



PERSONNEL MANAGEMENT AND TEACHERS' JOB PERFORMANCE

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Abstract

The paper examined personnel management and teachers' job performance. Personnel management is the process of managing employees, and it has three main aspects: strategic, operational, and welfare. These three aspects work together to create a supportive environment for teachers, which leads to improved job performance. Interestingly, personnel management and its impact on teachers' job performance, with a view on how each of the strategies we've discussed; goal-setting, feedback and recognition, coaching, and mentoring plays an important role in helping teachers to be successful. Together, these strategies create a positive and supportive environment where teachers can thrive. This, in turn, leads to higher levels of job satisfaction, retention, and ultimately, student achievement. The paper further discussed the challenges of personnel management in schools and proposed three strategies to address those challenges. First, it suggested that schools prioritize their personnel management efforts by conducting a needs assessment and focusing on the areas that need the most attention. Second, it suggested that schools develop and implement clear and consistent policies and procedures, with input from stakeholders. Finally, it suggested that schools involve teachers in the planning and implementation process, and provide training and support to help them adjust to any changes.

Keywords: Personnel Management, Strategic, Operational, Welfare Teachers' Job Performance.

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INTRODUCTION

All organizations, whether profit-oriented or service-oriented, have goals they are trying to achieve. To reach these goals, organizations need dedicated and motivated workers to help the organization succeed. However, workers also have their own goals and expectations. For example, teachers may want to feel appreciated and recognized for their hard work, and they may want to see their students succeed (Koko, 2005). Workers are the only animate instruments capable of achieving the other 4M's or making them moribund, affecting a system's purpose positively or negatively. Personnel management, otherwise referred to as human resource

management is concerned with the people dimension in management. Aja-Okorie (2014) perceived personnel management as an important management function concerned with obtaining, developing, and motivating the human resources required by an organization to achieve its objectives.

People are a unique resource because they can think, make decisions, and take actions that affect the organization. Because of this, the task of managing people is often considered the most challenging and complex task in any organization. Personnel management includes activities such as recruiting, training, developing, and motivating people to achieve the organization's goals. It also involves dealing with issues such as conflict, safety, health, and well-being of employees. Generally, education in Nigeria has been perceived as an instrument “per excellence” for effecting national development (Federal Republic of Nigeria, 2004). The Government has stated that for the benefit of all citizens, the country’s educational goals shall be set out in terms of their relevance to the needs of the individual and those of the society, in consonance with the realities of our environment and the modern world. If our education is to achieve the national goals, then, well-trained, well-qualified, and efficient educators are essential.

For example, to achieve the goal of promoting a skilled workforce in Nigeria, educators need to be trained in the latest methods and technologies that can help students develop the skills they need to succeed in the modern world. In addition, educators need to be able to adapt their teaching methods to meet the needs of diverse learners, including those with special needs. By investing in the training and development of educators, the Nigerian government can ensure that its education system can achieve the desired national goals. This was part of the reasons why Nakpodia (2010) added that managing human resources in schools is very important. In schools, for teachers to be able to impart knowledge to learners in a way that desired output would be efficiently and effectively achieved, there is a need for proper human resources management. Burma (2014) opined that human resources management helps increase the productive job performance of teachers in schools. This is one of the reasons there is a need for effective human resources management in the school system. Human resources management is very important in the education industry.

Bratton and Gold (2007) defined human resource management as the process of linking human resource functions with the planned objectives of the organization to improve productivity. Omebe (2014) opined that human resources management in the education system is very significant and holding it with levity would cause ineffective job performance and consequently jeopardy in the system. This is because education personnel, especially teachers, are the core tool for actualizing educational goals. Human resource management in education involves the process of getting, utilizing, developing, and accessing teachers’ job performance to actualize the stated school goals. Building on the previous discussion of the importance of human resources management in achieving national educational goals, it is also important to consider the role of human resources management in developing and supporting teachers.

