



Influence of Personnel Management on Teachers' Job Performance in Public Secondary Schools in Benue State, Nigeria

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ABSTRACT

The study investigated the influence of personnel management on teachers' job performance in public secondary schools in Benue State, Nigeria. Four specific objectives with corresponding research questions guided the study and four hypotheses were formulated and tested at 0.05 level of significance. The study adopted a survey research design. The Population of the study was 5190 teachers comprising 302 principals and 4888 teachers in public secondary schools in Benue State. The sample size for the study was 371 teachers among which were 18 principals and 353 teachers. The instrument for data collection was a self developed questionnaire titled "Influence of personnel management on teachers' Job Performance (IPMTTJP) Questionnaire". The questionnaire was validated by three experts. The reliability of the questionnaire was established using Cronbach Alpha method and an overall reliability coefficient of 0.80 was obtained. Data collected were analyzed using Means and Standard Deviation to answer research questions and Chi-Square Goodness of fit was used to test the hypothesis at 0.05 level of significance. Findings of the study revealed that in-service training and promotion significantly influence teachers' job performance. The study concluded that, personnel management encompassing in-service training and promotion positively influence teachers' job performance in public secondary schools in Benue State, Nigeria, thus underscoring their crucial role in shaping and enhancing the performance of teachers. The study therefore recommended among others that education authorities and school administrators should invest in tailored training programmes and workshops to enhance teachers' skills, update their knowledge, and improve classroom management, addressing specific needs identified through periodic assessments. It also recommended that educational institutions should establish transparent and merit-based promotion policies in educational institutions, linking promotion to both academic achievements and active participation in school curricular activities to enhance job performance.

Keywords: Personnel Management, In-service Training, Promotion and Job Performance.

Introduction

In every organization, the prime concern of management is to attain the set organizational objectives. That is why Aja-okorie (2016) avers that organizations whether profit-oriented or service oriented are designed to work towards achievement of set-goals. Consequently, the school is a formal organization and therefore has stated objectives to attain. Attainment of these objectives however, depends on the effective and efficient management of available resources in the school system. Arop, Owan and Madukwe (2019) posit that the success of any organization depends on the availability and efficient management of both human and material resources. Every education organization formal or informal as observed by Agunwa, Owan and Ekpe (2019) is characterized by the interplay of several variables that are often harnessed to achieve predetermined objectives. Humans constitute part of the most important factor in school growth and development as it is the persons who are available in an organization that controls every other variable in the organization. Supporting this assertion, Seyeoun (2011) argues that of all the factors that interact towards achievement of organizational goals, i.e. capital, equipment, and manpower, the human factor is the most significant one, since it is the people that use all other resources, stressing that without the productive efforts of workers, the material resources of an institution would be of no use. In any organization, tasks are performed with the help of resources; material, machine, money and most importantly men. Ojeleye and Okoro (2016) assert that employees make use of these resources to generate output as without them other resources will be dormant and will not produce anything. In view of the foregoing, personnel management becomes very crucial in attainment of organizational objectives school inclusive.

Personnel refer to workers or employees in an organization. According to National Open University of Nigeria (2016), personnel of an organization are the people that work in that organization. They are the individuals that make up the productive force of an organization regardless of their roles. In education, the term personnel and human resources are often used synonymously (Nwosu, 2011). Personnel within the school context therefore, refer to the staff or workers of the school, specifically the teaching and non-teaching staff. They are the productive force of any educational institution. For effective actualization of the school objectives, it is necessary that the personnel are properly and adequately managed. Arop, Owan and Agunwa (2019) perceive personnel management as the process of obtaining and maintaining a satisfactory and satisfied workforce. It is the careful and systematic process of attracting, retaining and maintaining the workforce of an organization in order to promote the attainment of set objectives. In the view of Idoko (2015), personnel management is the process that is concerned with the maintenance of human relationship and ensuring the physical well-being of employees

so that they give maximum contribution to efficient working. Personnel management thus refers to the process by which the administrators or those saddled with the responsibility to control an organization, ensure that proper functions are performed in order to boost the morale of the workers and to promote the attainment of goals and objectives (Agunwa, 2019). Aja-okorie (2016) avers that personnel management is an important management function concerned with obtaining, developing, and motivating human resources as required by an organization to achieve its objectives.

