

HUMAN RESOURCE MANAGEMENT PRACTICES AND STAFF JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN BENUE STATE, NIGERIA

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Abstract

This investigated the influence of human resource management practices on staff job performance in public secondary schools in Benue State in Nigeria. Five research questions guided the study and five null hypotheses were formulated and tested. The review of related literature was done under theoretical framework, conceptual framework and empirical studies. The study adopted survey research design. The population of the study comprised 5,110 teachers from 309 public secondary schools. A sample of 511 teachers representing 10% of the population was taken from 30 public secondary schools using multi-stage sampling technique. Human Resource Management Practices and Staff Job Performance Questionnaire (HRMPSJPQ). The instrument was subjected to Cronbach Alpha test and it yielded a reliability coefficient of 0.74 was used for data collection. Mean and standard deviation were used to answer the research questions. Chi-Square test was used to test the hypotheses at 0.05 level of significance. The first result of the study shows that staff recruitment has significant influence on staff job performance in public secondary schools in Benue State Nigeria; The second finding of the study shows that staff training and development have significant influence on staff job performance in public secondary schools. The third finding of the study shows that staff motivation has significant influence on staff job performance in public secondary schools. The fourth finding of the study shows that staff evaluation has significant influence on staff job performance in public secondary schools. The fifth and final result of the study shows that staff promotion has significant influence on staff job performance in public secondary schools. Based on the findings, it was recommended among others that school management should collaborate with government to ensure the employment of competent and qualified staff with opportunities to promote skills and knowledge through workshops, seminars and other in-service. The study concluded that staff recruitment, staff training and development, staff promotion, staff evaluation and staff motivation have influence on staff job performance. The study further recommended that salaries of staff should be paid promptly to enable them concentrate on their job for effective delivery.

Key Words: Human Resource Management Practices, Staff Job Performance, Staff Recruitment,

Introduction

Human resources refer to all human beings engaged as inputs in education and most importantly the teaching and non-teaching staff as well as having people with relevant skills, abilities and knowledge, which could go a long extent in determining the success or failure of the school organization. Ige further adds that human resources are the building blocks and active agents of an organization, in fact, the most important resource in any educational institution. Olorunsola and Arogundade (2012) also affirm that teaching and non-teaching staff are the major determinant of any educative process in the secondary schools because the success or failure of the educational system is critically tied to them (Ige, 2010).

Ahmad and Jameel (2016), human resource management is the process of recruitment, induction, training, development and motivation of employees. It is concerned with people at work and their relationship within the system. Ahmad and Jameel (2016) maintains that human resource management is aimed at achieving justice and efficiency in any organization which enables every employee to offer the best contribution towards the success of the organization. It equally seeks to ensure that there are fair terms and condition of employment so that the employees are satisfied on their jobs.

Matthias and Jackson (2010) see human resource management as the strategic and operational management of activities focusing on the human resource in an organization. From these definitions, it is crystal clear that human resource management is seen in terms of two principal functions, namely: the operational and strategic forms which the former focuses on personnel activities such as checking attendance to work, lateness, absenteeism, ensuring employees' health and safety, ergonomics (psychological and environmental factors), administering laws and regulations. Personnel functions constitute everyday activities, which tend to be characteristically administrative, short-term oriented and maintenance-oriented (Matthias & Jackson, 2010). Matthias and Jackson further stress that the strategic focus on the other hand involves human resource planning, forecasting, growth, perspectives contracting possibilities and thinking ahead for recruiting more personnel, downsizing, employing people with new skills and competencies.

Shaukat, Ashraf and Ghafoor (2015) advise that "human resource management of any institution should embrace the following activities: recruitment strategies, talent management strategies, training and development, motivation, appraisal and compensation practices". Others include equal employment opportunity policies, health, safety and security programmes, labour unions and human resource information as well as communication technology system. The Society for Human Resource Management (SHRM, 2013) identifies seven major functions of HRM. These include: human resource planning, recruitment and selection, human resource training and development, compensation management, safety and health, performance appraisal and employee and labour relations. From these various definitions, one would summarise human resource management practices to mean the process of employing people, training/developing them, motivating them, evaluating and developing strategies to retain them for better performance in any organization. This study focuses on five of these practices namely: recruitment, training and development, motivation, evaluation and promotion of personnel for maximum output to enable secondary schools achieve their objective in Benue State.

