



Influence of Principals Management of Human Resources on Teachers' Job Performance in Public Senior Secondary Schools in Rivers State

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ABSTRACT

The study examined the Influence of Principals' Management of Human Resources on Teachers' Job Performance in Public Senior Secondary Schools in Rivers State. To achieve the purpose of the study, the researcher developed three (3) objectives of the study, three (3) research questions and three (3) hypotheses. The study adopted the descriptive survey design. The population of the study consisted of 9855 teachers and 741 Principals making a total of 10596 drawn from all the public senior secondary schools in Rivers State. The sample size of the study was 268 principals and teachers. The sampling technique used was census. The study made use of a self-developed questionnaire as the instrument for data gathering. The instrument was validated by three experts; two in Measurement and Evaluation and one in Educational Management. Cronbach Alpha statistics was used to test the reliability of the instrument which yielded reliability indexes of 0.96, 0.87 and 0.86, respectively. The data gathered were analyzed using mean and standard deviation for the research questions while the null hypotheses were tested using z-test statistics at 0.05 level of significance. Based on the analysis of the data, the findings of the study revealed that provision of incentives, retraining of human resources and effective organizing of teachers' recruitment process have positive and significant influence on teachers' job performance in public senior secondary schools in Rivers State. Based on the findings of the study, it was recommended that government should provide incentives and in-service training for teachers.

Key Words: Principals, Management, Human Resources, Teachers' Job Performance.

Introduction

The success of any school depends on the availability and efficient management of both human and material resources. With the rapid development in the educational sector and the projected increase in sizes and demand for education, there is need to effectively channel principals' attention towards the function and usefulness of human resources in a given school. Otherwise, the goal of the school which is aimed at instituting teaching and learning will be jeopardized. Within the school context, teachers' job performance is very important in determining the extent to which learners learn and it is their duty to ensure they raise good students in character.

Teacher job performance, therefore, refers to the statutory curricula function that is performed by the teachers to enable learners to achieve the set educational goals in the schools. This ultimately depends on the commitment of the principals and teachers to make judicious and adequate use of both human and materials resources, to harness them together and bring job effectiveness in conformity with the standards expected. The effectiveness of the teachers' job performance is manifested in their knowledge of the subject matter, skills, and competencies in the teaching and learning processes, which leads to the accomplishment of the educational goals. The real teacher must possess these qualities for effective teaching and pleasant learning in the school.

With the indices of effective teachers' job performance presented above, it can be said that many teachers do not appear to be meeting these standards. The quality of teachers' job performance in the area has been put in doubts due to the poor attitudes manifested by several secondary school principals who appear to be non-committed to their jobs. Some public-school teachers do not go to school on time, some rarely teach students, writing notes of lessons appears a boring task to many teachers who ought to have professionally behaved as observed by Owan (2018). The truant nature of secondary school teachers as exhibited in their poor attitude towards instructional duties; lateness to work, inconsistent attendance to school or classes, poor record keeping attitude, and their poor disciplinary attitudes are pointers to the fact that many teachers are ineffective in their job performance. The menace of teachers' poor job performance in the area had been on the high strain and cannot be overemphasized as it has not only eaten deep into the quality of students produced but has also contributed to the poor quality of leaders produced into the Nigerian economy (Oluwaseun, 2016). It was based on these setbacks that the study was carried out to ascertain the extent to which human resources in the schools are being managed, and to examine whether there is an association between human resource management and teachers' job performance.

The function of human resource management in secondary school cannot be overlooked. This is because of the pivotal role it plays in motivating people, enhancing the vital relationship and harmonizing with physical facilities to achieve organizational goals. Akpakwu (2012), view human resources management as the process of recruiting, selecting and retaining the best people and putting them in jobs where their talents and skills can be utilized. Flippo (2015), sees human resources management as the "planning, organizing, directing, controlling of procurement, development, compensation, integration, maintenance, and separating of human resources to the end that individuals, organizational and social objectives are achieved. This

relationship is more of bringing together and developed into an effective organization of the men and women who make up an enterprise and harmonize them for the well-being of individuals and of working groups, to enable them to contribute to the success of the organization in terms of job performance.