Thus, no educational system that may rise above the quality of its teachers, is an old academic. Therefore, acquiring teacher’s services, developing their skills, motivating them to high levels of performance, and ensuring that they continue to maintain their commitment to the organization are essential to achieving school organizational goals. Teachers occupy important positions in the education system, irrespective of the level (Biggs et al., 2022). Specifically, basic school teachers are very important because they deal with the learners at the foundation level of education; and the academic effectiveness of students at both secondary and tertiary levels of

education could be determined by how they were handled by the teachers who taught them at the basic level. To ensure that teachers are effectively performing their duties, human resources management needs to be given adequate attention. The human resources management function is a multi-faceted activity that involves acquiring, developing, and retaining quality teachers to meet the educational goals of the organization. The success of any organization's human resources management program depends on the ability to attract and retain highly qualified teachers who are dedicated to the organization's mission and goals.

To continually encourage public basic school teachers to effectively perform their jobs in a way that would enhance students' academic performance, there is a need for the government to ensure that they are well-managed (Marzuki, 2019). This necessitates the reason human resources management is very important in the school system, like other formal organizations. Teachers' personnel management is responsible for activities such as recruitment and selection, training, wage and salary administration, establishing staffing ratios, benefits planning, and performance. It is their responsibility to develop and recommend policies and procedures which will contribute to the achievement of the goals in the educational system. Nevertheless, the functions of personnel are to select, train, develop, assimilate, and remunerate teachers (Aja-Okorie, 2014).

There are several challenges associated with effective personnel management in schools. One challenge is the lack of clear job descriptions for teachers. This can make it difficult for administrators to evaluate teachers' performance and to determine which teachers are performing well and which ones need improvement. Another challenge is the lack of adequate training and development opportunities for teachers. This can make it difficult for teachers to keep up with the latest pedagogical practices and meet the changing needs of students. Managing teachers is part of the school management function concerned with teachers at work and their relationship within the educational enterprise. It seeks to bring together and develop into an effective educational organization, men and women who make up the teaching workforce, enabling each to make his/her own best contribution to its success. Management of the teaching workforce involves several strategies that begin and maintain activities toward the achievement of personal and organizational goals. Omebe (2001) is of the view that well-managed teachers will always look for better ways to do their teaching job. They are more quality-oriented and more productive.

It is so true that when teachers are well-managed, they are more likely to be motivated and engaged in their work. Effective human resources management is crucial for achieving organizational goals in the education system. Another challenge associated with effective human resources management in the education system is the need for a clear evaluation system. Without a clear system for evaluating teacher performance, it can be difficult to determine which teachers are doing well and which ones need support or improvement. This can also make it difficult to provide meaningful feedback to teachers, which can help them to improve their performance. Supervision, in-service training, and compensation are all important tools for managing teachers and improving their performance. This study sounds like it will provide valuable insights into the relationship between these management strategies and teachers' job performance.

According to existing literature, there are a few different models for effectively managing teachers. One model is the "quality-based" model, which focuses on providing feedback and support to teachers to improve their performance (Mammadov & Çimen, 2019). Another model is the "goal-based" model, which focuses on setting specific goals for teachers and monitoring

their progress towards those goals. Therefore, effective human resources management is essential for the Nigerian education system to achieve its national goals. With properly trained and supported educators, the system can produce students with the skills and knowledge they need to succeed in the modern world. Conversely, there is a lack of empirical evidence on the impact of specific personnel management strategies on teachers' job performance. It is not clear which personnel management strategies are most effective in improving teachers' job performance. There is a need for further research to examine the impact of personnel management strategies on teachers' job performance. It is therefore against this backdrop that this paper examined personnel management and teachers' job performance.

CONCEPTUAL CLARIFICATION

Personnel Management

Personnel management can be defined as obtaining, using, and maintaining a satisfied workforce. It is a significant part of management concerned with employees at work and with their relationships within the organization. Flippo in Sharma (2023) added that personnel management is the planning, organizing, compensation, integration, and maintenance of people to contribute to organizational, individual, and societal goals. Flippo further emphasized that personnel management is about more than just hiring and firing people but about creating a comprehensive system that helps employees to be productive and satisfied. Personnel management refers to the process of managing employees in an organization. This includes tasks such as hiring, training, development, compensation, and performance evaluation. The goal of personnel management is to ensure that employees have the skills and resources they need to perform their jobs effectively.