Recruitment is arguably the most important human resource function. Since the successes or failures of any organisation stem from the quality of people employed (Armstrong, 2009). Staffing emphasizes the recruitment and selection of human resource for an organization (Sarma, 2009). Teachers who are the main implementers of educational policies are supposed to be of adequate quality and quantity. Thus, recruiting teachers that are not qualified to teach in secondary schools sometimes may be qualified in their area of specialization, but may not be appropriate in the area where they are engaged and this may affect their performance as well as the quality of education offered in such schools (Jalam, 2015).

Recruitment of staff may not give the needed result since staff who do not know what to do or how to do it cannot perform effectively even if they want to (Amadi, 2008). It is therefore the responsibilities of the human resource management to ensure that staff know what to do and how to go about it. This can only be possible through staff training and development. According to Jalam (2015), staff training and development are the various programmes such as orientation, induction, workshop, conference, seminars symposiums design to sharpen the skills, knowledge and ideas of employees to become effective in their jobs.

Staff of any organization need motivation for development, recognition, status and achievement that can and should be met through job satisfaction and performance (Banjoko, 2012). According to Armstrong (2009), motivation entails the allocation and utilization of resources for work done in form of salaries, benefits and rewards in such ways that could attract, maintain and retain workers with the potential needs for the effective operation of the organization.

Staff performance evaluation is also an essential part of human resource management in secondary school. This is to say that when staff are adequately motivated, they put in their best to ensure that the organization excels. Evaluation ensures organizational effectiveness through correcting of employees for standard and improved performance and suggesting changes in employees' behaviour (Rao, 2009). Therefore, there is the need for regular appraisal of all employees in an organization so that standard could be maintained and improved upon. It beholds on principals and educational authorities to conduct regular appraisal so that quality education could be achieved. Eze (2012) adds that whenever human resource management practices of the educational system are improved, they affect the performance of staff in secondary schools. This is to say that when staff are handled properly, they get satisfied and perform better to enhance the standard of education.

Issue relating to promotion is another important aspect of human resource management as it elevates staff to the next level. According to Adeyemi (2015), promotion is the elevation of someone's status as a result of having satisfied the required conditions. Waziri (2014) perceives staff promotion as the positive progression of staff in rank or position in recognition of their contributions towards the growth of their institutions or establishment. When secondary school staff gets promoted, they are motivated to work harder for the advancement of their school.

Besides, regular staff evaluation and staff promotion practices which are vital factors for effective staff job performance are usually denied those who rightly deserve the benefits.

Staff job performance is an extremely important criterion that relates to organisational outcomes and success. Ngor (2016) defines job performance as goal accomplishment. It is the process of reaching organisational goals. Job performance is therefore, the qualitative

and quantitative measure of activities, duties and operations which a job holder achieves efficiently and effectively within a defined time limit.

Whawo (2013) postulates that staff job performance connotes their role of coordinating and teaching students in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of students, conduct of fieldwork, teachers' participation in sports, attending school assembly and guidance and counselling. Therefore, staff job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom.

Research Questions

The following research questions guided the study:

1. What is the influence of staff recruitment on staff job performance in public secondary schools in Benue State, Nigeria?
2. How would staff training and development influence staff job performance in public secondary schools?
3. How does staff motivation influence staff job performance in public secondary schools?
4. What is the influence of staff evaluation on staff job performance in public secondary schools?
5. How does staff promotion influence staff job performance in public secondary schools?

Hypotheses

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

1. Staff recruitment has no significant influence on staff job performance in public secondary schools in Benue State Nigeria.
2. Staff training and development have no significant influence on staff job performance in public secondary schools.
3. Staff motivation has no significant influence on staff job performance in public secondary schools.
4. Staff evaluation has no significant influence on staff job performance in public secondary schools.
5. Staff promotion has no significant influence on staff job performance in public secondary schools.

Research Method

The study employed a survey research design. It is a design by which a group of people or items are studied in their natural settings by collecting, analyzing and interpreting data from a few people or items considered to be a representative sample of the entire population (Emaikwu, 2015).