Thus, the need for human resource management in the school system is integral and offers a wide range of channels through which the school principals carry out statutory duties and other responsibilities. There are many ways in which human resources within the formal school system can be effectively managed. These include promotion, discipline, remuneration, motivation, supervision, the involvement of staff in decision making, inter- personal relationship, effective communication, the delegation of responsibilities and retraining Owan, (2018). However, the emphasis was based on three aspects of human resource management in this study which include principals' provision of incentives to stimulate teachers effectiveness, retraining teacher to build their capacities and teachers' participation in decision making.

Principals Effective Management of Human Resources

Principal inter-personal relationship refers to the cohesion that exists between a school principal and his teachers, students and other personnel within and outside the school environment. According to Azzari (2008), the school administrator must understand his own behavior and the behavior of pupils, teachers, other staff members, parents, and all citizens of the community who influence educational policy in any way. He must understand the group dynamics not only of school boards, school-related organizations such as the parent-teacher association and groups of school personnel, but also of many other groups in the community which can affect the operation, strength, and qualities of schools. Vasiliki (2015) investigated interpersonal relations between teachers and between principals and teachers, as well as their contribution to the effective operation of the school unit and especially to the students' achievement and conduct. It was found that the relations between teachers and between principal and teachers in most schools are official and friendly. Important factors that create good relations are good behavior, the qualifications and the personality of the teachers and principals.

Teachers' participation in decision making refers to the degree of employee's involvement in a firm's strategic planning activities. Every school principal must ensure that every staff is adequately involved in making decisions that concern the school. This will raise their morale to take an active part in an activity in which they were involved in the planning. Newman (2012) examined the influence of teacher participation in decision-making on their morale in Zimbabwean schools. The sample comprised of 5 secondary school heads and 20 secondary school teachers who were purposefully selected. The study established that insignificant teacher participation in critical school issues result in low staff morale and this culminates in stressful school governance. The study recommends teacher empowerment in decision-making.

Principal delegation of responsibilities is the act of assigning duties and responsibilities to the teachers by the school principal in order to ensure that there is a division of labor as well as specialization in the school system. The main reason for delegation in schools emanates from the fact that the task of running a school is too broad for one person to manage alone. There are many tasks and people to deal with in the school, so the workload has to be shared among various units and personnel. Educational managers should strive to create a balance between giving up total control to a group and holding too tightly to the reins. Delegation means initially setting the parameter, and then staying involved through coordination of resources, reviewing progress report, and being able to meet with teams at critical junctures (Nnior, Ratau & Mmasepatela, 2012).

Jackson (2015) investigated teachers' perceptions of the influence of principals' level of delegation of duties on their work performance in public secondary schools in Eldoret Municipality. Proportionate random sampling technique was used to select the respondents. The study established that teachers in public secondary schools in Eldoret Municipality felt that the level of Principals' delegation of duties influenced their contribution to decision making, their capacity to develop self-managed teams, team spirit, their opportunities for advancement and learning, initiative and creativity. Through involvement in decision making, there was an enhancement of teachers' motivation and job satisfaction. It was therefore recommended that the Principals of the various secondary schools need to delegate more duties to teachers in order for them to be able to make efficient decisions, develop work teams, train and develop teachers, which results into motivation and job satisfaction.

