



Relationship between Human Resource Management and Teachers' Job Performance in FCT Secondary Schools Abuja

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Abstract

The study assessed the relationship *between* 'human resource management and teachers' job performance in FCT secondary schools Abuja. The study was guided by four objectives with four research questions and hypotheses. The research design used for this study was the cross-sectional survey research design. The total population of the study consisted of 4,014 teachers obtained from all the public secondary schools in Abuja. The sample size of the study was obtained using census sampling technique and it consisted of 983 respondents. The researcher's self-developed instrument called 'Questionnaire on the Human Resource Management and Teacher Job Performance (QHMTJP) was used for data collection. The instrument was validated and it yielded 0.68 as the validity index. The instrument was pilot tested on 20 teachers and the reliability index of 0.75 was obtained. Descriptive statistics of mean and standard deviation were used to answer the research questions while Pearson's product moment correlation was used to test all the hypotheses at 0.05 level of significance. The major findings of the study indicated that there is a significant relationship between human resource planning practice and teachers' job performance in secondary schools in FCT Abuja, there is a significant relationship between staff compensation practice and teachers' job performance in secondary schools in FCT Abuja, there is a significant relationship between staff development practice and teachers' job performance in secondary schools in FCT Abuja and there is a significant relationship between staff discipline practice and teachers' job performance in

secondary schools in FCT Abuja. One of the three recommendations was that the FCT Secondary Education Board should mandate all secondary schools in Abuja to strictly adhere to the board's recruitment policy to avoid shortage of teachers that hinder effective teaching in the secondary school system.

Keywords: Human Resource Management, Staff Compensation, Staff Development, Staff Discipline and Teachers Job Performance.

Introduction

Every educational institution depends on human resources for proper implementation of its goals and programmes. Any manager in educational institution who underestimates the essential role and importance of people may not be effective and efficient in running the affairs of the institution smoothly. The continuous improvement of educational standards in secondary schools would be attained through proper management of the human elements as poor management of workers may also lead to poor coordination and controlled of the activities of secondary schools. Human resource management is the design of formal systems in an institution to ensure effective and efficient utilization of human knowledge, skills and talents to accomplish institutional goals. Human resource management in secondary schools is focused on recruitment, selection, orientation, placement, welfare, training and retraining, placement, promotion, motivation relationship, compensation, transfer and

discipline of staff in order to facilitate proper administration of secondary schools (Ugwuanyi, 2015).

Human resource management is one of the major functions of management that determines the performance of workers in an institution. This implies that when workers in secondary schools are properly recruited, selected, supervised, inducted, appropriately rewarded, properly developed, appraised and promoted on the job, they may be committed and dedicated towards performing their jobs efficiently to ensure that secondary schools' activities are coordinated and controlled efficiently. Human resource management involves the process of motivating staff to induce them to perform their jobs diligently to obtain optimum results starting from the day they are recruited to retirement. Human resources are key elements of rapid development and efficient service delivery of any institution (Onah, 2018). Human resource components that are required for administration of secondary schools consist of the experiences, skills,

judgment, abilities, knowledge and wisdom of individuals within an institution. Without skillful and well-motivated work force operating within a comprehensive human resource management practices, the issue of effective administration may be difficult to achieve in secondary schools

A teacher is someone who has been exposed to a good measure of training in a teaching subject area as well as in professional education. Teachers are the backbone of an educational system. The success and failure of educational activities at any level depends on the job performance teachers. Therefore, the performance of teachers is emphatic for the improvement of education. Teachers are the most recognized and indispensable human resources in an educational institution. They are equally regarded as the most important element of the school system; more important than the quality of equipment, materials or the level of financing. Muheeb (2014) observed that teachers are the initiators and facilitators of teaching and learning activities and they act as agents of changes in any school system and because of these roles they perform, they are regarded as the heart of quality school improvement. It therefore follows that if teachers are to be productive, due attention must be accorded to their job satisfaction and there must be a favourable environment created by the principals to improve their job performance.

