

EDUCATIONAL JOURNAL

OF

MULTI-DISCIPLINARY STUDIES (EJMUDIS)
UNIVERSITY OF PORT HARCOURT



VOL.8, NO. 1 FEBRUARY 2019, ISSN: 0896-8164

EDUCATIONAL JOURNAL
OF
MULTI-DISCIPLINARY STUDIES (EJMUDIS)
UNIVERSITY OF PORT HARCOURT
VOL. 8, NO. 1, FEBRUARY 2019, ISSN: 0896 – 8164

EDITORIAL BOARD

Prof. Okpako J.E.F

University of Port Harcourt, Port Harcourt
(Editor in Chief)

Dr. A.V. Ogunleye

University of Port Harcourt
(Managing Editor)

EDITORIAL BOARD

Prof. Yakassai Musa

Bayero University Kano, Kano

Prof. Okeneye R.O.

Lagos State University, Ojo

Prof. Ojeme E.O.

University of Benin, Benin City

Prof. K. Anugweje
Harcourt

Institute of Sports, University of Port Harcourt, Port

Dr. Okunade .A.

University of Port Harcourt

EDITORIAL ADVISERS

Prof. Ayo Agbonjimi

University of Venda South Africa

Prof. J.F. Babalola

University of Ibadan, Ibadan

Prof. O.A. Akeredolu

Lagos State University, Ojo, Lagos

Prof. O.A Onifade

University of Ilorin, Ilorin

Prof. Ezra Gunem

Ahmadu Bello University, Zaria

Dr. E.U Asogwa

University of Port Harcourt, Port Harcourt

Dr. A.J. Esan

University of Lagos, Akoka Lagos

Dr. P.O. Omeregbe

University of Winniba, Ghana

TABLE OF CONTENTS

NZEREUGU, DANIEL CHUKWUMA. TRADE AS A DIPLOMATIC CHANNEL IN PRE-COLONIAL IGBO DIPLOMACY-THE NNEWI EXAMPLE	1
NWOKO HELEN OGHO AND PROF. E.I ACHALU PERCEPTION AND ATTITUDE OF HERBAL MEDICINE AMONG URBAN AND RURAL RESIDENTS OF RIVERS STATE, NIGERIA.	6
DR. AUDU VIVIAN ESTHER IMOITSEME AND WELLINGTON JESUOROBO EFFICACY OF BEHAVIOURAL COUPLE THERAPY IN THE ENHANCEMENT OF MARITAL ADJUSTMENT AMONG MARRIED COUPLES IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE	17
AKANNI, OLUBUKOLA OLUTOSIN (Ph.D) PEER PRESSURE INFLUENCE AS DETERMINANT OF SOCIAL BEHAVIOUR AMONG UNDERGRADUATE STUDENTS OF THE UNIVERSITY OF LAGOS	29
O.O. LONGE, PhD INFLUENCE OF ENVIRONMENTAL FACTORS ON ADOLESCENT DELINQUENT LIFESTYLE	42
OBIORA, JUDIPAT NKIRU (PHD) & ASIEGBU, UCHEOMA, A. JOB DESIGN AS AN INDICATOR OF AFFECTIVE COMMITMENT IN RESTAURANTS IN RIVERS STATE	53
MRS. EGBOCHUKU O., M.SC (ED) & ERHABOR IGBINOSA NORRIS TEACHERS AWARENESS AND ATTITUDE TOWARDS CLIMATE CHANGE: IMPLICATIONS FOR A SUSTAINABLE ENVIRONMENT	63
DR. ASOGWA E.U. DR. B.G. AKURU & DR. A.V OGUNLEYE PSYCHO-SOCIAL ROLES OF SPORTS AS PREDICTORS OF PEACE AND DEVELOPMENT AMONG MALE IN SCHOOL ADOLESCENTS	72
ORJI SCHOLARSTICA EFFECTIE COMMUNICATION IN COACHING SPORTS' SKILLS	80
LEKIA NWIKINA PhD & WORLU, PAUL N. Ph.D ENHANCING READING COMPREHENSION SKILLS OF THE NIGERIAN COLLEGE STUDENTS	85

