

Principals' human relation strategies and Teachers' Job performance in Secondary Schools in Patigi Local Government Area of Kwara State

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Abstract

Building a strong culture of collaboration and creative problem-solving organisation demands instructional leadership qualities that possess appropriate human relations among all staff in a school for achieving effective teaching and learning. This study, therefore, investigated principals' human relation strategies and level of secondary schools teachers' job performance in Patigi Local Government Area of Kwara State. A descriptive design of a correctional type was adopted. Fifteen out of 20 schools in Patigi Local Government Area were randomly selected while one school principal, two Vice-principals, three HODs and six teachers were selected using stratified random sampling techniques from each sampled school totalling 180 respondents. Two validated questionnaires (PHRSAQ and TJPQ) with reliability coefficient of .87 and .68 were used to elicit information from the respondents. Descriptive statistic of mean rating and inferential statistic of Pearson product moment correlation were used for data analysis. The study revealed, among others, that there is a positive non-significant relationship between human relations strategies of principals and teachers' job performance in secondary schools ($r = .12$, p value $.240 > .05$). The study therefore recommended that training or capacity building programmes on human relations strategy should be organised for principals of secondary schools of the sampled area.

Key Words: Human Relation, Self-Acceptance, Self-Awareness, Principal, Performance,

Introduction

The success of any school depends, to a large extent, upon the quality of its leader. The principal, as the instructional leader of a school, helps to integrate human and non-human resources into a productive working mechanism. Principals' leadership approach influencing teachers' behaviour and beliefs through collective supervisory activities, co-operation, motivation, effective communication and evaluation for the achievement of the educational objectives of the school. Principals perform dual functions as administrators and professional teachers. As administrators, the principals perform duties like planning and coordinating, attending to mails, visiting ministries to resolve school problems among others. As a professional teacher, the principal engages in the curriculum design deployed and source for material resources to assist teaching staff. Actualising these functions, the principal is required to possess good human relation skills (Kobola, 2007; Adeyemi, 2010).

The attitude of a principal towards his subordinates would influence the behaviour of the teacher in a significant manner and this in turn would affect students' academic performance. It can then be assumed that the level of interaction of principals with their teachers would directly or indirectly determine students' level of performance in their academic tasks (Adeyemi, 2010; Adeyemi, & Adu, 2013). The principals are to examine the performance of the school teachers to determine how the set educational objectives of the school are being achieved. Where performance deviates from the desired result, the principal undertakes corrective measures, guidance and counselling and coaching the personnel concerned.

Human relation is a complex term that encompasses areas like collective bargaining, negotiations, employment legislation, work-life, equal opportunities and managing diversity (Trebilcock, nd). One imperative aspect of

human relations concerns the involvement of members of staff in the administration of the school. This entails teachers' involvement and participation in decision-making, self-awareness of the principals among others. Self-awareness according to Morin, (2011) represents the capacity of becoming the object of one's own attention. It is regarded as the most human relation strategy related to workplace emotional intelligence that promotes institutional effectiveness (Atuma & Agwu, 2015).

Teachers' job Performance in secondary schools is highly influenced by many factors such as motivation, qualifications, school climate, among others (Atiya & Palwasha, ND). Teachers' job performance has been described as their level of involvement in the day to day running of school. It is referred to as the measure of teacher's level of effectiveness in relation to their expected responsibilities in their school. It is used to assess whether a teacher carries out his or her job well or not in terms of teaching, discipline, lesson plan, lesson delivery and commitment (Awodiji, 2018).

Amin, Shah, Ayaz, & Atta (2013) investigated on teachers' job performance at secondary school level in Southern Districts of Khyber Pakhtunkhwa. Survey research design was used. The finding of the study revealed that the level of teachers' job performance was above average and was good in Southern Districts of Khyber Pakhtunkhwa. Osagie & Akinlosotu, (2017) conducted study on teachers' job performance and students' academic achievement in secondary schools for the existence of bi-causal relationship in Nigeria. Ex-post facto research design was adopted in the study. The study focused only on the Economic teachers and senior school students in class two of Ekpoma public secondary schools, Edo State, Nigeria. Findings of the study showed that teachers' job performance in the three terms jointly predicted students' academic achievement. Fehintola (2014) found out that teachers' job performance and other teachers' attributes (teachers' academic qualification, professional qualification, content knowledge, instructional quality, evaluation procedures, work value and

classroom attendance).