Teaching is one of the most difficult jobs because human behavior is complex and difficult to modify or change especially if one is not equipped to do so, as a result, inadequate professional training becomes a major constraint to teacher effectiveness. Physical characteristics of a teacher life quality voice and non-verbal communication skills and such effective qualities as fairness, patience, humor and concern for students could enhance teacher job performance (Dimmock, 2015). Therefore, a teacher who lacks these qualities may fail to foster the social, emotional and psychological development of the students to help them improve in their academic performance.

This study will assess relationship between human resource planning, staff compensation, staff development and staff discipline and teacher job performance in secondary schools in FCT Abuja.

Human resource planning is concerned with the knowledge about the present manpower resources and capabilities as well as the setting of objectives to meet the future manpower needs of an institution. It is the assessment and identification of staff requirements of an institution in advance and the development of strategies to obtain the required staff strengths to enable them contribute useful ideas, skills and knowledge towards effective coordination and organization of secondary schools. Planning of human resources may provide the basis for proper direction, reduce uncertainty and minimize wastage by maintaining the sets standards of school organization (Aghenta, 2016). The aim of human resource planning is to ensure that

adequate workers in terms of the right quality and quantity are provided to enhance teacher job performance. To facilitate teacher job performance of secondary schools, an increment in students' enrolment is expected to be matched with a corresponding increment in staff strengths. When there is high level of students' enrolment and stagnant staff employment, it becomes difficult for the teachers to performance their job in secondary schools to coordinate the affairs of their institutions successfully. In secondary schools, continuous planning for employment of staff may help to minimize the problem of under or over utilization of staff so that they could contribute positively towards effective performance of teachers in various secondary schools. The situations in FCT Abuja seem to suggest that many secondary schools in the FCT Abuja always increase students' enrolment on yearly basis despite the shortage of staff in the schools. As a result, much responsibility is assigned to few available teachers which prevent them from performing their tasks (Agabi, 2010).

Furthermore, compensation is another human resource practice that could help to influence the teacher job performance of secondary schools. Compensation scheme comprises the salary, house allowance, medical allowance and hazard allowance for those working in dangerous areas. Compensation management is the formulation and implementation of strategies with the aim of rewarding workers fairly in accordance with the organization value and policy. Compensation could be financial or non-financial in nature. Financial compensation involves giving employees monetary incentives, remuneration and bonuses among others to enable them to contribute their efforts positively towards the planning and coordination of secondary schools. Non-monetary compensation does not involve any direct payments of money and often originate from the work itself (Idemobi, Onyeizugbe & Akpunonu, 2011). Depending on a given school, the components of non-monetary compensation include certificate of recognition and participation, job security, autonomy, employees' empowerment, opportunity for growth, sound corporate policies and provision of comfortable working environment. Compensation is one of the major components of human resource management practices that is designed to enhance job performance among teachers.

Staff development may also help to influence teacher job performance in secondary schools as it serves as a tool for acquiring skills and knowledge to equip an individual to perform effectively towards the attainment of the goals of a school. In order to maximize the productivity and efficiency of secondary schools, every Chief Executive has the responsibility of developing the skills and knowledge of workers. Staff development is the education given to staff that is geared towards equipping them to contribute meaningfully towards the attainment of organizational goals. It is the type of education received by workers to enable them translates into action the knowledge and skills acquired for onward improvement of the overall success of a schools (Tella,

Ayeni & Popoola, 2017). Development of staff in secondary schools is meant to ensure that workers improve their abilities, attitudes and capabilities thereby becoming more effective and efficient to contribute to the success of the secondary school system. It is a tool for equipping staff to acquire more teaching skills and knowledge needed for effective teaching and management of classrooms. In secondary schools, staff members require developmental programmes in order to maintain an effective level of job performance needed to guarantee successful performance in the future. Staff development programmes for secondary schools' workers need to be person-oriented and job-oriented for the growth of individual and institutions. The importance of developing staff in secondary schools cannot be overlooked especially in a changing world which requires changes in knowledge, teaching methods and techniques to enhance the global competitiveness of secondary schools in the 21st Century (Kimani, Kara, & Njagi, 2013).