It can be deduced from the foregoing definitions that personnel management is the process by which management obtain and maintain a harmonious and cordial relationship as well as motivating the workers of an organization for the sole purpose of attaining predetermined objectives. The hallmark of personnel management in any organization as averred by Nnebedum, Abadi and Obasi (2019) is to train, retain, attract, reward, and develop a team of highly motivated workforce, capable and willingly ready to contribute meaningfully to the attainment of institutional and national educational objectives. In the context of this study personnel management refers to the management practices or activities that motivate or boost the morale of teachers in order to gain their maximum input towards actualization of school objectives through the efforts of the teachers.

In the school system, teachers are incontestably the most important personnel and are very crucial in achieving school objectives. The achievement of quality education rests on the teachers who produce the desired educational outcome (Olayemi & Hendricks, 2022). Seyeoun (2011) reiterates that of all the human resources in education system, teachers form the nucleus around which all the operation of school activities revolves. Nwosu (2011) contends that teachers are arguably the most important group of professionals for the nation's future. Without teachers, the education system will be crippled. The teacher translates educational objectives specified in the National Policy on Education, into knowledge and skill and transfers them to students in the classroom (Ukpong & Uchendu 2012). Teachers are thus, the life wire of any educational institution and the most important catalyst for man's intellectual development (Egwu, 2015).

In view of the significance of teachers in the overall pursuance of education objectives, teachers ought to be efficiently managed so as to attract their maximum input towards attaining the targeted school objectives. Arop, Owan and Madueke (2019) posit that with the rapid development in the educational sector and the projected increase in sizes and demand for education, there is need to effectively channel managers' attention towards the function and usefulness of human resources in a given organization. Otherwise, the goal of the school which is aimed at instilling teaching and learning will be jeopardized. The extent personnel (teachers) management is effective will go a long way in helping to achieve the targeted goals of secondary education (Ezeaku, 2019). Secondary education is that level of education an individual receives after primary education and before tertiary education. The goals of secondary education in Nigeria broadly are to prepare the students for higher education and for useful living in the society (Federal Republic of Nigeria 2013). Onaolapo and Olajiga (2019) assert that secondary education ultimately succeeds or fails based on the performance of the teachers.

Performance could be described as an act of accomplishing or executing a given task (Onaolapo & Olajiga, 2019). Teachers' job performance as opined by Arop et al. (2019) refers to the statutory curricula function that is performed by the teachers to enable learners to achieve the set educational goals in the schools. Arop et al. (2019) further stress that 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 stated educational goals. Ekpo and Eze (2015) perceive teachers' job performance to involve all the activities carried out by the teacher to achieve the desired effects on students. It is the extent to which the teacher participates in the overall running of the school in order to achieve the expected objectives and goals of the school. According to Elujekwute, Shir & Elujekwute (2022), teachers' job performance refers to the extent to which teachers are committed to pedagogical delivery and display of moral uprightness and academic excellence in the teaching profession. It is concerned with overall ability of the teachers to exhibit the right attitude to work, be committed and dedicated to the teaching roles and making deliberate efforts towards the attainment of set educational goals and objectives.

The indicator of teacher's job performance is evaluated in the teacher's ability to make deliberate efforts to enhance students' academic performance, possession and display of in-depth knowledge of subject matter, presentation of lessons in a well-organized manner, effective classroom organization and control, participation in the school curricular activities, regularity and punctuality in the school, maintenance of good interpersonal relationship with subordinates and superiors, discipline, motivation and counseling of students and compliance to teachers professional code of conduct (Nnebedun & Akinfolarin, 2017). In support of this, Uduak and Daniel (2019) uphold that teacher's job performance is measured on their effectiveness in handling lesson notes preparation, lesson presentation, maintenance of discipline and classroom management, assessment of pupils and participation in co-curricular activities. The study therefore considers job performance of teachers as how well the teachers discharge their statutory obligations as well as other duties assigned to the teacher by the school which are geared towards attainment of the school objectives. Effective job performance requires professional development of teachers through short courses, workshops, conferences, seminars, symposiums and in-service training.