AMADI ELIZABETH N. ATTITUDE OF PARENTS TOWARD THEIR SPECIAL NEED CHILDREN (A CASE STUDY OF GOVERNMENT SPECIAL NEEDS SCHOOL, BOROKIRE PORT HARCOURT)	96
EMMANUEL U. ASOGWA (Ph.D) PHYSICAL ACTIVITY AND HEALTH PROMOTION	111
EZIKWA, TENAS GODSWILL (MNCS) & EZIKWA, VICTORIA TENAS (MTRCN) COMPUTERIZED VALIDATION OF STUDENTS' SCORE SHEETFOR AN IMPROVED EDUCATIONAL DELIVERY IN RIVERS STATE	121
VERONICA I. OSUBOR AND DICKSON E. A. OMOROGBE IMPACT OF COURSE RELOCATION ON STUDENTS' ACADEMIC PERFORMANCE	129
UBOM, IME MATHIAS & PROF. J. E. F. OKPAKO DETERMINANTS OF LOW BACK PAIN AMONG NURSES IN PUBLIC ANDPRIVATE HOSPITALS IN PORT HARCOURT METROPOLIS.	142
WONDIKOM, FORTUNE ULOMA HEALTH RISKS ASSOCIATED WITH STREET HAWKING AMONG YOUNG PEOPLE IN PORT HARCOURT METROPOLIS OF RIVERS STATE	152
BOMO-ENE TIENE (Ph.D) PREVALENCE, AWARENESS AND ATTITUDE OF MEN IN THE USE OF CONDOM IN YENAGOA METROPOLIS	167
BOMO-ENE, TIENE KNOWLEDGE AND ATTITUDE ON SEXUALITY EDUCATION EFFECT AMONG ADOLESCENT IN OGBIA LOCAL GOVERNMENT AREA OF BAYELSA STATE	178
ORJI SCHOLASTICAL POPULATION EXPLOSION EFFECTS ON MAINTENANCE OF SPORTS FACILITIES IN SECONDARY SCHOOLS IN EBONYI STATE NIGERIA	190
EFEBO, OTONYE ESINGHA THE USE OF FORCE IN OIL RELATED CONFLICTS RESOLUTION IN THE NIGER DELTA BY THE NIGERIA STATE	203

ABOYEWA ABIOLA ALABA POLITICAL WILL, ATTITUDE AND CHALLENGES OF PRIMARY HEALTH CARE DELIVERY SYSTEM IN LAGOS STATE, NIGERIA.	217
OGWU, S.M, PROF. P.C.E. RO AND DR. A.V. OGUNLEYE ASSESSMENT OF MOTOR AND PHYSICAL FITNESS VARIABLES IN RURAL AND URBAN CHILDREN OF RIVERS-WEST SENATORIAL DISTRICT	232
KEMGBARA, RAPHAEL BARIDIDUM HEALTH PROMOTION PROGRAMMES OF SHELL PETROLEUM DEVELOPMENT COMPANY IN PORT HARCOURT, RIVERS STATE.	248
DR. ABDULKAREEM RASAQ LANRE LECTURERS' COMMITMENT AND SANDWICH PROGRAMME EFFECTIVENESS IN UNIVERSITY OF ILORIN	256
IDOU KAINDE, PhD PHYSICAL EDUCATION AT SENIOR SCHOOL LEVEL: HINDRANCES, PROSPECTS AND SUGESTIONS	266
KALAROO EBIYEMI MERCY & OGORO, OKE STANLEY DISPOSAL OF PLASTIC MATERIALS ON LAND AND MARINE ENVIRONMENT; ITS EFFECTS AND CONTROL MEASURES	265
DOUGLAS O. NWAOKUGHA, Ph.D & JOSHUA C. IHUOMA INTEGRATING AND ADAPTING AFRICA'S WORLDVIEWS ON EDUCATION IN NIGERIA'S EDUCATIONAL PRACTICES	272
DR. ABDULKAREEM RASAQ LANRE PRINCIPALS PERSONNEL MANAGEMENT PRACTICES AND TEACHERS' JOB PERFORMANCE IN ILORIN-WEST LOCAL GOVERNMENT AREA, KWARA STATE	281
DOUGLAS O. NWAOKUGHA, PH.D AND JOSHUA C. IHUOMA INTEGRATING AND ADAPTING AFRICA'S WORLDVIEWS ON EDUCATION IN NIGERIA'S EDUCATIONAL PRACTICES	292
DR. NDIOHO, OFONIME F & EGERE, OGECHUKWU CHINWE INFLUENCE OF INTEREST ON THE PERFORMANCE OF SECONDARY SCHOOL BIOLOGY STUDENTS IN IKWERRE LOCAL GOVERNMENT AREA OF RIVERS STATE.	307