Discipline of staff is another aspect of human resource management practice that could enable teachers in secondary schools to perform their job diligently. Staff discipline is a tool which regulates the behaviour of teachers in secondary schools by helping them to adhere to the laid down policies of their schools. Staff discipline and control deal essentially with the ability of employees to remain within the bounds of the rules of conduct as defined by their schools. Staff discipline also connotes the employees' submission to an school's authority to direct or restrain their activities in working environments. In secondary schools, staff discipline may serve as a corrective instrument that is essential for promoting the attainment of laid down goals and objectives. Some of the offences which attract disciplinary measures among staff members in secondary schools are embezzlement of funds, examination malpractices, sexual indulgence, regular absence from school without permission, truancy and theft. The essence of staff discipline is to minimize misconduct among workers that would prevent effective planning, coordination and general performance of teachers in secondary schools since it reinforces positive change of behaviour among staff (Bakare, 2012). However, the process of staff discipline seems to be too cumbersome in secondary schools in FCT Abuja as many staff members engage in series of misconduct ranging from absenteeism, extortion of money from students, frequent truancy, harassment of female students and negligence of duties. The prevalence of the above negative behaviour staff may not enhance teacher job performance of the secondary schools in FCT Abuja.

Effective human resource management practice is required for teacher job performance in secondary schools. The new approaches for good human management in secondary schools demand that workers need to be treated as the valuable assets for the success of secondary schools. Teachers in secondary schools who are not properly managed may not contribute meaningfully towards effective administration of their

institutions. The problem of human resource management in secondary schools in FCT Abuja seems to be enormous. The problems include the issue of poor quality and quantity of staff recruited for the various secondary schools. Poor staff planning has been observed in some secondary schools in FCT Abuja especially recruitment and selection process as ‘godfatherism’ issue is rampant thereby influencing wrong employment of staff with mediocre skills that could not contribute meaningfully towards teacher job performance in secondary schools. Hence, this study was designed to assess the relationship between human resource management and teachers’ job performance in secondary schools in FCT Abuja.

Statement of the Problem

Ineffective human resource planning has been observed in the area of recruitment of staff in secondary schools in FCT Abuja. Recruitment into secondary schools in the state seems to be politicized and characterized by the issue of “godfatherism’ which prevents planning for employment of staff with the appropriate skills and knowledge needed for active participation in the smooth running of the affairs of the schools. As a result, the recruitment exercises of teachers seem not to be conducted on the basis of merit. Staff members employed under conditions of poor planning may become ineffective and under-perform their assigned responsibilities. Other factors seem to limit effective administration of secondary schools in FCT Abuja include poor compensation management, inadequate staff development programmes and poor disciplinary policies.

Staff members in secondary schools in FCT Abuja appear to have limited access to development programmes because of inadequate sponsorship. As a result, the staff attends conferences, workshops and further education through personal sponsorship which has decreased their effort from participating in training and development programmes that would help them to acquire the knowledge and skills needed to enable them contribute towards teacher job performance in FCT Abuja. The study was therefore designed to assess the relationship between human resource management and teacher job performance in secondary schools in FCT Abuja.

Research Questions

The study was guided by the following research questions:

1. What is the relationship between human resource planning practice and teacher job performance in secondary schools in FCT Abuja?
2. What is the relationship between staff compensation practice and teacher job performance in secondary schools in FCT Abuja?
3. To what extent does staff development practice impact teacher job performance in secondary schools in FCT Abuja?

4. What is the relationship between staff discipline practice and teacher job performance in secondary schools in FCT Abuja?