Teacher job performance is defined as duties performed by a teacher at a particular period in the school system to achieve organizational goals. This implies that teacher job performance refers to the specific duties that teachers are expected to perform within a school system. These duties can include things like planning and delivering lessons, assessing students' progress, communicating with parents, and working collaboratively with colleagues. The goal of these duties is to help students learn and achieve the goals set by the school system. So, the quality of teacher job performance can have a direct impact on student achievement. Teachers' job performance could be measured through teacher's job satisfaction and job attitudes such as job commitment, feelings of job challenge, job meaningfulness, and job responsibility (Cheng, 2002).

Performance as a variable is linked to the teachers' experience, resulting from the ideas generated in the course of learning, training, and acquired classroom management skills/expertise. Teachers' experience has a significant effect on student performance in the sense that students taught by more experienced teachers achieve at a higher level because their teachers have mastered the content and gained classroom management skills/expertise to deal with different types of classroom problems. Therefore, the academic performance of students is dependent on the characteristics that a teacher portrays. Cheng (2002) also discusses this concept of teacher job satisfaction. Cheng found that teachers who have more experience in their field tend to have higher levels of job satisfaction. This may be because they have had more time to develop their skills and knowledge, and they may feel more confident in their abilities.

Cheng (2002) also found that teacher job satisfaction can be affected by factors such as salary, recognition, work environment, and workload. For example, teachers who feel they are paid a fair salary are likely to have higher levels of job satisfaction. In addition, when teachers feel they are recognized and appreciated for their work, it can lead to higher levels of job satisfaction. A positive work environment, with supportive colleagues and administrators, can also contribute to job satisfaction. And finally, teachers who have a manageable workload are more likely to be satisfied with their jobs.

Elements of Personnel Management

There are elements of personnel management such as job analysis, recruitment and selection, training and development, performance management, and career planning. These elements are all important for ensuring that employees are productive, motivated, and engaged.

Job Analysis: is the process of identifying and analyzing the tasks, duties, and responsibilities of a job. This information is used to create job descriptions, which are then used to hire and develop employees. Job analysis is important for teachers because it helps to ensure that they have the right skills and abilities for the job (Phillips & Phillips, 2022). It also helps to identify any gaps in training and development. Without job analysis, it would be difficult to determine what teachers need to know and do to be successful.

The Recruitment and Selection Process: is a multi-step process that begins with identifying the need for a new teacher. This could be due to a vacancy, a new position, or the need for additional staff. Once the need is identified, the next step is to develop a job description. This document outlines the responsibilities, skills, and qualifications required for the job. It is used to attract and evaluate candidates for the position (Arnold & Collins, 2019). After the job description is developed, the next step is to advertise the position. The recruitment and selection process is important for finding the right teachers for the job. This process involves advertising open positions, screening and interviewing candidates, and making hiring decisions. For teachers, it is important to find candidates who have the right qualifications, skills, and personality for the job. This ensures that students have teachers who are well-equipped to teach them. Recruitment and selection can also help to increase diversity in the teaching workforce.

Screening and Interviewing Candidates: involves reviewing resumes and applications, conducting interviews, and checking references. Screening and interviewing help to narrow down the pool of candidates to those who are the best fit for the job. It also allows the school to assess candidates' knowledge, skills, and abilities. After the screening and interviewing process, the next step is to make a hiring decision (Brannick et al., 2015). The final step in the recruitment and selection process is onboarding and orientation. This helps new teachers to transition into their role and learn about the school and its policies and procedures.

Training and Development. This refers to the process of providing teachers with the knowledge and skills they need to do their jobs effectively. Training and development can take many forms, such as classroom training, online training, mentoring, and job shadowing (Berne, 2021). Teachers need to receive ongoing training and development throughout their careers to keep their skills up to date. This helps to ensure that students receive the best possible education.