Human resource management is vital in improving employee productivity and school performance that can be attributed to effective educational management. Furthermore, the roles of the principal in managing human resource is a key component in promoting an employee's ability to perform the job more effectively towards employee performance for the success of school management. When the principals have implemented the human resource management functions as the strategic approaches more professionally to staff management, the human resources can be a competitive advantage and a great source of competitive strength for the schools. Armstrong (2012) opined that human resource management is a strategic and coherent approach to the management of an organization's most valued assets. Human resource is the most important and unique asset that schools have (Osuji, 2014). But the management of this valuable asset is a challenging task for principals. The effectiveness of human resource management policy therefore can contribute to quality education and employee productivity, employee performance, and general effectiveness (MoEYS, 2012). Despite the role of the principal in managing personnel, in order to improve the performance of teachers, much still needs to be done in the areas of retraining, incentives for teachers, and involving teachers in decision making

To respond to human resource management practices situations above, this paper will review the effectiveness of the principal in managing human resources in public senior secondary schools in Rivers State.

According to Matthis and Jackson (2010) human resource management is the strategic and operational management of activities in an organization. From the statement above; the human resource management is seen in terms of two principal functions, namely; the operational and strategic forms which the former focus refers to the personnel activities which include controlling attendance, ensuring employee health and safety, administering rules and regulations to comply with the labor laws. The strategic focus involves human resource planning, forecasting, recruiting more people, employing people with new skills and competencies. This researcher stipulated that human resource management has moved from the traditional role of personnel management into strategic management where all employees, especially, the principals should be involved in problem-solving, corporate

culture promoting and leadership styles management. Moreover, the human resource policies aimed at supporting the mission and objective of the schools and making it a competitive environment in the context of education sectors. The appropriate use of human resource management practices positively impacts the level of employer and employee commitment and performance (Purcell, 2004). Practically, human resource management functions are well managed by principals. Employee retraining and development, competitive compensation, and performance appraisal can encourage the employees to work better in increasing productivity and performance. More essentially, human resource management in education is the methods of maintaining and retaining both teaching and non-teaching staff so that the school can consequently achieve the goals of the school optimally.

Human Resource Management

Though the term human resource management is widespread, the definition of the term has remained varied and elusive. Storey (1995) therefore defines human resource management as: "A distinctive approach to employment management which seeks to achieve competitive advantage through the strategic deployment of highly committed and capable workforce,

using an integrated array of cultural, structural and personnel technique". The term Human Resource Management (HRM) is a strategic, integrated and coherent approach to the employment, development and well-being of the people working in organizations (Amie- Ogan, 2015). To Amadi (2012), it is the management of work and people towards desired ends. Amadi (2012) described human resource management as carefully designed combinations of such practices aimed at bringing humans together to improve organizational effectiveness, having regard for the well-being of individuals to enhance better performance. These definitions emphasize the difference between Personnel Management as defined in the second paragraph and human resource management as described in the third paragraph. To put it in one sentence, personnel management is essentially "workforce" centered whereas human resource management is "resource" centered. The key difference in human resource management in recent times is about fulfilling management objectives of providing and deploying people and a greater emphasis on planning, monitoring and control (Amie-Ogan, 2021).

Incentives

Incentives are part of motivational strategies which promote teachers' job performance. Incentives are things that stimulate the feeling of teachers towards action. They are usually exciting, they motivate teachers to take desired actions (Sims, 2017). Incentive are not only tied to monetary benefits such as salary increment but encompass many other things like staff retraining and development, working conditions, promotions, status, participation in decision making and rewards for high performance (Ozoemena, 2013). Teachers need incentives to be able to put more efforts in the discharge of their duties, record high productivity in lesson planning, teaching, students' and parental support, punctuality to classes and other meetings (Ozoemena, 2013).

Retraining

The role of teachers in educational development is inestimable. The output of the teacher is dependent upon the quality of training received by the teacher. The teacher's confidence is boosted by quality training and retraining on the job (Osuji, 2014). Teachers will improve in their capacity and quality of delivery if they consistently develop their skills through retraining. Retraining increases the teacher's fulfillment and enhances job performance of teachers (Omotayo and Ogbudimkpa, 2020). Principals are to organize on-the-job training for the teachers. Teachers are expected to update their skills in their subject areas to enable them meet up with evolving skills, following the rapidity of change and competition in the world, teacher will need regular in-service training, conferences, seminars, discussions and specific training which will improve the skills and awareness of teachers. Collaborative planning, formal mentoring programs, teaching research groups, informal interactions between peer- teaching can be a source of retraining for teachers (Little, 2021).