Objective of the Study

The aim of this study was to assess the relationship between human resource management and on teachers' job performance secondary schools in FCT Abuja. The following are the specific objectives of the study are to determine:

1. The relationship between human resource planning practice and teachers' job performance in secondary schools in FCT Abuja.
2. The relationship between staff compensation practice and teachers' job performance in secondary schools in FCT Abuja.
3. The relationship between staff development practice and teachers' job performance in secondary schools in FCT Abuja.
4. The relationship between staff discipline practice and teachers' job performance in secondary schools in FCT Abuja.

Statement of Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

HO₁: There is no significant relationship between human resource planning practice and teachers' job performance in secondary schools in FCT Abuja.

HO₂: Significant relationship does not exist between staff compensation practice and teachers' job performance in secondary schools in FCT Abuja.

HO₃: Significant relationship does not exist between staff development practice and teachers' job performance in secondary schools in FCT Abuja.

HO₄: There is no significant relationship between staff discipline practice and teachers' job performance in secondary schools in FCT Abuja.

Methodology

The study assessed the relationship *between* 'human resource management and teachers' job performance in FCT secondary schools Abuja. The study was guided by four objectives with four research questions and hypotheses. The research design used for this study was the cross-sectional survey research design. The total population of the study consisted of 4,014 teachers obtained from all the public secondary schools in Abuja. The sample size of the study was obtained using census sampling technique and it consisted of 983 respondents. The researcher's self-developed instrument called 'Questionnaire on the Human Resource Management and Teacher Job Performance (QHMTJP) was used for data collection. The instrument was validated and it yielded 0.68 as the validity index. The instrument was pilot tested on 20 teachers and the reliability index of 0.75 was obtained. Descriptive statistics of mean and standard

deviation were used to answer the research questions while Pearson’s product moment correlation was used to test all the hypotheses at 0.05 level of significance.

Data Presentation and Analysis

Research Question One: What is the relationship between human resource planning practice and teacher job performance in secondary schools in FCT Abuja?

Table 1: Mean and Standard Deviation Responses on Human Resource Planning Practice and Teacher Job Performance in Secondary Schools in FCT Abuja

S/N	ITEMS	SA	A	D	SD	Mean	Std. Dev.	Decision
1.	Human resource activities are carefully planned to recruit qualified .	150	240	305	285	2.05	0.68	Disagreed
2.	Adequate data are available for planning of human resource exercises so that teachers with the right skills are employed.	120	110	400	350	2.18	0.57	Disagreed
3.	There are clear rules and regulations guiding the planning and recruitment of teachers.	121	109	300	450	2.48	0.70	Disagreed
4.	The planning for staff recruitment activities are poorly conducted.	160	150	440	230	2.26	0.66	Disagreed
5.	There is an adequate provision for future acquisition of manpower with the right skills.	77	158	510	235	2.20	0.75	Disagreed
Cluster mean						2.23	0.67	Disagreed

Scale Mean 2.50

Table 1 indicates that item 1 has a mean value of 2.05 with standard deviation of 0.68, item 2 has a mean value of 2.18 with standard deviation of 0.57, item 3 has a mean value of 2.48 with standard deviation of 0.70, item 4 has a mean value of 2.26 with standard deviation of 0.66 while item 5 has a mean value of 2.20 and standard deviation of 0.75. The details of the analysis of research question 1 revealed that the cluster mean of 2.23 is lower than the scale of 2.50, the respondents therefore

disagreed that human resource planning practice is properly planned to enhance effective teacher job performance in secondary schools in FCT Abuja.

Research Question 2: What is the relationship between staff compensation practice and teacher job performance in secondary schools in FCT Abuja?

Table 2: Mean and Standard Deviation Responses on Staff Compensation Practice and Teacher Job Performance in Secondary Schools in FCT Abuja

S/N	ITEMS	SA	A	D	SD	Mean	Std. Dev.	Decision
6.	Diligent staff members are properly rewarded to enhance their job performance.	115	250	315	290	2.00	0.60	Disagreed
7.	Staff members are compensated for the loss they encounter when performing their official duties.	150	140	310	380	2.30	0.77	Disagreed
8.	Staff salary is proportional to their workload.	100	130	350	400	2.25	0.72	Disagreed
9.	Bonuses are given to teachers for additional responsibilities assigned to them.	185	175	340	280	2.10	0.68	Disagreed
10.	There is a provision for good incentive scheme for teachers to influence to work harder.	87	188	400	305	2.08	0.70	Disagreed
Cluster mean						2.14	0.69	Disagreed