PRINCIPALS PERSONNEL MANAGEMENT PRACTICES AND TEACHERS' JOB PERFORMANCE IN ILORIN-WEST LOCAL GOVERNMENT AREA, KWARA STATE

DR. ABDULKAREEM RASAQ LANRE
email: Abdulkareem.rl@unilorin.edu.ng
Department of Educational Management,
Unilorin

Abstract

Teachers are the main actor when it comes to the achievement of educational objectives. Their performance make or mare the success of the school. Thus, it is necessary to ensure that personnel within the school are well managed. This necessitated this study. The main purpose of this study is to investigate the relationship between principals' personnel management practices (staff placement, discipline, motivation and motivation) and teachers' job performance in Ilorin west LGA secondary schools, Kwara state. Also to examine the personnel management practices used by principals in Ilorin west LGA secondary schools, Kwara state and to investigate the level of teachers; job performance in Ilorin west LGA secondary schools, Kwara state. Two research questions, one main hypothesis and four operational hypotheses were designed to guide the study. Descriptive research design was adopted. The population of the study consists 894 teachers and 5001 students in Ilorin-west LGA of Kwara State. The sample of the study was 269 teachers which was selected using proportional sampling technique according to Kreijcie and Morgan sample determination table (1970). Simple random sampling technique was also used to select 265 students. There are two instrument designed for this study. Two Researchers-designed questionnaires titled "Principal Personnel Management Practice Questionnaire" which is to be responded to by the teachers and "Teachers' Job Performance Questionnaire". Which is to be responded to by the students.. The questionnaires were given to two experts from Department of Educational management to ascertain the face and content validity. The reliability of the instruments was ensured by test-retest method and the correlation coefficient of variation of the instrument was 0.67 and 0. 61. Mean was used to answer the research questions while Pearson product moment correlation statistic was used to test all the hypotheses at 0.05 level of significance. The findings include that there was significant relationship between principals' personnel management practices (staff placement, discipline, motivation and motivation) and teachers' job performance in Ilorin west LGA secondary schools, Kwara state. It was therefore recommended that government should ensure that principals employed are qualified human resource managers so as to ensure proper supervision, motivation, discipline, placement in the schools.

Keywords: principals' personnel management; students; academic performance.

Introduction

Education has been seen an instrument par excellence for effecting national development. The Federal Republic of Nigeria (2013) asserted that no institution can develop more than the quality of its personnel. Invariably, no Nation can develop beyond the quality of its citizens. The zeal to develop these citizens as aimed by the FGN, necessitated series of changes of the educational system from 6-5-4 to 6-3-3-4 and now to 9-3-4. That is, nine years of basic education (which comprised 6 years of primary school and 3 years of Junior secondary school), three years of secondary school education and four years of tertiary education. Hence, secondary education is a major part of the educational system in Nigeria.

The secondary education is that education received after the completion of basic 9 in preparation for tertiary education. The goals of secondary education includes to: provide all secondary school leavers with the opportunity for education of a higher level in respective of sex, social status, religious or ethnic background; offer diversify curriculum to cater for the differences in talents, opportunities and future roles; provide trained manpower in applied science; technology and commerce at sub- professional level; develop and promote Nigerian languages, art and culture in the context of world's cultural heritage; inspire students with a desire for self-improvement and achievement of excellence; foster national unity with an emphasis on the common ties that unite us in our diversity; raise a generation of people who can think for themselves, respect the feelings and views of others, respect the dignity of labour, appreciate those value specified under our broad national goals and live as good citizens; provide technical knowledge and vocational skills necessary for agriculture, industrial, commercial and economic development.(Federal Republic of Nigeria, 2013).