Hence, human relations strategies (Self-awareness, Self-acceptance, participation and motivation) of principals were considered as tools for improving teachers' job performance in the secondary schools.

Statement of the Problem

The principal, as an educational leader of secondary school in Nigeria, plays a pivotal role in the success of the school (Garba, Soaib & Ramli, 2014). Building a strong culture of collaboration and creative problem-solving organisation demands instructional leadership qualities that possess appropriate human relations among all staff in a school for achieving effective teaching.

Therefore, the study investigated the relationship between principals' human relation strategies and teachers' job performance in secondary schools in Patigi Local Government Area (LGA) of Kwara State.

Objectives of the Study

The main objective of this study was to establish the relationship between principals' human relation strategies and teachers' job performance in secondary schools. Specifically, the study sought to:

- A. Identify the level of job performance of teachers' in secondary schools;
- B. Ascertain human relation strategies mostly adopted by principals in secondary school;
- C. Find out the major factors limiting principals' human relations in Patigi LGA secondary schools; and
- D. Estimate the index of relationship between the principals' human relation strategies and teachers' job performances;
- E. Determine relationship between self-awareness strategy and teachers' job performance in secondary schools;
- F. Investigate relationship between self-acceptance strategy and teachers' job performance in secondary schools ;
- G. Examine relationship between Motivation strategy and teachers' job performance in secondary schools; and
- H. Establish relationship between

participation strategy and teachers' job performance in secondary schools.

Research Questions

The following research questions guided the study:

- A. What is the level of job performance of secondary school teachers?
- B. What are the human relations strategies mostly practiced by secondary schools' principals in Patigi LGA?
- C. What are the factors limiting human relations of secondary school principals' in Patigi LGA?
- D. What is the index of relationship between principals' human relation strategies and teachers job performance level?

Research Hypotheses

Below are the hypotheses generated to guide the study:

- HO₁: There is no significant relationship between principals' human relations strategies and teachers' job performance level in secondary schools.
- HO₂: There is no significant relationship between self-awareness strategy and teachers' job performance level in secondary schools.
- HO₃: There is no significant relationship between self-acceptance strategy and teachers' job performance level in secondary schools.
- HO₄: There is no significant relationship between motivation strategy and teachers' job performance level in secondary schools.
- HO₅: There is no significant relationship between participation strategy and teachers' job performance level in secondary schools.

Methodology

The study adopted a descriptive design of a correctional type. It appraised the prevailing situation which centered on the relationship between principals' human relation strategies and teachers' job performance level in secondary school.

The population for the study comprised all the principals, vice-principals and teachers of 20 public secondary schools in Patigi LGA. From the population, 15 schools were selected using stratified random sampling technique. The respondents comprises one principal, two vice-principal, three HODs per school to assess the teachers' job performance while six teachers that have spent at least 5 years to have a deep assessment of principals' human relation strategies were selected per school. The total sampled was 180 respondents for the study.

Two validated questionnaires tagged "Principals' Human Relation Strategies Assessment Questionnaire (PHRSAQ) and Teachers' Job Performance Questionnaire (TJPQ) were used for data collection. The research instruments were pilot tested by administering them on 20 respondents from a school outside the sampled schools and were subjected to reliability test to establish internal consistency using Cronbach Alpha because the questionnaires with different constructs and were found to be reliable at 0.87 (PHRSAQ) and 0.68 (TJPQ) co-efficient (Hathaway & McKinley, 1943; Nunnally & Bemstein, 1994; Beck, Steer & Brown, 1996; DeVellis, 2003; Pallant, 2011; McLeod, 2013). Descriptive statistic of mean rating and inferential statistic of Pearson Product Moment Correlation (PPMC) were used for data analysis.

Results

Research Question One: What is the level of teachers' job performance in secondary schools?

Research question one was answered based on the rating scale as responded to by principals, vice principals and heads of department of the sampled secondary schools Patigi Local Government Area, Kwara State as shown in Table 1. Mean score of the responses were summed up and the decision was taken considering the rule.