Scale Mean 2.50

Table 2 indicates that item 6 has a mean value of 2.00 with standard deviation of 0.60, item 7 has a mean value of 2.30 with standard deviation of 0.77, item 8 has a mean value of 2.25 with standard deviation of 0.72, item 9 has a mean value of 2.10 with standard deviation of 0.68 while item 10 has a mean value of 2.08 and standard deviation of 0.70. The details of the analysis of research question 1 revealed that the cluster mean of 2.14 is lower than the scale of 2.50, the respondents therefore disagreed that staff members are adequately compensated to facilitate effective teacher job performance in secondary schools in FCT Abuja.

Research Question 3: To what extent does staff development relate to teacher job performance in secondary schools in FCT Abuja?

Table 3: Mean and Standard Deviation Responses on Staff Development Practice and Teacher Job Performance in Secondary Schools in FCT Abuja

S/N	ITEMS	SA	A	D	SD	Mean	Std. Dev.	Decision
11.	Regular seminars and workshops are organized for teachers.	90	275	300	305	2.15	0.72	Disagreed

12.	Teachers undergo development programmes using their money.	170	160	330	320	2.40	0.70	Disagreed
13.	There is a provision for mentorship of new teachers.	120	150	370	340	2.20	0.65	Disagreed
14.	Teachers are freely sponsored for further studies by their employers.	205	195	360	220	2.30	0.68	Disagreed
15.	Teachers are familiar with the recent teaching techniques.	97	198	370	315	2.28	0.67	Disagreed
Cluster mean						2.26	0.68	Disagreed

Scale Mean 2.50

Table 3 indicates that item 11 has a mean value of 2.15 with standard deviation of 0.72, item 12 has a mean value of 2.40 with standard deviation of 0.70, item 13 has a mean value of 2.20 with standard deviation of 0.65, item 14 has a mean value of 2.30 with standard deviation of 0.68, while item 15 has a mean value of 2.28 and standard deviation of 0.67. The details of the analysis of research question 1 revealed that the cluster mean of 2.26 is lower than the scale of 2.50, the respondents therefore disagreed that staff are developed to perform their their job effectively in secondary schools in FCT Abuja.

Research Question 3: What is the relationship between staff discipline practice and teacher job performance in secondary schools in FCT Abuja?

Table 4: Mean and Standard Deviation Responses on Staff Discipline Practice and Teacher Job Performance in Secondary Schools in FCT Abuja

S/ N	MS	ITE	SA	A	D	SD	Mea n	Std. Dev	Decision
16.	There is no proper guideline for discipline of teachers.	11	20	32	33	2.22	0.80	Disagree d	
17.	Teachers' behaviour is properly regulated.	5	0	5	0	2.30	0.71	Disagree d	
18.	There are measures to prevent misconduct among teachers.	10	18	35	35	2.40	0.69	Disagree d	
		14	11	38	35				
		0	0	0	0				

19.	There is a preferential treatment in the discipline of teachers.	10	17	38	12	2.10	0.78	Disagreed
20.	Teachers are not unduly sacked.	37	32	90	19	2.55	0.85	Agreed
		5	0	5	0			
		7	3		0			
Cluster mean						2.31	0.76	Disagreed
Scale Mean 2.50								

Table 4 indicates that item 16 has a mean value of 2.22 with standard deviation of 0.80, item 17 has a mean value of 2.30 with standard deviation of 0.71, item 18 has a mean value of 2.40 with standard deviation of 0.69, item 19 has a mean value of 2.10 with standard deviation of 0.78, while item 20 has a mean value of 2.55 and standard deviation of 0.85. The details of the analysis of research question 1 revealed that the cluster mean of 2.31 is lower than the scale of 2.50, the respondents therefore disagreed that staff are not discipline appropriately to enhance teacher job performance in secondary schools in FCT Abuja.