Performance Management: This is a process that helps to ensure that teachers are meeting the expectations of their jobs. Performance management involves setting goals, monitoring progress, and providing feedback (Dessler, 2021). It also includes evaluating performance and providing rewards or incentives for meeting or exceeding expectations. For teachers, performance management helps to ensure that students are learning and that they are meeting state and local standards.

Career Planning: This is the process of helping teachers to plan for their career goals and development. Career planning can involve identifying short-term and long-term goals, developing a career path, and identifying resources and opportunities to help teachers achieve their goals. This can be especially important for teachers who are considering a career change or who want to advance in their careers (Allen, 2017). One important aspect of career planning is goal-setting. This involves identifying specific, measurable, achievable, relevant, and time-bound (SMART) goals. For teachers, these goals might include things like increasing student test scores, implementing a new curriculum, or attending professional development workshops. Having clear goals helps teachers to focus their efforts and measure their progress. Another aspect of career planning is identifying a career path. This involves looking at the various career options available and determining which one is the best fit for a teacher's skills, interests, and career goals.

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

Types of Personnel Management

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

Strategic Personnel Management: Strategic personnel management focuses on the long-term goals and objectives of the school. It involves planning for future staffing needs, developing policies and procedures, and identifying resources. Strategic personnel management also has a direct impact on teachers' job performance. By planning for future staffing needs, schools can ensure that they have the right number of teachers and staff members to meet the needs of their students. This helps to prevent teacher burnout and ensures that teachers have the time and resources they need to be effective in the classroom (Tatikonda & Viswesvaran, 2017). Furthermore, developing policies and procedures helps to create a consistent and fair environment for teachers. This can help to reduce turnover and promote a positive work environment. In short, strategic personnel management is essential for creating an environment that supports teachers and allows them to do their jobs effectively.

Tactical Personnel Management: focuses on the day-to-day operations of the school. It involves things like scheduling, managing employee relations, and addressing any issues that arise. Tactical personnel management is directly related to teachers' job performance. By ensuring that the day-to-day operations of the school are running smoothly, teachers can focus on

teaching and learning (Bhushan & Bhatia, 2019). For example, having a clear and accurate schedule helps teachers plan their lessons and know when they will have time for grading and other tasks. Managing employee relations helps to create a positive and supportive work environment, which can improve teacher morale and motivation. And addressing any issues that arise allows teachers to focus on their primary job duties, rather than getting bogged down in administrative tasks.

Operational Personnel Management: refers to the hands-on tasks of managing teachers, such as payroll, record keeping, and benefits administration. While this may seem like a less important aspect of personnel management, it is crucial for ensuring that teachers are paid accurately and on time and that they have access to the benefits they are entitled (Wood & Piva, 2020). This helps to reduce stress and anxiety for teachers, allowing them to focus on their primary job duties. In addition, having accurate records and well-managed benefits helps to create a sense of security and stability for teachers, which can improve their job performance.

Welfare Aspect (Benefits and Incentives): refers to the benefits and incentives that schools provide to their employees. This includes things like health insurance, retirement plans, and paid leave. These benefits and incentives are important for teachers' job performance for several reasons (Money & Sisson, 2017). First, they help to ensure that teachers have the financial stability they need to focus on their job. Second, they can improve teacher morale and motivation, as teachers feel appreciated and valued when their needs are met. Finally, these benefits can help to attract and retain quality teachers, as they may be more likely to stay at a school that provides them with the support they need.

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

Teacher Job Performance

Teacher job performance refers to how well a teacher can carry out the duties of their job. This includes things like lesson planning, classroom management, assessment, and communication with students, parents, and colleagues. Effective teacher job performance is important for student success, as well as for the overall functioning of the school (Parkay et al., 2020). Many factors can impact teacher job performance, such as working conditions, job satisfaction, and support from the administration. Teachers' job performance is also the measurement of the quality of instruction given to learners by teachers in the school which is the rightly intended accomplishment of the school. This implies that teacher job performance is not just about the quality of instruction, but also about how well the teacher can meet the needs of their students (Mawoyo & Dhliwayo, 2020). This could include things like differentiating instruction, meeting the needs of special education students, and addressing the needs of English language learners. Teachers' job performance also includes things like their ability to create a positive and engaging learning environment, and their ability to build relationships with students.