The extent to which these objectives are achieved is usually hinged on the teachers. The teachers are the main agent responsible for the transformation of students to educated persons that can contribute immensely to the development of the nation. The performance of student majority of times reflects the level of effort or performance of teachers. It therefore implies that the success or failure of any education depends largely upon the quality of its teachers which also implies that the quality of education provided in schools depends directly on the capability, commitment and motivation of the teachers. Thus, quality learning depends on the recruitment, retention and development of professional teachers, effective personnel management procedures and continual development of adequately qualified and dedicated staff that would promote an optimum level of performance towards the provision of quality education. Consequently, there is need for effective personnel management in schools for the teachers to perform at the optimum level. According to Ogunsaju (2006), personnel management is the effective mobilization of human resources based upon appropriate recruitment, selection, training and placement of appointed staff in order to achieve the organizational set down goals and objectives. It could also be defined as the effective utilization of human resources in an organization through the management of people and related activities.

The school personnel can be grouped into two, namely, the teaching staff and the non-teaching staff. Teaching staff are the teachers, while the non-teaching staff include the school administrative staff such as bursars, account clerks, clerical officers, office assistants, drivers, gardeners, gatemen and security guards. Their major task (especially the teachers) is to bring about the desired changes in the students. Since the quality of education depends on the number and quality of its personnel, the school personnel manager is faced with the responsibility of placing the right person on the right job.

In the secondary school system, the work of the personnel manager is being carried out by the school head (Principal) in consultation with School Board or Commission as the case may be. As the personnel manager of the school, the school head is charged with the following responsibilities: Planning the curriculum towards the needs of the students; understanding the education theory and current development; ensuring and contributing to the professional development of teachers under his leadership; coordinating all the existing educational programmes in the school; motivating his staff; and providing an effective leadership in the various areas of school management. The extent to which principals in Ilorin-west carried out these personal management practices and how it relates to the job performance of the teachers in the local government form the focus of this study.

Statement of the Problem

The rate of poor academic performance of student in Ilorin-west has become a great concern to all stakeholders in education. As a result of this poor performance, stakeholders in education are curious to know the reasons associated with the problem. Accusing fingers are been pointed to the teachers that they are not carrying out their responsibilities adequately. Some were even of the opinion that many teachers are not competent or not qualified. Hence, Ajayi (2003) carried out a study on revamping public secondary education in .Nigeria. Martin. (2017) also carried out a study on staff personnel management in education. Martin. (2017) used recruitment and selection, training to measure personnel management. The findings of the two studies showed that there is significant relationship between the staff personnel management and staff effectiveness. This study therefore followed this investigation in a different locality and using different measure. Thus, the study investigated principals' personnel management practices and teachers' job performance in Ilorin-west Local Government Area secondary schools. Kwara state.

Purpose of the Study

The main purpose of this study is to investigate the relationship between principals' personnel management practices and teachers' job performance in Ilorin west LGA secondary schools, Kwara state. Specifically, the purpose of the study includes;

1. To examine the personnel management practices used by principals in Ilorin west LGA secondary schools, Kwara state

2. To investigate the level of teachers' job performance in Ilorin west LGA secondary schools, Kwara state
3. To examine the relationships between staff placement and teachers' job performance in Ilorin west LGA secondary schools, Kwara state.
4. To investigate the relationships between staff discipline and teachers' job performance in Ilorin west LGA secondary schools, Kwara state.
5. To examine the relationships between staff motivation and teachers' job performance in Ilorin west LGA secondary schools, Kwara state.
6. To investigate the relationships between staff supervision and teachers' job performance in Ilorin west LGA secondary schools, Kwara state.

Research Questions

The following research questions are designed to guide the study

1. What are the principals' personnel management practices used in Ilorin west LGA secondary schools, Kwara state?
2. What is the level of teachers' job performance in Ilorin west LGA secondary schools, Kwara state?