Testing of Hypotheses

All the four null hypotheses that guided this study were tested at 0.05 level of significance using Pearson's product moment correlation.

Hypothesis One: There is no significant relationship between human resource planning practice and teachers' job performance in secondary schools in FCT Abuja..

Table 5: Correlation Coefficient Analysis Showing the Significant Relationship between Human Resource Planning and Teachers' Job Performance

S/N	Variable	N	Df	r-cal	r-tab	Level of Sig.	Decision
1.	Human Resource Planning						
2.	Teachers' Job Performance	980	978	0.88	0.078	0.05	Rejected

Table 5 shows the correlation coefficient of significant relationship between human resource planning practice and teachers' job performance in secondary schools in FCT Abuja. The analysis of the results showed that the r-calculated value is 0.88 while the r-table value is 0.078 at significant level of 0.05 and 978 as degree of freedom. Since the calculated value of 0.75 is above the table value of 0.078, the null hypothesis one is therefore rejected. The results therefore indicated that there is a significant

relationship between human resource planning practice and teachers' job performance in secondary schools in FCT Abuja.

Hypothesis Two: Significant relationship does not exist between staff compensation practice and teachers' job performance in secondary schools in FCT Abuja.

Table 6: Correlation Coefficient Analysis Showing the Significant Relationship between Staff Compensation Practice and Teachers' Job Performance

S/N	Variable	N	Df	r-cal	r-tab	Level of Sig.	Decision
1.	Staff Compensation Practice						
2.	Teachers' Job Performance	980	978	0.76	0.078	0.05	Rejected

Table 6 shows the correlation coefficient of significant relationship between staff compensation practice and teachers' job performance in secondary schools in FCT Abuja. The analysis of the results showed that the r-calculated value is 0.76 while the r-table value is 0.078 at significant level of 0.05 and 978 as degree of freedom. Since the calculated value of 0.76 is above the table value of 0.078, the null hypothesis two is therefore rejected. The results showed that there is a significant relationship between staff compensation practice and teachers' job performance in secondary schools in FCT Abuja.

Hypothesis Three: Significant relationship does not exist between staff development practice and teachers' job performance in secondary schools in FCT Abuja.

Table 7: Correlation Coefficient Analysis Showing the Significant Relationship between Staff Development Practice and Teachers' Job Performance

S/N	Variable	N	Df	r-cal	r-tab	Level of Sig.	Decision
1.	Staff Development Practice						
2.	Teachers' Job Performance	980	978	0.82	0.078	0.05	Rejected

Table 7 shows the correlation coefficient of significant relationship between staff development practice and teachers' job performance in secondary schools in FCT Abuja. The analysis of the results showed that the r-calculated value is 0.82 while the r-table value is 0.078 at significant level of 0.05 and 978 as degree of freedom. Since the calculated value of 0.82 is above the table value of 0.078, the null hypothesis three is therefore rejected. The results demonstrated that there is a significant relationship between staff development practice and teachers' job performance in secondary schools in FCT Abuja.

Hypothesis Four: There is no significant relationship between staff discipline practice and teachers' job performance in secondary schools in FCT Abuja.

Table 8: Correlation Coefficient Analysis Showing the Significant Relationship between Staff Discipline Practice and Teachers' Job Performance

S/N	Variable	N	Df	r-cal	r-tab	Level of Sig.	Decision
1.	Staff Discipline Practice						
2.	Teachers' Job Performance	980	978	0.79	0.078	0.05	Rejected

Table 8 shows the correlation coefficient of significant relationship between staff discipline practice and teachers' job performance in secondary schools in FCT Abuja. The analysis of the results showed that the r-calculated value is 0.79 while the r-table value is 0.078 at significant level of 0.05 and 978 as degree of freedom. Since the calculated value of 0.82 is above the table value of 0.078, the null hypothesis four is therefore rejected. The results demonstrated that there is a significant relationship between staff discipline practice and teachers' job performance in secondary schools in FCT Abuja.