Table 1
Level of Teachers' Job Performance in Secondary Schools

Level	Score Range	Frequency	Percentage
Low	21-40	-	-
Moderate	41-60	4	4.4
High	61-80	86	95.6
Total		90	100

Table 1 reveals the level of teachers' job performance of the sampled secondary schools as assessed by the supervisors (Principals, Vice-Principals and Head of Departments) in Patigi Local Government Area, Kwara State was high at 95.6%. The range was determined by the sum of the items (20) multiplied by 4 (response scale) and equaled to 80. The maximum minus minimum (80-20) equaled to 60 divided by 3. Hence, the data was recoded to 20-40 = 1, 41-60

= 2, and 61-80 = 3. Hence, the frequency was used to determine the level. This means teachers of the sampled schools in Patigi Local Government Area, Kwara State are highly dutiful and responsible based on their supervisors' rating.

Research Question 2: What are the human relations strategies mostly practiced by secondary schools' principals?

Table 2
Human Relations Strategies mostly Practice by Secondary Schools' Principals

Items	N	Mean	SD	Rank
Self-Awareness	90	2.97	0.32	1 st
Self-Acceptance	90	2.86	0.35	2 nd
Motivation	90	2.30	0.27	4 th
Participation	90	2.68	0.26	3 rd
Mean Average	90	2.70	0.57	

Key: < 1 = Low; 2 – 3 = Moderate; > 4 = High

Table 2 shows the human relations strategies mostly practiced by the secondary schools' principals as perceived by the teachers. Self-awareness was ranked 1st at (X= 2.86) as the most practiced human relation strategies by secondary school principals. Self-acceptance and participation strategies were ranked 2nd and

3rd respectively. This implies that self-awareness was most practiced by the principals in the sampled schools.

Research Question 2: What are the factors limiting principals' human relations secondary schools?

Table 3
Factors Limiting Principals' Human Relations in Patigi LGA Secondary Schools

Items	N	Mean	SD	Rank
Lack of required skills and experience to effectively manage human resources	90	2.44	.99	9 th
Inadequate provision for leadership capacity building to improve principal's leadership skills	90	2.32	.82	10 th
Lack of authority to discipline erring staff due to external interference	90	2.26	.94	11 th
Government delay in the payment of teachers' salaries and other emolument	90	3.20	.53	3 rd
Inadequate facilities for teachers and other staff to carry out their duties	90	3.16	.66	3 rd
Insufficient number of teaching and non-teaching staff in the school	90	3.12	.66	5 th
Politicization of teachers' appointment and promotion	90	3.23	.74	1 st
Inadequate funding of school on the part of Government	90	3.19	.68	2 nd
Uncooperative attitude of members of PTA and the host community	90	3.09	.73	6 th
Encroachment of corruption into the school system	90	2.86	.65	8 th
Nonchalant attitude of some of the members of the staff	90	2.87	.85	7 th

The result in Table 3 reveals the factors limiting principals' human relations in Patigi Local Government Area secondary schools. It was revealed that, among other factors hindering principals' human relations, politicization of teachers' appointment and promotion was ranked 1st which means that principals who were appointed or promoted on the basis of "who-know-who". Hence, the principal may not possess the human relation skills. Also, teachers who were appointed based on their political influence or associate may not be subjected to the principal and invariably affect their

relationship within the school. Inadequate funding, educational facilities and irregular payment of staff salary were found as factors that mostly affected principals' human relation in secondary schools, Patigi Kwara state.

Hypothesis Testing

HO₁: There is no significant association between human relations strategies and teachers' job performance in secondary schools in Patigi Local Government Area, Kwara State.

Table 4
Principals' Human Relations Strategies and Teachers' Job Performance

Variables	N	r	p Value	Decision
Human Relations Strategies	90	.118	.240	Ho₁
Teachers' Job Performance	90			Accepted

***Significant < 0.05**

Result from Table 4 indicates the Pearson correlation analysis value yielded $r = 0.12$ which is positive association with P value $.240 > 0.05$. This shows a positive not significant relationship result. Hence, the hypothesis is accepted. This implies that, a positive non-significant association exists between the principals' human relation strategies and job

performance of teachers in Patigi LGA, Kwara State.

Ho₂: There is no significant association between principals' self-awareness strategy and job performance of teachers in Patigi LGA secondary schools, Kwara State.