Research Hypotheses

There are one main hypothesis and four operational hypotheses

Main Hypothesis

There is no significant relationship between principals' personnel management practices and teachers' job performance in Ilorin west LGA secondary schools, Kwara state

Operational Hypotheses

1. There is no significant relationship between staff placement and teachers' job performance in Ilorin west LGA secondary schools, Kwara state
2. There is no significant relationship between staff discipline and teachers' job performance in Ilorin west LGA secondary schools, Kwara state
3. There is no significant relationship between staff motivation and teachers' job performance in Ilorin west LGA secondary schools, Kwara state.
4. There is no significant relationship between staff supervision and teachers' job performance in Ilorin west LGA secondary schools, Kwara state

Methodology

The research design for this study is descriptive survey. The population of the study included all the 894 teachers and 5001 in Ilorin-west LGA of Kwara State (Kwara state Annual School census, 2019). The sample of the study was 269 teachers which was selected using proportional sampling technique according to Kreijcie and Morgan sample determination table (1970). Simple random sampling technique was also used to select 269 students. There are two instrument designed for this study. Two Researcher-designed questionnaire titled "Principal Personnel Management Practice Questionnaire" (PPMPQ) which is to be responded to by the teachers and "Teachers' Job Performance Questionnaire (TJPQ)" to be responded to by the students. IPPMPQ contained 16 items designed to elicit information on the sub variables of the independent variable which is the principal personnel management practices (staff placement, discipline, motivation and supervision). This questionnaire followed the five-scale Likert type pattern where SA= strongly agree, A= Agree, U= undecided, D=Disagree and SD=strongly disagree. The TJPQ was designed with a response pattern of VH= very high, (4.0-5.0); H=high (3.0-3.99), A=average (2.5-2.99); L=low (1.5-2.49; VL= very low (below 1.50). The questionnaires were given to two experts from Department of Educational management to ascertain the face and content validity. The reliability of the instrument was ensured by test-retest method and the correlation coefficient of variation of the instrument was 0.67 and 0.61 for PPMPQ and TJPQ respectively. This showed that the instruments were reliable. Mean was used to answer the research questions while Pearson product moment correlation statistic was used to test all the hypotheses at 0.05 level of significance.

Answering of Research Questions

Four research questions were formulated to guide this study and answers to them were provided as shown below:

Research Question 1: What are the principals' personnel management practices used in Ilorin-west Secondary schools, Kwara State?

Table 1:Personnel Management Practices in Ilorin-West Secondary Schools.

S/N	ITEM	Responses	
		Mean	Ranking
1.	Staff Placement	2.50	4 th
2.	Staff Discipline .	3.55	2 nd
3.	Staff Motivation	2.93	3 rd
4.	Staff Supervision	3.86	1 st

Table 1 revealed that principals of secondary schools in Ilorin-West LGA engage more in staff supervision, followed by staff discipline, then staff motivation and finally staff placement. Hence they were ranked 1st, 2nd, 3rd and 4th respectively. It therefor means that the principals used the four practices in the management but engage in staff supervision more, then staff discipline, then staff motivation and lastly staff placement.

Research Question Two: What is the level of teachers’ job performance in in Ilorin-west LGA secondary schools?

Table 2: Level of Teachers’ Job Performance in Ilorin-West Secondary Schools.

S/N	ITEM	Responses	
		Mean	Decision
1.	Lesson Note Preparation	3.10	High
2.	Lesson Presentation .	2.61	Average
3.	Class Control	2.15	Low
4.	Lesson Evaluation	2.50	Average
Overall Mean		2.59	Average

Table 2 shows that the level of teachers’ lesson note preparation was high (3.10), the level of teachers’ lesson preparation was on the average (2.61), the level of teachers’ class control was low (2.15) and the level of teachers’ lesson evaluation was on the average. On the average the overall mean for all the four parameters of teachers job performance was 2.59. Since that fall on the benchmark of 2.5 -3.0 for average performance, it is suffix to conclude that the level of teachers’ job performance in Ilorin-west LGA is average.

Hypotheses Testing Main Hypothesis

There is no significant relationship between principals’ personnel management practices and teachers’ job performance in Ilorin-west local government area of Kwara state.