Adeyemi (2010) described teachers' job performance as the ability of the teachers to combine relevant inputs for the enhancement of the teaching and learning process". It is also described as the duties performed by teachers such as teaching, assessing, and marking students' tests and examinations, record keeping, and participation in school disciplinary committees at a particular period in the school system in achieving organizational goals. Teachers' job performance is the measurement of the quality of instruction given to learners by teachers in the school which is the rightly intended accomplishment of the school. Nayyar (2009) teachers' job performance refers to the degree to which a teacher(s) executes a particular role responsibility, by specified standards. Teachers' performance means the behavior of a teacher which changes differently with the change in the surrounding environment, in such a way that when a particular task is assigned together, he/she successfully takes action to carry out that task (Elujekwute et al., 2015).

Notably, teacher job performance is not static, which can change over time. For example, a new teacher may have a different level of performance than an experienced teacher. And even experienced teachers can go through periods of high and low performance. This is why schools need to have systems in place to support and evaluate teacher job performance on an ongoing basis.

Personnel Management Strategies and its Impact on Teachers' Job Performance

Few personnel management strategies can significantly impact teachers' job performance, such as goal-setting, feedback, and recognition:

Goal-Setting: this is a strategy where teachers set specific and measurable goals to work towards. As we mentioned before, the goals should be SMART, specific, measurable, achievable, relevant, and time-bound (Dilshani & Hewanayake, 2020). This means that the goals should be specific and clearly defined, and there should be a way to measure the success of achieving the goals. The goals should also be realistic and achievable within a certain time frame. Setting clear and achievable goals can help to motivate teachers and give them a sense of direction. This can lead to improved job performance, as teachers will know what is expected of them and will have a framework for measuring their success. By setting goals in this way, teachers can focus their efforts on what is important and track their progress over time.

Feedback: is information that is given to a teacher about their performance. It can be positive or negative, and it should be specific and constructive. Feedback should focus on the teacher's actions or behaviors, rather than their personality or character. It should also be given promptly so that the teacher can use the information to improve their performance (Maduka, 2020). Feedback can come from a variety of sources, including the teacher's supervisor, colleagues, and students. Providing feedback and recognition to teachers can have a significant impact on their job performance. Feedback can help teachers identify areas for improvement, and recognition can motivate them to continue performing well. Feedback can be given in a variety of ways, such as through formal evaluations, informal conversations, or observation.

Recognition: is a strategy where teachers are rewarded and acknowledged for their achievements. This can be done in a variety of ways, such as through verbal praise, written recognition, or awards. Recognition has been shown to have several benefits for teacher job

performance (Buhera & Pasi, 2020). First, it can increase teacher motivation, as teachers feel appreciated and valued for their work. Second, it can improve teacher self-efficacy or their belief in their ability to succeed. Finally, it can lead to higher levels of teacher engagement and job satisfaction. Recognition can be given in the form of verbal praise, written notes of appreciation, or awards.

Coaching and Mentoring: Coaching involves one-on-one guidance and feedback from an experienced professional, such as a school administrator or mentor teacher. Mentoring is similar to coaching, but it typically involves a longer-term relationship between the teacher and the mentor. Both coaching and mentoring can help teachers develop new skills, improve their teaching practice, and become more effective (Sitha & Prija, 2019). Coaching and Mentoring are important ways to support teachers and help them improve their job performance. Coaching and mentoring can have a big impact on teachers' job performance in several ways. First, coaching and mentoring can help teachers to set goals and track their progress. Secondly, they can provide the guidance and support that teachers need to improve their skills. Coaching and mentoring can also provide emotional support, especially for new or struggling teachers. Finally, they can create a positive and supportive environment, which can make teachers more likely to stay in the profession.