Statement of the Problem

The problem of this study is traceable to the fact that most secondary school teachers in the study area, tend to be ineffective in their job performance as displayed in their poor attitude to work, poor record keeping habit, poor punctuality habits, irregular attendance in classes, unethical marking of the attendance register and several other unacceptable behaviours which undermine the quality of the teaching profession, and which deter the schools from achieving set goals and objectives as noted in Owan (2018). This has been an issue of concern for the government and all relevant stakeholders are making efforts to solve this problem. In an effort to address this situation, the government has in recent years periodically supervised and retrained teachers of public secondary schools in the study area. According to Mabin (2007), despite all these measures applied by the government, secondary school teachers, especially those within the scope of the study area, are still performing below expectations in their teaching roles. Students are still performing poorly in the classroom assessments and standard examination.

However, the researcher believes that teachers may perform their jobs effectively in the school system if appropriate measures are put in place to improve their performance and direct their actions. It is on this note that the researcher examines influence of principal's management of human resources on teachers' job performance in public senior secondary schools in Rivers State.

Purpose of the Study

The purpose of the study was to examine the influence of principals' management of human resources on teachers' job performance in public senior secondary schools in Rivers State. The specific objectives of the study were to:

1. Determine the influence of provision of incentives on teachers' job performance in public senior secondary school in Rivers State.
2. Ascertain the influence of retraining of human resources on teaches job performance in public senior secondary school in Rivers State.
3. Examine the influence of Principals involving teachers in decision making process on teachers' job performance in public senior secondary

school in Rivers State.

Research question

The following research questions guided the study.

1. What is the influence of provision of incentives on teachers' job performance in public senior secondary school in Rivers State?
2. What is the influence of retraining of teachers on teachers' job performance in public senior secondary school in Rivers State?
3. What is the influence of Principals involving teachers in decision making process on teachers' job performance in public senior secondary school in Rivers State?

Hypotheses

The following hypotheses were developed to guide the study.

1. There is no significant difference in the mean rating of principals and teachers on the influence of provision of incentives on teachers' job performance in public senior secondary school in Rivers State.
2. There is no significant difference in the mean rating of principals and teachers on the influence of retraining of human resources on teachers' job performance in public senior secondary school in Rivers State.
3. There is no significant difference in the mean rating of Principals involving teachers in decision making process on teachers' job performance in public senior secondary school in Rivers State.

METHODOLOGY

The study adopted descriptive survey research design. The population of the study was 10,596 consisting of 741 principals and 9,855 teachers in all the public senior secondary schools in Rivers State. The sample size of the study was 268 principals consisting of 114 principals and 154 Teachers. The researcher conducted on simply random sampling. The instrument was a self-structured questionnaire titled. "Influence of Principals Management of Human Resources on Teachers' Job Performance Questionnaire (IPMHRTPJQ) which was validated by experts in the departments of measurement and evaluation and educational management. The response scales was structured on a 4 point rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) with values 4, 3, 2 and 1 respectively. Cronbach Alpha statistics was used to test the reliability which yielded reliability incidences of 0.96, 0.87 and 0.86. Mean and standard deviation were used to answer the research questions with a criterion mean of 2.50. Items with mean score rating below 2.50 denoted disagreed while 2.50 and above signified strongly agreed. The non-hypotheses were tested using Z-test at 0.05 level of significant. Analyzed data therefore with calculated Z-value above the Z-critical value of ± 1.9 was rejected and below was accepted.

RESULTS

Research Question 1: What is the influence of provision of incentives on teachers' job performance in public senior secondary school in Rivers State?