The justification for the use of survey design was due to the fact that the study investigated the factors that data can be collected, analysed and interpreted through eliciting of information from the respondents (teachers) (Emaikwu, 2015). The researcher chose this design because the study sought to identify and describe the influence of human resource management practices on staff job performance in secondary schools in Benue State of Nigeria.

A researcher-developed questionnaire titled “Human Resource Management Practices and Staff Job Performance Questionnaire” (HRMPSJPQ) was used to collect data from teachers of public secondary schools. The questionnaire was divided into two sections, “A” and “B”. Section “A” contained information on the personal data of the respondents, while Section B was divided into five clusters, namely 1,2,3,4 and 5 to solicit information on the variables of the study. Each section had five items respectively.

Cluster 1 contained items 1-5 and it was centred on the influence of staff recruitment practice on staff job performance in secondary schools, while cluster 2 contained items 6-10 on the influence of staff training and development practices on staff job performance in secondary schools. Cluster 3 consisted items 11-15 on the influence of staff motivation practice on staff job performance in secondary schools. Cluster 4 had items 16-20 on the influence of staff evaluation practice on staff job performance in secondary schools, while cluster 5 had items 21-25 on the influence of staff promotion practice on staff job performance in secondary schools.

On the whole, the questionnaire had 25-items structured on a Likert four-point rating scale with response modes of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. This scale was only applied to positive items, in a situation where the item is negative; the reverse was the case. This scale was chosen because of the flexibility of the scale that renders it appropriate for measuring the items of the variables of the study.

Results

Research Question One

What is the influence of staff recruitment on staff job performance in public secondary schools in Benue State, Nigeria?

Table 1: Mean Ratings and Standard Deviations of Respondents on the Influence of Staff Recruitment on Staff Job Performance in Public Secondary Schools in Benue State.

S/No	Item Description	SA	A	D	SD	\bar{X}	SD	Decision
1	My school does not conduct recruitment.	66	72	206	165	2.08	0.99	Disagree
2	In my school recruitment is always based on merit.	129	152	123	105	2.60	1.08	Agree
3	In my school, the management prepares a manpower plan that shows vacant positions before recruiting.	151	172	87	99	2.74	1.09	Agree
4	Recruitment of new staff is based on due process in my school.	124	190	119	76	2.71	0.99	Agree
5	Government interference affects recruitment in my school.	136	168	106	99	2.67	1.07	Agree
Cluster Mean						2.56		Agree

Source: Researcher’s Field Survey Results (2019)

Table 1 shows that the mean ratings of items 1-5 are 2.08, 2.60, 2.74, 2.71 and 2.67 with the corresponding standard deviations of 0.99, 1.08, 1.09, 0.99 and 1.07 respectively. Item by item analysis showed that respondents disagree with statement that their schools do not conduct recruitment. Respondents also unanimously agreed that recruitment in their school is always based on merit. The respondents further affirmed that in their school, the management prepares manpower plan that shows vacant positions before recruiting. In addition to that, the respondents agreed that recruitment of new staff is based on due process in their schools. Moreover, their responses showed that government interference affects recruitment in their schools. The cluster mean of 2.56 was found to be above the cut-off point of 2.51. This means respondents agreed that recruitment do take place in their schools and by extension influences staff job performance in public secondary schools in Benue State, Nigeria.

Research Question Two

What would be the influence of staff training and development on staff job performance in public secondary schools?

Table 2: Mean Ratings and Standard Deviation of Respondents on the Influence of Staff Training and Development Staff Job Performance in Public Secondary Schools

S/No	Item Description	SA	A	D	SD	\bar{X}	SD	Decision
6	My school organizes regular orientation for new staff and this enhances their ability to locate teaching aids.	98	200	135	76	2.63	0.96	Agree
7	In my school, staff regularly participates in conferences and this enhances their level of classroom control.	149	186	89	85	2.79	1.04	Agree
8	In my school, staff regular participation in seminars enhances lesson note preparation.	126	145	122	116	2.55	1.10	Agree
9	My school encourages staff to go for postgraduate training and this enhances teachers' presentation of lessons.	128	180	105	96	2.66	1.05	Agree
10	There is active staff mentoring in my school and this reduces trial and error.	143	166	129	71	2.75	1.02	Agree
Cluster Mean						2.68		Agree