In-service training is a common personnel management strategy designed to increase employee's abilities to contribute to the organizational effectiveness. It is the training teachers receive while in service to improve their professional competencies. Tyokyaa (2016) asserts that for any employee to remain effective and efficient; the employee is supposed to regularly receive additional training while on the job with view to keeping abreast with new trends in the profession. Personnel training according to Akpan (2011), involves the process of developing skills and learning concepts, rules, and attitudes in order to increase the effectiveness of workers and improve the standard of job performance. Training may be used to directly increase the job skills of an individual or a group of individuals by teaching them how to perform their tasks more effectively. In-service training programs (ISTP) thus, are necessary to re-orientate teachers to new goals and values, to train them in new teaching and learning methods, to prepare them to cope with curriculum change and to provide them with the knowledge and skills to teach new learning areas (Hervie & Winful, 2018). In-service training for teachers can be received through development programmes like workshops, seminars, retreats, symposia, distance learning programmes as well as full-time study through study leaves (Tyokyaa, 2015 & Odeh, 2017).

Since training develops the teacher, increase competencies and enhance job performance, it can lead to teacher promotion. Tyokyaa (2016) states that job performance is one of the determinants of employees promotion. Employees' performances are usually appraised in time space with view of ascertaining their value to the organization, consequently, those whose performances are found to be high may be promoted. Promotion is a valuable personnel management strategy that needs adequate attention. Staff promotion has become one of the vital personnel policies across organizations (Chukwu&Ezepue,2018).Promotion is an occurrence of labour transferred from a higher position in wages, responsibilities and organizational levels (Razak, Sarpan & Ramlan, 2018). It is an approval of change of an existing position to a higher position along with an increased pay of an employee as result of significant change in the duties and responsibilities of that position (Chukwu & Ezepue, 2018). Promotion often results in a pay grade increase and a little change and higher productivity. Odeh (2017) observes that some staff feel cheated when they are not promoted for certain period of time. Promotion thus is one of the major expectations of workers in an organization over a period of time. Regular promotion is likely to motivate teachers to be more productive and effective. It is therefore a major role of personnel managers to ensure that secondary school teachers are promoted as at when due. If teachers are promoted, it may enhance their motivation to work hence, increase their job performance.

The importance of effective personnel management in the education sector cannot be overstated. As schools strive to improve academic standards and meet the evolving demands of a rapidly changing world, the need for motivated, well-trained, and high-performing teachers becomes increasingly apparent. In-service training provides opportunities for teachers to enhance their skills, stay updated with current educational trends, and improve their classroom practices. Similarly, a fair and transparent promotion system can serve as a powerful motivator, encouraging teachers to excel in their roles and fostering a sense of career progression.

Despite the recognized importance of these personnel management practices, there is limited empirical evidence on their specific impact on teachers' job performance in the context of Benue State's public secondary schools. This research gap necessitates a comprehensive study to understand the relationship between in-service training, promotion, and teacher performance. By investigating these factors, this study aims to provide valuable insights that can inform policy decisions, improve personnel management strategies, and ultimately enhance the quality of education in Benue State.

Statement of the Problem

The quality of education in Benue State's public secondary schools has been a subject of growing concern, with teacher performance emerging as a critical factor affecting educational outcomes. Despite the crucial role teachers play in the education system, there are significant challenges in personnel management practices, particularly in the areas of in-service training and promotion, which may be impacting teachers' job performance negatively.