Table 1: Descriptive Statistics on the influence of provision of incentives on teachers' job performance in public senior secondary school in Rivers State

S/No.	Statement	Principals $n_1 = 114$			Teachers $n_2 = 154$		
		\bar{X}	SD	D	\bar{X}	SD	D
1	Principals' prompt attention to teachers' on-the-job problems will boost the morale of teachers.	3.12	1.01	Agree	3.08	0.93	Agree
2	Providing bonuses for teachers will influence commitment to their teaching roles.	3.04	0.81	Agree	3.11	1.04	Agree
3	Giving end-of-year award to high performing staff will encourage distinctive teaching performance	2.96	0.73	Agree	3.10	0.91	Agree
4	Assigning responsibilities backed up with appropriate authorities	3.25	0.67	Agree	3.17	0.73	Agree

	will influence teachers' effectiveness.						
5	Principals' maintenance of mutual relationship with teachers will create an atmosphere of confidence in the discharge of their duties.	2.89	1.12	Agree	2.90	0.82	Agree
Grand Mean/ Standard Deviation		3.05	0.87		3.07	0.89	

The analysis in Table 1 revealed that the respondents accepted the point that Principals prompt attention to teachers problems on the job boosts teachers moral and enhances their performance. The study also indicated that the respondents agreed on the view that providing bonuses for teachers will influence commitment to their teaching roles. It was also observed in the analysis that the respondents accepted the fact that assigning responsibilities backed up with appropriate authority will influence teachers effectiveness. The study showed that the respondents agreed on the point that Principals' maintenance of mutual relationship with teachers will create an atmosphere of confidence in the discharge of their duties.

. The analysis revealed that the respondents accepted the fact that incentives have positive influence on teachers' job performance.

Research Question Two: What is the influence of retraining of human resources on teaches job performance in public senior secondary school in Rivers State?

Table 2: Descriptive Statistics on the influence of retraining of human resources on teachers' job performance in public senior secondary school in Rivers State

S/No.	Statement	Principals n ₁ = 114			Teachers n ₂ = 154		
		\bar{X}	SD	D	\bar{X}	SD	D
6	Principals organizing in-service training for the teachers influence positively their job performance.	3.17	0.93	Agree	3.19	0.79	Agree
7	Teachers perform better when they are regularly updated in the service through seminars.	3.23	1.13	Agree	3.18	1.08	Agree
8	Teachers engaging or enrolling in higher degree influence their job performance positively.	3.11	0.88	Agree	3.10	0.91	Agree
9	Principals' organization of leadership and conflict management training courses will enhance teachers' job performance.	3.27	0.79	Agree	3.20	0.73	Agree
10	Principals' organization of retraining on evolving technical skills will influence teachers' job performance.	2.98	1.07	Agree	2.94	0.82	Agree
Grand Mean/ Standard Deviation		3.15	0.96		3.12	0.87	

The data analysis in Table 2 indicated that the respondents agreed on the view that retraining has help organization to achieve high level of excellence. The analysis also showed that the respondents accepted the point that effective retraining enhances job performance level of an teachers in an secondary schools. It was also noticed from the study that the respondents agreed that effective retraining in an organization lead to

employee's avoiding incompetence, unethical behaviours and mismanagement. The analysis also revealed that the respondents accepted the fact that retraining in an organization brings about improvement of organizational management. The study still indicated that the respondents agreed on the view that effective retraining has significant influence on job performance in institutions. **Research Question Three:** What is the influence of teachers' involvement in decision making on teachers job performance in public senior secondary school in Rivers State?