Table 3: Personnel management practices and teachers' job performance

Variable	N	df	P- value	Level of Significance	Decision
Personnel Mgt. Practices	269				
Teachers' Performance	269	267	0.000	0.05	Ho rejected

Table 3 revealed that the p-value is 0.000 while the level of significance is 0.05. Thus, the level of significance is greater than the p-value. Since the p-value is less than the level of significance, the hypothesis which states that there is no significant relationship between principals' personnel management practices teachers' job performance in Ilorin-west local government area of Kwara state is therefore rejected. Hence there is significant relationship between principals' personnel management practices and teachers' job performance in Ilorin-west local government area of Kwara state.

Operational Hypotheses

Ho1: There is no significant relationship between staff placement and students' academic performance in Ilorin-west local government area of Kwara state.

Table 4: Staff Placement and Students' Academic Performance in Ilorin-west

Variable	N	df	P- value	Level of Significance	Decision
Staff Placement	269				
Teachers' Performance	21,856	267	0.001	0.05	Ho rejected

Table 4 revealed that the p-value is 0.001 while the level of significance is 0.05. Thus, the level of significance is greater than the p-value. Since the p-value is less than the level of significance, the hypothesis which states that there is no significant relationship between staff placement and teachers' job performance in Ilorin-west local government area of Kwara state is therefore rejected. Hence there is significant relationship between staff placement and teachers' job performance in Ilorin-west local government area of Kwara state.

Ho2: There is no significant relationship between staff discipline and teachers' job performance in Ilorin-west local government area of Kwara state.

Table 5: Staff Discipline and Teachers' Job Performance in Ilorin-west

Variable	N	df	P- value	Level of Significance	Decision
Staff Discipline	269				
Teachers' Performance	269	267	0.000	0.05	Ho rejected

Table 5 revealed that the p-value (0.000) is less than the level of significance of 0.05. Since the p-value is less than the level of significance, the hypothesis which states that there is no significant relationship between staff discipline and teachers' job performance in Ilorinwest local government area of Kwara state is therefore rejected. Hence there is significant relationship between staff discipline and teachers' job performance in Ilorin-west local government area of Kwara state.

Ho3: There is no significant relationship between staff motivation and teachers' job performance in Ilorin-west local government area of Kwara state.

Table 6: Staff Motivation and Teachers' Job Performance in Ilorin-west

Variable	N	df	P- value	Level of Significance	Decision
Staff Motivation	269				
Teachers' Performance	21,856	267	0.000	0.05	Ho rejected

Table 6 revealed that the p-value (0.000) is less than the level of significance of 0.05. Since the p-value is less than the level of significance, the hypothesis which states that there is no significant relationship between staff motivation and teachers' job performance in

Ilorin-west local government area of Kwara state is therefore rejected. Hence there is significant relationship between staff motivation and teachers' job performance in Ilorinwest local government area of Kwara state.

Ho4: There is no significant relationship between staff supervision and teachers' job performance in Ilorin-west local government area of Kwara state.

Table 7: Staff Supervision and Teachers' Job Performance in Ilorin-west

Variable	N	df	P- value	Level of Significance	Decision
Staff Motivation	269				
Teachers' Performance	21,856	267	0.001	0.05	Ho rejected

Table 7 revealed that the p-value (0.001) is less than the level of significance of 0.05. Since the p-value is less than the level of significance, the hypothesis which states that there is no significant relationship between staff supervision and teachers' job performance in Ilorin-west local government area of Kwara state is therefore rejected. Hence there is significant relationship between staff supervision and teachers' job performance in Ilorinwest local government area of Kwara state.

Discussion of Findings

The testing of the main hypothesis resulted in the rejection of the hypothesis. Thus there is significant relationship between principals' personnel management practices and teachers' job performance in Ilorin LGA secondary schools, Kwara state. This findings agreed with the finding of Blumede, (2001) who established that the better the performance of the students, the more effective the personnel management system is assumed to be. In another related study, Holsen, Smith, Frey (2008) confirmed a strong and positive relationship between quality of school personnel management system and student achievement in English and Mathematics though with some emphases on available school facilities.