Table 5
Principals' Self-Awareness Strategy and Job Performance of Teachers

Variables	N	r	p Value	Decision
Self-Awareness strategy	90	.153	.128	Ho₁
Teachers' Job Performance	90			Accepted

***Significant < 0.05**

Table 5 shows that the Pearson correlation analysis value yielded $r = 0.153$ which is positive relationship with P value $.128 > 0.05$. This means a positive not significant relationship result. Hence, the hypothesis is accepted. This implies that there is a positive non-significant association between the

principals' self-awareness strategy and teachers' job performance in Patigi LGA, Kwara State.

Ho₃: There is no significant relationship between principals' self-acceptance strategy and job performance of teachers in Patigi LGA secondary schools, Kwara State.

Table 6
Principals' Self-Acceptance Strategy and Job Performance of Teachers in Secondary Schools

Variables	N	r	P Value	Decision
Self-acceptance strategy	90	.230	.021	Ho₁
Teachers' Job Performance	90			Rejected

***Significant $P < 0.05$**

Result from Table 6 reveals the Pearson correlation analysis value yielded $r = 0.23$ which is positive relationship with P value $.021 < 0.05$. This shows a positive significant relationship result. Hence, the hypothesis is rejected. This implies that principals' self-acceptance strategy has a positive significant relationship with

teachers' job performance in Patigi LGA, Kwara State.

Ho₄: There is no significant relationship between principals' motivation strategy and job performance of teachers in Patigi LGA secondary schools, Kwara State.

Table 7
Principals' Motivation Strategy and Teachers' Job Performance in Secondary Schools

Variables	N	r	P Value	Decision
Motivation strategy	90	.051	.613	Ho₁
Teachers' Job Performance	90			Accepted

***Significant $P < 0.05$**

Result from Table 7 shows the Pearson correlation analysis value yielded $r = 0.051$ which is positive relationship with P value $.613 > 0.05$. This shows a positive non-significant relationship result. Therefore, the hypothesis is accepted. This implies that, a positive non-significant relationship exists between the principals' motivation strategy and teachers' job performance, that is, principals' motivation

strategy only correlation to teachers' job performance in Patigi Local Government Area, Kwara State.

Ho₅: There is no significant relationship between principals' participation strategy and job performance of teachers in Patigi LGA secondary schools, Kwara State.

Table 8
Principals' Participation Strategy and Teachers' Job Performance in Secondary Schools

Variables	N	r	p Value	Decision
Participation strategy	90	.063	.531	Ho₁
Teachers' Job Performance	90			Accepted

***Significant P > 0.05**

Result from Table 8 shows the Pearson correlation analysis value yielded $r = 0.63$ which is positive relationship with p value $.531 > 0.05$. This indicates a positive non-significant relationship result. Therefore, the hypothesis is accepted. This means that there is a positive non-significant correlation exists between the principals' participation strategy and job performance of teachers of Patigi LGA, Kwara State.

Discussion of Findings

Findings from Table 1 show that the level of job performance of teachers in Patigi LGA secondary schools, Kwara State was high at 95.6% based on the assessment by their supervisors. This implies that the teacher of the selected schools were disciplined, committed and responsible in discharging their assigned duties. The finding is similar to that of Amin, Shah, Ayaz, & Atta (2013) in their study that teachers' level of job performance was above average and good. Ekpoh and Eze (2015) explained that teachers' job performance involves all the activities carried out by the teacher to achieve the desired effects on students. It involves the extent to which the teacher participates in the overall running of the school in order to achieve the expected objective and goals of the school.

The results in Table 2 shows that self-awareness strategy was the most used human relation strategies by the principal, while self-acceptance, participation, and motivation were ranked 2nd, 3rd and 4th respectively. The findings buttressed that of Adeyeye (2012) who posited that effective self-awareness by principals in school will enhance school effectiveness.

From the testing of the hypothesis one, it was found that there was positive non-significant relationship between principals' human relation strategies and teachers' job performance in secondary schools in Patigi Local Government Area, Kwara State. Principals' human relation is the social interactions taking place between the principal and the teachers. This however, enables the principals, teachers, students and parents to exhibit keen interest and confidence in one another and find pleasures in working together. An effective human relation describes an environment where the leaders as credible and competent head will exhibit cordial relationship between themselves and their followers. The finding is in agreement with the view of Scolt (2007) submitted that human relation is a process of an effective motivation of individuals in a given situation in order to achieve a balance of objectives which will yield greater human satisfaction and help in the

accomplishment of institutional goal. Arotiba (1998) opined that human relation strategy is the total connectedness and cooperativeness that exists between the leaders and their subordinates to carry out their responsibilities for achieving the organizational goals.