Table 3: Descriptive Statistics on the influence of teachers' involvement in decision making on teacher's job performance in public senior secondary school in Rivers State

S/No.	Statement	Principals n ₁ = 114			Teachers n ₂ = 154		
		\bar{X}	SD	D	\bar{X}	SD	D
11	Welcoming of teachers' suggestion by principals on planning of school activities enhances teachers' sense of belonging.	3.15	1.11	Agree	3.11	0.79	Agree
12	Encouragement of teachers by principals to share views, ideas, and teaching methodologies suitable for effective delivery enhances teachers' job performance.	3.09	1.03	Agree	3.01	1.08	Agree
13	Teachers' involvement in the problem solving process of the school increases their self-esteem, morale, and job performance.	3.22	0.94	Agree	3.18	0.91	Agree
14	Teachers' involvement in making policies on matters that concern them increases their job performance.	3.07	0.69	Agree	3.03	0.74	Agree
15	Principals' involvement of teachers in setting school rules and regulations boosts the morale of teachers.	3.13	0.83	Agree	3.09	0.82	Agree
Grand Mean/ Standard Deviation		3.13	0.92		3.10	0.87	

The analysis in Table 3 above showed that the respondents accepted the view that welcoming teachers suggestions on planning school activities helps to give them a sense of belonging teachers by increasing their ability to perform tasks willingly. The study still revealed that the respondents agreed on the fact that giving teachers the opportunities to share their ideas on teaching methodologies is a strategy of making them own up the school, thereby influencing their performance positively. It was also observed from the analysis that the respondents accepted the point that involving teachers in problem solving process increases teachers' self-esteem, moral and job performance. The study indicated that the respondents agreed on the view that involvement of teachers in making policies on matters that concern them have significant and positive influence on job performance. Analysis still showed that

the respondents accepted the point that involving teacher in establishment of school rules and regulations has positive influence on teachers' job performance.

Test of Hypotheses

Hypothesis 1: There is no significant difference in the mean rating of principals and teachers on the influence of provision of incentives on teachers' job performance in public senior secondary school in Rivers State.

Table 4: Z-test Analysis of significant difference in the mean rating of principals and teachers on the influence of provision of incentives on teachers' job performance in public senior secondary school in Rivers State ..Status

Status	N	Mean \bar{X}	Standard Deviation	df	z-cal	z-crit	Decision
Principals	114	3.05	0.87	811	1.29	1.96	Fail to reject
Teachers	154	3.07	0.89				

The analysis on Table 4 revealed that the z-cal of 1.29 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is smaller than the given critical value of z-ratio. So, the hypothesis 1 is thus accepted and the conclusion is that there is no significant difference in the mean rating of principals and teachers on the influence of provision of incentives on teachers' job performance in public senior secondary school in Rivers State.

Hypothesis 2: There is no significant difference in the mean rating of principals and teachers on the influence of retraining teachers on teachers' job performance in public senior secondary school in Rivers State.

Table 5: Z-test Analysis of significant difference in the mean rating of principals and teachers of the influence of retraining of human resources on teaches job performance in public senior secondary school in Rivers State.

Status	N	Mean \bar{X}	Standard Deviation	Df	z-cal	z-crit	Decision
Principals	114	3.15	0.96	811	1.24	1.96	Fail to reject
Teachers	154	3.12	0.87				

The analysis on Table 5 indicated that the z-cal of 1.24 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is less than the given critical value of z-ratio. Therefore, the hypothesis 2 is thus accepted and the conclusion is that there is no significant difference in the mean rating of principals and teachers of the influence of retraining of human resources on teaches job performance in public senior secondary school in Rivers State.

Hypothesis 3: There is no significant difference in the mean rating of principals and teachers on the influence of principals involving teachers in decision making process on teachers' job performance in public senior secondary school in Rivers State.

Table 6: Z-test Analysis of significant difference in the mean rating of principals and teachers on the influence of principals involving teachers in decision

Status	N	Mean \bar{X}	Standard Deviation	df.	z-cal	z-crit	Decision
Principals	114	3.13	0.92	478	1.39	1.96	Fail to reject
Teachers	154	3.10	0.87				

The analysis on Table 6 showed that the z-cal of 1.39 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is less than the given critical value of z-ratio. Therefore, the hypothesis 3 is thus accepted and the conclusion is that there is no significant difference in the mean rating of principals and teachers on the influence of principals involving teachers in decision making on teachers' job performance in public senior secondary school in Rivers State.