Hypothesis 1 which states that there is no significant relationship between staff placement and teachers' job performance in Ilorin-west local government area of Kwara state was rejected. Thus there is significant relationship there is significant relationship between staff placement and teachers' job performance in Ilorin-west local government area of Kwara state. This is in agreement with the findings of Adesina (2010), that recruiting adequate and qualified staff, developing and maintaining the staff is significantly influence the willingness of staff to render effective and efficient educational services to the students within the school system.

There is significant relationship between staff discipline and teachers' job performance in Ilorin-west local government area of Kwara state is the outcome of the testing of hypothesis 2. This finding is in conformity with the finding of Holen, Waaktaar, Lervåg, and Ystgaard (2013) that the principals level of discipline has a very significant impact on the job performance of teacher, their effectiveness and hence students' academic performance.

Hypothesis 3 which states that there is no significant relationship between staff motivation and teachers' job performance in Ilorin-west local government area of Kwara state was also rejected. Hence there is significant relationship between staff motivation and teachers' job performance in Ilorin-west local government area of Kwara state. This is in line with Oduwiye, Sofoluwe, Akinnubi, and Ibrahim, (2016), who stated that discipline of staff, students and parents is key to the achievement of school effectiveness.

Hypothesis 4 which states that there is no significant relationship between staff supervision and teachers' job performance in Ilorin-west local government area of Kwara state was also rejected. Hence there is significant relationship between staff supervision and teachers' job performance in Ilorin-west local government area of Kwara state. In agreement with this findings is the finding of Martin. (2017). He found out that supervision is the key to students' academic performance.

Conclusion

The teachers are the key actors in the effectiveness of secondary school education. It is therefore important to ensure that they perform their roles as expected towards the achievement of educational goals and objectives. Hence it is necessary to do everything that is needed to be done to ensure that this is done. One of the things to be done in order to ensure good teachers' job performance is adequate personnel management practices by the principals. This study found out that principals' personnel management strategies is significantly related to teachers' job performance, thus all hands must be on desk to ensure that proper principals' personnel management strategies are put in place in secondary schools in Ilorin-west LGA, Kwara state.

Recommendations

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

- The government should ensure that the head teachers of secondary schools are qualified human resource managers so as to ensure proper supervision, motivation, discipline, placement in the schools.
- The principals should ensure that they monitoring of staff especially in terms of instructional supervision that has direct link to teachers' job performance.
- The principal should also ensure that they visit the class often to see how the teachers are teaching the pupils and make reasonable contributions, corrections or modifications without embarrassing the teachers.
- Principals must always ensure that the morale of staff are always boosted with the little resources made available to him or her. He can ensure this through recognition and involving staff in decision making.

References

- Adesina, S. (2010). *Some aspect of school management*. Ibadan Published.
- Ajayi, T. (2003). Revamping Public Secondary Education. *Paper presented on the need for capacity building of school managers and teachers in Nigeria*. Micom Ada, Ouns State.
- Blumede, R. S. (2001). Making School Effective in Nigeria. *Journal of Educational Research*, 5(1) 65-78.
- Ekwesili, O. (2006). Our Educational System. *A Paper presented at the Presidential Forum on Education*. Abuja, October, 2006.
- Federal Republic of Nigeria (2013). *National Policy on Education*. Abuja: NERDC
- Holen, S., Waaktaar, T., Lervåg, A., & Ystgaard, M. (2013). Implementing a universal stress management program for young school children: Are there classroom climate or academic effects? *Scandinavian Journal of Educational Research*, 57, 420-444.
- Holsen, I., Smith, B. H., & Frey, K. S. (2008). Outcomes of the social competence program Second Step in Norwegian elementary schools. *School Psychology International*, 29, 71-88.
- Krejcie, R.V., & Morgan, D.W., (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*. Retrieved from Research Proposal Writing Guide on August 25th, 2012KENPRO
- Martin. D (2017). *Human Resource Management (HRM)*. Retrieved January 01, 2020 from cleverism.com
- Oduwiye, R.O., Sofoluwe, A.O., Akinnubi, O.P. & Ibrahim, H.B. (2016). School Population and Teachers' Effectiveness in Kwara State Basic Schools, Nigeria. *Journal of Elementary Education* 27(2) 41-48
- Ogunsaju, S. (2006). *A guide to school effectiveness in Nigeria*. Ibadan: Lavelle Publisher.