senior secondary schools teachers in Edo state is low. Reasons for this low turn out could be the challenging working conditions that teachers face. Many teachers in public schools may be dealing with overcrowded classrooms, a lack of teaching materials, and limited resources. These conditions can make it difficult for teachers to provide effective lessons, which can lead to lower job performance. Another factor might be the high levels of stress teachers experience. Teachers often face stress from managing large classes, handling administrative tasks, and dealing with a heavy workload. Stress can affect

their ability to focus on teaching and perform at their best, leading to lower job performance. Additionally, the issue of inadequate compensation and welfare packages may be contributing to low job performance. When teachers are not paid well or lack proper benefits, they may feel undervalued, which can reduce their motivation to work hard or perform at their best. Lack of proper training and professional development opportunities could also be a factor. Teachers who do not receive ongoing training may find it harder to keep up with new teaching methods or address the challenges they face in the classroom, which can impact their overall performance. The result agreed with that of Okhuns (2020) who found that the classroom performance of public secondary school teachers in Edo Central Senatorial District was low. The result corroborates with that of Inetianbor (2024) who result showed that the classroom performance of public secondary schools teachers in Esan West Local Government Area was low.

The result showed that compensation development significantly predict teachers' job performance in public senior secondary schools in Etsako West Local Government Area. This may be as a result of low availability of direct and indirect compensation packages such as bonuses based on performance, premium/incentives during holiday/festive period, housing allowances, meal subsidy, utility allowances, health service allowance, annual leave allowances and transport allowances to engender the morale and enthusiasm of teachers towards the performance of their jobs. The findings supports that of Anekwe and Anekwe (2020) who found that compensation of teachers was a potent human resource management strategy for enhancing the motivation and job performance of the teachers. The result is in consonance with that of Onaolapo, Olajiga and Onaolapo (2020) who found a significant relationship between compensation and job teachers' performance in Ekiti State secondary schools. The result agrees with that of Ishaka, El-jajah and Adamu (2020) who found a significance and strong relationship between compensation and teachers job performance in senior secondary schools in Taraba State, Nigeria.

The result showed that capacity development significantly predict teachers' job performance in public senior secondary schools in Etsako West Local Government Area. The result agrees with that of Mduma and Mkulu (2021) who found a significant relationship between teachers' professional development and job performance in Nyamagana District, Mwanza Region. The result corroborates with that of Eno-Obong, Okpa and Okoi (2020) who found a significant influence of in-service training programme on teachers' job performance in secondary schools in Akwalbom State, Nigeria. Furthermore, the outcome of this investigation is in line with that of Rodgers, Arvinlucy and Raburu (2019) who found no significant relationship between training programme and public primary school teachers' job performance in Teso south sub-county of Busia county, Kenya.

Conclusion

Based on the results, the researcher concluded that human resource development variables (compensation and capacity development) significantly predicted the job performance of teachers in public secondary schools in Etsako West Local Government Area. Also, the level of job performance among teachers in public secondary schools in Etsako West Local Government Area was low.

Recommendations

Based on the results, the following recommendations were made:

- a) Principals should create a compensation development and management system that

would afford teachers the opportunity of enjoying non-salary based bonuses, incentives and allowances; to ensure they are encouraged and perform their duties diligently.

- b) Business organizations should recognize that committed teachers contribute to organisational development directly or indirectly through the delivery of their services. In performance of their cooperate social responsibility, business organisations could provide donations and grants to schools to support the welfare of committed teachers.
- c) The Alumni body of the public schools should endeavor to provide a various school facilities such as a functional library, and Information and communication Technology (ICT) laboratory with adequate provision of state of the art facilities to promote the teaching and learning for improved job performance of teachers in schools.

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