Discussion of Findings

The findings of hypothesis one demonstrated that there is a significant relationship between human resource planning practice and teachers' job performance in secondary schools in FCT Abuja. The findings of the study disagreed with Alimi, Ehinola and Alabi (2012) cited in Ugwuani (2015) who found out that significant difference does not exist between human resource planning and school performance in Ondo State. Proper human resource planning means making provision for adequate teachers with the appropriate combination of talents, skills, knowledge and ideas to perform the jobs that will be assigned to them properly. Human resources planning serve a basis for proper direction, reduce uncertainty and minimize wastage by maintaining the sets standards of the school organization. Human resource planning helps to eliminate or minimize problems of human resource shortage and wastage that could arise from unemployment, over-employment and underemployment in the school setting as known of the above situations could enhance teaching and learning. The major aim of human resource planning in schools is to ensure that the right quality and numbers of teachers are acquired for the various subjects in order to avoid staff shortage that will hinder effective teaching and learning in the future. Through human resource planning, the staff inventory could be conducted to determine when some staff will retire so that proper recruitment steps could be adopted to replace such teachers when they retire. Effective human resource planning could make provision

for teachers training through in-service training and other forms of training such as seminars, workshops and so on to upgrade teachers' knowledge in advance for the job they will be required to perform in future. Human resource planning involves forecasting the human resource needs of an economy, setting goals that would lead to the attainment of such needs, designing the strategies for the achievement of the set objectives, identifying resource needs, and defining modalities for plan implementation. Every planning process is not complete without adequate provision for plan evaluation and modification. Human resource planning is a continuous process as it is not static but involves different interrelated activities which must be modified and updated to achieve educational goals. It includes the planning and development of human resource programme such as recruitment, performance appraisal and training to ensure that an organization achieve it required work force. To this end, human resource planning is a management activity that involves a careful analysis of the existing workforce and job requirements for the purpose of searching and developing the necessary work force to ensure the continuous operation of the educational system.

The findings of the study further revealed that there is a significant relationship between staff compensation practice and teachers' job performance in secondary schools in FCT Abuja. The findings of the study confirmed the position of Omotayo, Adenike, Hezekiah and Thelma (2014) who ascertained that there is a strong correlation between compensation and the tested dependent and employees' performance and retention in secondary schools in Osun State. Compensation scheme comprises the salary, house allowance, medical allowance and hazard allowance for those working in dangerous areas. Compensation management is the formulation and implementation of strategies with the aim of rewarding workers fairly in accordance with the organization value and policy. Compensation could be financial or non-financial in nature. Financial compensation involves giving employees monetary incentives, remuneration and bonuses among others to enable them to contribute their efforts positively towards the planning and coordination of secondary schools. Non-monetary compensation does not involve any direct payments of money and often originate from the work itself. Depending on a given school, the components of non-monetary compensation include certificate of recognition and participation, job security, autonomy, employees' empowerment, opportunity for growth, sound corporate policies and provision of comfortable working environment. Compensation is one of the major components of human resource management practices that is designed to enhance job performance among teachers.

The findings of the study also showed that there is a significant relationship between staff development practice and teachers' job performance in secondary schools in FCT Abuja. The findings of the study disagreed with Ogunrin (2011) cited in Okeniyi