Source: Researcher's Field Survey Results (2019)

Table 2 shows that the mean ratings of items 6-10 are 2.63, 2.79, 2.55, 2.66 and 2.75 with the corresponding standard deviations of 0.96, 1.04, 1.10, 1.05 and 1.02 respectively. From Table 2, the respondents agreed that their schools organizes regular orientation for new staff and this enhances their ability to locate teaching aids. Respondents also agreed that in their schools, staff regular participate in conferences enhance their level of classroom control. The respondents further affirmed that in their schools, staff regular participation in seminars enhance lesson note preparation. In addition to that, the respondents agreed that their schools encourage staff to go for postgraduate training and this enhances teachers' presentation of lessons. Moreover, their responses showed that there is active staff mentoring in their schools and this reduces trial and error. The cluster mean of 2.68 was found to be above the cut-off point of 2.50. This means that staff training and development influences staff job performance in public secondary schools.

Research Question Three

To what extent staff motivation influence staff job performance in public secondary schools?

Table 3: Mean Ratings and Standard Deviation of Respondents on the Influence of Staff Motivation on Staff Job Performance in Public Secondary Schools

S/No	Item Description	SA	A	D	SD	\bar{X}	SD	Decision
11	There are career advancement opportunities in my school which propel staff to do better.	115	192	133	69	2.69	0.97	Agree
12	There is prompt payment of monthly salaries.	98	109	172	130	2.34	1.06	Disagree
13	In my school, staff are regularly approved to go on leave which influences their input.	133	162	109	105	2.64	1.08	Agree
14	In my school, there is a health scheme for all staff and this propels staff to do better.	113	121	149	126	2.43	1.09	Disagree
15	My school provides conducive office accommodation for all staff which spurs staff to submit reports on time.	108	133	159	109	2.47	1.05	Disagree
Cluster Mean						2.51		Agree

Source: Researcher's Field Survey Results (2019)

Table 3 reveals that items 11-15 have the mean ratings of 2.69, 2.34, 2.64, 2.43 and 2.47 with the corresponding standard deviations of 0.97, 1.06, 1.08, 1.09 and 1.05 respectively. From these results, the respondents indicated that there are career advancement

opportunities in their schools and this propel staff to do better. The result of the table also indicated that there is no prompt payment of monthly salaries and this demoralized staff and make them to perform below expectation. The respondents also stated that in their schools, staff are regularly approved to go on leave and this influence their input. The respondents also said that in their schools, there is no health scheme for all staff that propels staff to do better. The responses also showed that schools do not provide conducive office accommodation for all staff which spurs staff to submit reports on time. The cluster mean of 2.51 was above the cut-off point of 2.50. This implied that staff motivation influence staff job performance in public secondary schools.

Research Question Four

What is the influence of staff evaluation on staff job performance in public secondary schools?

Table 4: Mean Ratings and Standard Deviation of Respondents on the Influence of Staff Evaluation on Staff Job Performance in Public Secondary Schools

S/No	Item Description	SA	A	D	SD	\bar{X}	SD	Decision
16	My school conducts periodic staff evaluation and this enhances staff mastery of subject matter.	142	176	102	89	2.73	1.05	Agree
17	Feedback is provided to staff after each staff evaluation exercise and this helps staff correct themselves.	140	155	109	105	2.65	1.09	Agree
18	Staff evaluation in my school, identifies staff development needs and advance methods of supporting them to do better.	131	189	106	83	2.72	1.02	Agree
19	In my school, staff are promoted based on evaluation results.	120	179	112	98	2.63	1.05	Agree
20	Staff are always ready for evaluation in my school.	127	149	118	115	2.57	1.09	Agree
Cluster Mean						2.66		Agree

Source: Researcher's Field Survey Results (2019)