The finding on the hypothesis one which was accepted, thus, there was positive non-significant relationship between self-awareness and teachers' job performance in secondary schools in Patigi Local Government Area, Kwara State. Human relation strategy is a problem-solving approach through an open and trust of exchange of views. Beyond accommodating individual's different points of view, it involves searching for integrative solutions. This finding corroborates that of Adeokun (2012) who asserted that human relation strategy is one of the most effective ways of managing dispute in any organisation that would bring substantial result. The finding negates Atuma & Aguw (2015) who found out that positive relationship existed between managers' self-awareness and return on investment. Though the study was carried out in banking sector while the present study was on educational sector. Hence, self-awareness has been proved to be a human relation strategy that will enable principals to realise personal strength and weaknesses and serves as critical component to principals' effectiveness (Atuma & Agwu, 2015).

The finding on the hypothesis two which was rejected, thus, there was positive significant relationship between self-acceptance strategy and teachers' job performance in secondary schools in Patigi Local Government Area, Kwara State. This finding confirmed the finding of Akinnubi, Gbadeyan, Fashiku and Kayode (2012) that in any educational institution, effective self-acceptance remains a veritable tool which aids the actualisation of its goals. Marcus & Wei Xu (2015) found out that self-acceptance was found to partially mediate the relationship between mindfulness and stress.

The finding on the hypothesis three which was accepted, thus, there was positive but non-significant relationship between motivation strategy and job performance of teachers in

secondary schools in Patigi LGA, Kwara State. The teachers' morale could be low when they are not sufficiently motivated, therefore, they become dissatisfied. The finding of the study is similar to that of Akinola (2004) who opined that motivation of teacher is common in public schools than in private schools. In the same vein, Bahati (2013) found out from the research carried out on the influence of motivation on job performance among primary school teachers in public schools Kongwa district council, Tanzania, that other social and external factor such as employers' irresponsibility not necessary motivation affects teachers' performance. The finding concluded that teachers' performance did not mainly depend on motivation and in constant the study confirm the theory of Self Determination Test (SDT) that the social environment can foster or hinder the core sell's natural inclination to fully actualize one's potential.

The hypothesis four which was accepted, thus, a positive non-significant correlation exists between participation strategy and job performance of teachers of Patigi LGA secondary schools in Kwara State. By implication, teachers' involvement in the administration does not significantly predict their job performance in the school. However, this could positively and indirectly enhance the school effectiveness. The finding of the study is similar to that of Stone (2002) submitted that participation strategy as one of the principals' human relations strategies will influence the performance of teachers because if the participation of the teachers is guaranteed, it will enhance school effectiveness.

Conclusion

The conclusion from the preceding findings is that principals' human relation strategies in terms of *self-awareness*, *self-acceptance*, *participation and motivation* have a corresponding positive relationship with teachers' job performance. Hence, it is imperative for school principals to adopt the various human relation strategies to enhance teaching capabilities of teachers and overall school performance.

Recommendations

Stem from the findings and conclusion of this study, recommendations were made as follows:

1. The state's Teaching Service Commission (TESCOM) should make arrangement for the 21st century pedagogical training of teachers to enhance their teaching effectiveness and to adequately cope with the present educational challenges.
2. Leadership training programmes should be designed for principals, apart from their academic qualification as to enable them gain in-depth knowledge and understanding of human relations' strategies as tools for school effectiveness.
3. Principals, as the schools' heads, should make efforts to ensure that the rules and regulations that serve to guide the conduct of their teachers should be fair and not rigid in order to give room for effective human relations that will no doubt increase teachers' job performance.
4. Opportunities should be given for teachers to partake in matters affecting them within the system. Principals should in writing commend teachers whose job performance has positively affected the tone and academic performance of the school and awards should provide consistent motivation to them to attain excellence and quality in their performance for overall good of the school. When goals have been set in the school, teachers who contributed to achieving them should also be commended or rewarded with money materials, or other prizes to boost their morale.

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