(2013) who conducted a study on the Perception of Nigerian Teachers on the In-Service Capacity Development in Oyo State showed that most teachers accepted that efforts of government in providing in-service development for teachers are not misdirected as it has helped to improve their job performance. Staff development is an avenue for closing the gap between current job performances and the expectation of future performance by teachers in educational institutions. Development activities for teachers could either be conducted in a short term or long term basis. Short term development encompasses a wide variety of programmes such as conferences, workshops, orientation, seminars, coaching and mentoring, symposiums, personal enrichment courses, attachments and college diploma or certificate programs varying from two weeks to six months while long term development occur through in-service and distance learning programmes. Development of teachers provides them with knowledge, skill and ability that are relevance to the professional life of teaching profession. Development molds the personality of a teacher such that their attitudes are reshaped, their habits are reformed and their personality is reconstituted. Employers of teachers are required to periodically either every term or annually organize development activities for teachers to enhance their professional growth through effective teaching. Regular development of teachers necessitates the school management to schedule development programmes for teachers in a manner that would be repeated within a specific period of time. Depending on the arrangement of each school, development could come up at the beginning, end of every term or session or during public holidays. Staff development is done in a systematic manner through the identification of needs for development and the designing of development activities to suit the benefitting staff. Staff development is a planned and systematic modification of behaviour through learning events, activities and programmes which result in the participants acquiring new knowledge, skills, competencies and abilities to carry out their work effectively.

The findings of the study demonstrated that there is a significant relationship between staff discipline practice and teachers' job performance in secondary schools in FCT Abuja. The study further found out that there was a significant relationship between staff discipline practice and teacher job performance in public senior secondary schools in FCT, Abuja. The findings of the study concurred with Olokoba, Abdullahi and Omosidi (2014) cited in Ugwuani (2015) who submitted that there is poor management of human resources in terms of improper discipline and compensation which induces poor management of secondary schools in Kwara State, Nigeria. Staff discipline is an aspect of human resource management that could be employed to control and channel teachers' efforts towards effective job performance. Discipline is a practice of making people complies with rules and regulations guiding an institution. Staff discipline on the other hand involves self-sacrifice, diligence, cooperation,

integrity, truthfulness, patriotism, consideration for others and empathy by members of an institution. Staff discipline in relation to school means the situation where teachers obey constituted authorities, adhere to school rules and regulations and consistently exhibit good moral conduct that support the teaching profession. It is the role of all principals to maintain disciplinary standards in their respective schools. Principals of secondary schools are expected to be firm and bold enough to take disciplinary actions against any misconduct staff without or favour. Staff discipline is meant to promote professional conduct required to facilitate effective teaching among teachers in the school setting. No academic activity would be executed smoothly when the face frequents indiscipline among staff in the school system. The behaviour classified as indiscipline that could reduce the effectiveness of job performance by teachers in secondary schools include laziness, failure to teach with commitment, improper keeping of school records, inflation of students' scores, aiding and abetting examination malpractices, lateness to school, absconding from school, frequent absenteeism, truancy, sexual harassment, rudeness to school authority, refusal to participate in extra-curricular activities, quarreling or fighting in the staffroom or in the class, misuse of school property indecent relationship with students, misappropriation of school funds among others.

Conclusion

The following conclusions were drawn based on the findings:

1. The study concluded that there is a deficiency in human resource planning that had invariably induce poor teaching among staff in secondary schools in Abuja.
2. Staff compensation is inadequate to enhance effective job performance among teachers in secondary schools in FCT, Abuja.
3. The study further concluded that development programmes are not properly organized for teachers which prevent them from performing their job effectively.
4. Teachers are not properly disciplined to induce them to undertake their teaching job successfully in secondary schools in FCT, Abuja.

Recommendations

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

1. The study recommended that the FCT Secondary Education Board should mandate all secondary schools in Abuja to strictly adhere to the board's recruitment policy to avoid shortage of teachers that hinder effective teaching in the secondary school system.
2. Since the study found out that teachers in secondary schools in FCT are not properly compensated in terms of their incentives, allowances and fringe

- benefits, the study therefore recommended that the body responsible for secondary school management in FCT should ensure that secondary schools develop strategies to help them to generate additional revenues internally to enable them compensate the staff adequately.
3. The study further recommended that the government should set aside special funds to organize seminars, workshops and sponsor staff for conferences and further studies to help them acquire additional knowledge needed to help them undertake their job efficiently.
 4. The study finally recommended that all secondary schools in FCT should follow the required guidelines for staff discipline so that no staff could be unduly punished using the discretion of the principals.

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