Table 4 reveals that items 16 – 20 have mean ratings of 2.73, 2.65, 2.72, 2.63 and 2.57 with the corresponding standard deviations of 1.05, 1.09, 1.02, 1.05 and 1.09 respectively. Item by item analysis revealed that the respondents agreed that their schools conduct periodic staff evaluation which enhances staff mastery of subject matter. The responses

further showed that feedback is provided to staff after each staff evaluation exercise and this helps staff to correct themselves. The respondents also agreed that staff evaluation in their schools, identifies staff development needs and advance methods of supporting them to do better. The respondents also agreed that in their schools, staff are promoted based on evaluation results. The respondents showed that staff are always ready for evaluation in their schools. The cluster mean of 2.81 was found to be above the cut-off point of 2.50. This therefore, means that staff evaluation influence staff job performance in public secondary schools.

Research Question Five

Does staff promotion influence staff job performance in public secondary schools?

Table 5: Mean Ratings and Standard Deviation of Respondents on the Influence of Staff Promotion on Staff Job Performance in Public Secondary Schools

S/No	Item Description	SA	A	D	SD	\bar{X}	SD	Decision
21	In my school, staff promotion is done regularly and this enhances staff performance in the school.	97	100	163	149	2.29	1.08	Disagree
22	In my school, staff promotion is done promptly and this motivates staff to put in their best.	111	116	161	121	2.43	1.08	Disagree
23	In my school, promotions are often notional.	132	148	124	105	2.60	1.08	Agree
24	There is always bias in staff promotion in my school and this demoralizes staff.	96	103	182	128	2.32	1.05	Disagree
25	In my school, staff promotion is based on merit and this encourages staff to put in their best.	125	150	119	115	2.56	1.09	Agree
Cluster Mean						2.44		Disagree

Source: Researcher's Field Survey Results (2019)

Table 5 reveals that items 21-25 have mean ratings of 2.29, 2.43, 2.60, 2.32 and 2.56 with the corresponding standard deviations of 1.08, 1.08, 1.08, 1.05 and 1.09 respectively. Item by item analysis showed that a greater proportion of the respondents disagreed that staff promotion is done regularly in their schools which enhances staff performance in the school. The respondents further disagreed with the option that in their schools, staff promotion is done promptly and this motivates staff to put in their best. The respondents showed that in their schools, promotions are often notional. Moreover, respondents agreed that there is no bias in staff promotion in their schools which demoralizes staff. Besides, the respondents also affirmed that in their schools, staff promotion is based on merit and this encourages staff to put in their best. The cluster mean of 2.44 was found to be below the cut-off point of 2.50. This implied that staff promotion does not influence staff job performance in public secondary schools.

Hypothesis One

Staff recruitment has no significant influence on staff job performance in public secondary schools in Benue State Nigeria.

Table 6: *Chi-Square Test of the Significant Influence of Staff Recruitment on Staff Job Performance in Public Secondary Schools*

Responses	Observed Frequency	Expected Frequency	df	Level of Sig.	χ^2 -	P-value	Decision
SD	99	127.3					
D	87	127.3	3	0.05	113.405	.000	Significant
A	172	127.3					
SA	151	127.3					
Total	509						

$P=.000 < 0.05$; $df=3$; and χ^2 -calculated = 113.405

Table 6 shows that $P < .05$ with 3 degree of freedom. Thus, the null hypothesis which stated that staff recruitment has no significant influence on staff job performance in public secondary schools in Benue State Nigeria was rejected. This implies that staff recruitment has significant influence on staff job performance in public secondary schools in Benue State Nigeria.

Hypothesis Two

Staff training and development have no significant influence on staff job performance in public secondary schools.

Table 7: Chi-square test of the Significant Influence of Staff Training on Staff Job Performance in Public Secondary Schools

Responses	Observed Frequency	Expected Frequency	df	Level of Sig.	χ^2 -	P-value	Decision
SD	76	127.3					
D	135	127.3	3	0.05	69.428	.000	Significant
A	200	127.3					
SA	98	127.3					
Total	509						

$P=.000 < 0.05$; $df=3$; and χ^2 -calculated = 69.428

Table 7 shows that $P < .05$ with 3 degree of freedom. This means that the null hypothesis which stated that staff training and development has no significant influence on staff job performance in public secondary schools was not accepted. This shows that staff training and development has significant influence on staff job performance in public secondary schools.