Challenges to Effective Personnel Management and Teachers' Job Performance

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

Lack of Time and Resources: School administrators may not have the time or resources to provide all of the support and training that teachers need. For example, a state is implementing a new evaluation system for teachers (Wang & Eom, 2018). The state can develop a new performance rubric and is providing training for administrators on how to use the rubric to evaluate teachers. However, administrators report that they are having difficulty finding the time to complete the evaluations, and are concerned about the consistency of the evaluations across the district. Additionally, some teachers have expressed concerns about the fairness of the new system, and have been reluctant to participate. In this example, it is obvious that several of the challenges can arise when implementing personnel management policies.

Lack of Consistency: Schools may have different policies and procedures, which can make it difficult to implement a consistent approach to personnel management. The lack of consistency can be a major challenge for schools, as it can lead to confusion and frustration for both administrators and teachers (Taft & Hadi, 2018). For example, one school may have a different set of policies for teacher evaluation than another school in the same area. This can make it difficult for teachers to know what is expected of them and can create a sense of unfairness. Additionally, different policies may lead to inconsistent outcomes for teachers, which can impact job satisfaction and retention.

Resistance to Change: Teachers may be resistant to new policies and procedures, or may not be willing to make the necessary changes to their practice. There are several reasons why teachers may resist change. One reason is the fear of the unknown. New policies and procedures can be

unfamiliar and may require teachers to adjust their practice in unfamiliar ways. This can be particularly challenging for teachers who have been using the same methods for many years. Another reason for resistance to change is the feeling of loss (De Jong & Hartog, 2007). Teachers may feel like they are losing something valuable, such as autonomy or a sense of control over their practice. Finally, teachers may also resist change because they feel that it is not necessary or that it will not make a difference.

CONCLUSION

In conclusion, personnel management and teachers' job performance are closely linked. Personnel management involves a variety of strategies, such as goal-setting, feedback and recognition, and coaching and mentoring. However, the implementation of these strategies can be challenging due to a lack of time and resources, a lack of consistency, and resistance to change. Despite these challenges, effective personnel management can have a positive impact on teachers' job performance, leading to better outcomes for students, teachers, and schools. Conversely, personnel management is a complex and ongoing process that can have a significant impact on teacher job performance. Successful implementation of personnel management strategies requires careful planning and attention to detail, as well as a commitment to overcoming any challenges that may arise.

Suggestions

Several strategies can be used to address the challenges identified in this paper:

Schools should prioritize their personnel management efforts and focus on the most critical needs: To prioritize personnel management efforts, schools can conduct a needs assessment to identify the areas that need the most attention. This can be done by gathering data on a variety of factors, such as teacher turnover, student achievement, and parent satisfaction. This data can be used to identify the areas that need the most attention and to prioritize personnel management efforts accordingly. For example, if the data shows that teacher turnover is high, the school may focus on strategies to improve retention. For example, if teacher morale is low, the school could focus its efforts on strategies that improve job satisfaction, such as providing professional development opportunities or increasing recognition for teachers. Next, to develop consistent policies and procedures, schools can create a committee of stakeholders, including teachers, administrators, and parents, to develop a plan that is clear and consistent.

Schools should develop and implement clear policies and procedures: To do this, the school should convene a committee of stakeholders to create a plan that is consistent across the district. The committee can include representatives from various groups, such as teachers, administrators, and parents. This ensures that the plan takes into account the perspectives of all stakeholders. Once the plan is developed, the school can communicate it clearly and consistently to all involved parties. This will help to ensure that everyone is on the same page and that there is no confusion about the policies and procedures.

Schools should involve teachers in the planning and implementation process: This can be done by seeking input from teachers on the proposed policies and procedures and providing

training and support to help them adjust to any changes. For example, if the school is implementing a new grading system, teachers could be given training on how to use the new system, and they could be given time to adapt to the new way of doing things.

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