Discussion of Findings

The finding of the study on research question one: What is the influence of provision of incentives on teachers' job performance in public senior secondary school in Rivers State? The findings revealed that provision of incentives has positive influence on teachers' job performance in public senior secondary school in Rivers State. So, the hypothesis 1 is thus accepted and the conclusion is that there is no significant difference in the mean rating of principals and teachers on the influence of provision of incentives on teachers' job performance in public senior secondary school in Rivers State. This study is in line with the work of Quadri (2019) which revealed that incentives are given in form of compensation packages as a strategy to retain, motivate, and enhance the well-being and job performance of teachers. The study also indicated that the respondents accepted the fact that incentives are used to trigger the excitement of teachers on the job. The study showed that the respondents agreed that incentives are given to high-performing teachers to retain them and encourage better job performance (Eiqadri, 2017). The analysis revealed that the respondents accepted that incentives have positive influence on teachers job performance in senior secondary schools in Rivers State.

The findings of the study in research question two: what is the influence of retraining of human resources on teachers' job performance in public senior secondary school in Rivers State? The findings revealed that there is significant influence of retraining of human resources on human resources management in public senior secondary school in Rivers State. Therefore, the hypothesis 2 is thus accepted and the conclusion is that there is no significant difference in the mean rating of principals and teachers of the influence of retraining of human resources on teaches job performance in public senior secondary school in Rivers State. This finding is in agreement with the writings of Onipe (2013) who admitted that retraining of teachers helps institutions to achieve high level of excellence. From the analysis, the respondents accepted that retraining enhances the performance of teachers in secondary schools. It was also observed from the study that utilizing relevant skills suitable to impact knowledge in contemporary times brings about improvement in education. Finally, the findings showed that the respondents agreed that teachers' retraining has positive influence on job performance of senior secondary school teachers in Rivers State.

The findings of the study in research question three: what is the influence of principals involving teachers in decision-making on teachers job performance in public senior secondary schools in Rivers State? The study revealed that there is positive influence of principals involving teachers in decision-making on teachers job performance in public senior secondary schools in Rivers State. Therefore, the hypothesis 3 is thus accepted and the conclusion is that there is no significant difference in the mean rating of principals and teachers on the influence of principals involving teachers in decision making on teachers' job performance in public senior secondary school in Rivers State. This was in line with Ugwu (2019) who opined that teachers' participation in decision making is important for effective functioning of the school. The study also revealed that the respondents agreed that teachers' participation in decision- making especially on issues that pertains to their welfare gives teachers a sense of belonging in the system. This study also revealed that the respondents accepted that when teachers make inputs in policies and school rules and regulations they feel secured. This has a positive influence of the job performance of teachers.

Conclusion

The findings of this study observed that teachers are instrumental to the development of education in the state, but where they do not receive incentives, are not retrained, and are not involved in making decisions that concern them, they become demotivated. The study also deduced that provision of incentives, retraining of teachers and involvement of teachers in the decision making process of secondary schools are very important for the enhancement of the teachers' job performance. The study concluded that provision of incentives, retraining, and teachers' involvement in decision making have positive and significant influence on teachers' job performance in public senior secondary schools in Rivers State.

Recommendations

The following recommendations were proffered based on the findings of this study.

- 1 Principals should regularize the provision of incentives to enhance the job performance of teachers in public senior secondary schools in Rivers State
- 2 Principals should organize in-serve trainings for teachers in public senior secondary schools to improve their capacities for effective job performance
- 3 Principals should involve teachers in decision-making process to encourage the teachers and to help them feel safe on the job.

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