Hypothesis Three

Staff motivation has no significant influence on staff job performance in public secondary schools.

Table 8: Chi-Square Test of the Significant Influence of Staff Motivation on Staff Job Performance in Public Secondary Schools

Responses	Observed Frequency	Expected Frequency	df	Level of Sig.	χ^2 -	P-value	Decision
SD	71	127.3					
D	129	127.3	3	0.05	38.639	.000	Significant
A	166	127.3					
SA	143	127.3					
Total	509						

$P=.000 < 0.05$; $df=3$; and χ^2 -calculated = 38.639.

Table 8 shows that $P < .05$ with 3 degree of freedom. The null hypothesis which stated that staff motivation has no significant influence on staff job performance in public secondary schools was therefore not accepted. This result implies that staff motivation has significant influence on staff job performance in public secondary schools.

Hypothesis Four

Staff evaluation has no significant influence on staff job performance in public secondary schools.

Table 9: *Chi-Square Test of the Significant Influence of Staff Evaluation on Staff Job Performance in Public Secondary Schools*

Responses	Observed Frequency	Expected Frequency	df	Level of Sig.	χ^2 -	P-value	Decision
SD	89	127.3					
D	102	127.3	3	0.05	36.894	.000	Significant
A	176	127.3					
SA	142	127.3					
Total	509						

$P=.000 < 0.05$; $df=3$; and χ^2 -calculated = 36.894.

Table 9 shows that $P < .05$ with 3 degree of freedom. This showed that the null hypothesis which stated that staff evaluation has no significant influence on staff job performance in public secondary schools was therefore, not accepted. The implication is that staff evaluation has significant influence on staff job performance in public secondary schools.

Hypothesis Five

Staff promotion has no significant influence on staff job performance in public secondary schools.

Table 10: *Chi-Square Test of the Significant Influence Staff Promotion on Staff Job Performance in Public Secondary Schools*

Responses	Observed Frequency	Expected Frequency	df	Level of Sig.	χ^2 -	P-value	Decision
SD	128	127.3					
D	182	127.3	3	0.05	6.173	.090	Significant
A	103	127.3					
SA	96	127.3					
Total	509						

$P=.090 > 0.05$; $df=3$; and χ^2 -calculated = 6.173

Table 10 shows that $P .090 > 0.05$ with 3 degree of freedom. This shows that the null hypothesis which stated that staff promotion has no significant influence on staff job performance in public secondary schools was accepted. This implies that staff promotion has no significant influence on staff job performance in public secondary schools.

Discussion of Findings

The discussion of the study was based on influence of human resource management practices on staff job performance in public secondary schools in Benue State. The findings were therefore discussed according to the variables of the study.

The first finding revealed that staff recruitment has significant influence on staff job performance in public secondary schools in Benue State Nigeria. This could be because recruitment of staff in the area of study was purely based on merit but sometimes with little political interference. The finding agrees with Nwankwo (2014) who stated that proper selection and recruitment processes ensure the supply of suitable employees. That poor processes of selection and recruitment will lead to unsuitable staff, lowering of productivity and eventually lower commitment. This finding however disagrees with Iwubu (2013) who found out that recruitment and selection practices had negative influence on staff job performance in secondary schools. This was because existing recruitment and selection practices were not systematic and lack consistency as these practices were based on the self-understanding of the school principals other than established practices. This implies that staff recruitment practices have more consistent report and influence in staff job performance. The researcher discovered that recruitment is carried out at the secondary school level, so, teachers' observation on whether the recruitment was based on merit or not could not be ascertained. Though, they unanimously stated that it was based on merit.

The second finding revealed that staff training and development have significant influence on staff job performance in public secondary schools. This could be because schools do organize regular orientations for new staff as well as seminars and workshops for the old staff to sharpen their knowledge and skills for better performance. This finding confirmed the report of Jalam (2015) who stated that orientation, workshops and seminars organized at the school level had impacted positively on the performance of teachers in secondary schools. Jalam further reported that teachers who participated in these programmes were groomed in making effective communication through discussions with colleagues under diligent scrutiny. As it gives a teacher the opportunity to determine loopholes and may in turn convert such experience for effective teaching and learning. In addition, Ekpoh, Edet and Oswalt (2013) discovered that teachers who participated in staff development programmes such as conferences and workshops were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of students' work. This implies that staff training and development is an effective job performance booster. The researcher's current observation during the fieldwork revealed that there is active staff mentoring in those schools visited. It was also noticed that staff were sent on training in the areas of workshop, conferences and seminars.

The third finding also revealed that staff motivation has significant influence on staff job performance in public secondary schools. This is because some dedicated staff are willing to do more for their schools due to the level of job satisfaction they get from the employers in the areas of providing advancement opportunities, accommodation and payment of monthly salaries. This finding corroborates with the report of Ngor (2016) who found that finance was the most effective incentive in motivating staff to perform. Ngor also re-affirms that for the vast majority of staff, a regular pay cheque was absolutely necessary in order to meet their basic physiological and safety needs. That staff participation,

communication and recognition were some of the principles of motivation that significantly help in achieving the objective of the institutions. This implies that motivation is one of the factors to be considered in influencing teachers' job performance. The researcher's current observation during the fieldwork shows that payment of staff were not promptly and there was also no health scheme in secondary schools to propel staff to do more.

The fourth finding revealed that staff evaluation has significant influence on staff job performance in public secondary schools. This is because evaluation enables the school manager to identify an individual's current level of job performance; identify employees' strengths and weaknesses; enable employees to improve their performance so as to influence that of the management and provide a basis for rewarding or judging employees in relation to their contribution to educational goals and objectives which lead to motivating individuals for efficient performance. This finding is in consonance with Fianko and Bekoe (2013) who stated that evaluation helps individuals to do better since they are afraid of the punishment that would come from it. In addition, Boice and Kleiner (2017) reported that effective evaluation system helps to produce committed and motivated staff. The authors posit that it is important to be effective and that accurate records keeping, clearly defined measurement system and frequent review of performance enhance staff output that leads to students' academic performance. This implies that effective teachers' evaluation is a route for improving teachers' job performance. The researcher's current observation affirmed this finding as schools were conducting periodic evaluation of teachers' performance at the time of this research. Also, staff promotion was tied to evaluation results.

The fifth finding revealed that staff promotion has significant influence on staff job performance in public secondary schools. This finding is in agreement with James (2015) report which indicated that advancement in the place of one's work serves as motivation and as such, it encourages the staff to put in the best they could do, so as to achieve the goals of the institutions. It also agrees with Adeyemi (2016) that promotion is one of the ways to increase teachers' job satisfaction. Promotion means the elevation of someone's status as a result of having satisfied the required conditions. It results in increased status, increased salaries and allowances, more prestige and increased responsibilities. It is a way of rewarding people for their efforts and services. This implies that staff promotion is a necessarily factors to be considered in enhancing teachers' job performance in public secondary schools in Benue State. The finding is also in line with the researcher's current observation during his field work, who noticed that staff were hardly promoted on time and this could be responsible for their poor performance in schools.

Conclusion

Based on the findings of the study, it has been established that staff recruitment, staff training and development, staff motivation and staff evaluation have significant influence on staff job performance in public secondary schools. The study also concluded that staff promotion has no significant influence on staff job performance in public secondary schools in Benue State, Nigeria. This means effective human resource management practices enable secondary schools staff to contribute productively and effectively to the achievement of the organisation's objectives and goals. The implications of the findings therefore are that staff recruitment, staff training and development, staff promotion, staff evaluation and staff motivation have influence on staff job performance.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. School management should collaborate with government to ensure the employment of competent and qualified staff with opportunities to promote skills and knowledge through workshops, seminars and other in-service.
2. School management should motivate teachers by providing surprise packages such as soft loans and free medical care services to spur them towards effective performance. Salary of staff should be paid promptly to enable them concentrate on their job for effective delivery.
3. School management should make provisions for staff training and development for effective job performance.
4. School management should sustain the aspects of evaluating their staff regularly to identify their strengths and challenges in order to correct them for effective job performance.
5. Promotion should be based on the results of evaluation of teachers' skills, knowledge and expertise about education.

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