In-service training, which is essential for keeping teachers updated with modern pedagogical approaches and subject knowledge, has been inadequate and inconsistent in Benue State's public secondary schools. Many teachers lack access to regular, high-quality professional development opportunities, leading to stagnation in teaching methods and a disconnect between classroom practices and evolving educational standards. The sporadic nature of existing training programs, coupled with limited resources allocated for teacher development, has resulted in a workforce that may not be fully equipped to meet the challenges of 21st-century education.

Furthermore, the promotion system for teachers in Benue State's public secondary schools has been plagued by irregularities and perceived unfairness. Many teachers report long waiting periods for promotions, unclear criteria for advancement, and a lack of transparency in the promotion process. This situation has led to decreased motivation among teachers, as they see limited opportunities for career progression and recognition of their efforts. The absence of a merit-based promotion system may be discouraging teachers from striving for excellence in their job performance.

These issues in personnel management are compounded by a general neglect of teacher welfare, including inadequate remuneration and poor working conditions. As a result, many qualified teachers are leaving the profession or seeking employment in private institutions, leading to a brain drain in the public education sector. The remaining teachers often struggle with low morale and reduced commitment to their roles, potentially impacting the quality of education delivered to students.

Despite the apparent link between personnel management practices and teacher performance, there is a dearth of empirical research examining this relationship in the context of Benue State's public secondary schools. The lack of comprehensive data on the influence of in-service training and promotion on teachers' job performance has hindered the development of evidence-based policies and interventions to address these issues. Given these challenges, there is an urgent need for a systematic study to investigate the influence of in-service training and promotion on teachers' job performance in Benue State's public secondary schools.

Objectives of the Study

The objective of the study is to investigate influence of personnel management on teachers' job performance in Benue State, Nigeria. Specifically, the study sought to:

1. ascertain the influence of in-service training on teachers' job performance in public secondary schools in Benue State.
2. Determine the influence of promotion on teachers' job performance in public secondary schools in Benue State.

Research Questions

The following research questions were raised to guide the study:

- i. What is the influence of in-service training on teachers' job performance in public secondary schools in Benue State?
- ii. What is the influence of promotion on teachers' job performance in public secondary schools in Benue State?

Statement of Hypotheses

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

1. In-service training does not significantly influence teachers' job performance in public secondary schools.
2. Promotion does not significantly influence teachers' job performance in public secondary schools.

Methodology

The research design adopted for the study was survey research design. The study was conducted in Benue State, Nigeria. The Population of the study is 5190 teachers. There were 302 principals and 4888 teachers in public secondary schools in Benue State. The sample size for the study was 371 teachers. There were 18 principals and 353 teachers from the total population of 5190. The sample size was determined using Taro Yamane (1969) sample size determination formula. The sample size was selected using simple random and convenience sampling techniques. The instrument for data collection was self-structured questionnaire developed by the researcher titled "Influence of personnel management on teachers' Job Performance (IPMTTJP) Questionnaire". This questionnaire was developed in line with the specific objectives of the study such that the research questions were answered. The questionnaire was divided into 4 clusters, A, B, C and D. The questionnaire was subjected to face and content validation by three experts, one each from Measurement and Evaluation and two from Educational Administration and Planning and one from Measurement and Evaluation, all from the Department of Educational Foundations and General Studies, College of Agriculture and Science Education, Joseph Sarwuan Tarka University, Makurdi. To ensure the reliability of the instrument, it was trial-tested on 30 respondents comprising principals and teachers in some public secondary Schools in Cross River State which was outside the area of study but has similar characteristics as the population under study. The reliability index of the instrument was established using Cronbach Alpha method and coefficients of 0.76 and 0.73 were obtained for clusters A, B, C and D. The instrument has an overall coefficient of 0.80. Data collected for the study was analyzed using Means and Standard Deviation to answer the research questions and Chi-Square Goodness of fit was used to test the null hypotheses at 0.05 level of significance. A benchmark of 2.50 was used to answer the research questions. Items with mean scores of 2.50 and above were agreed while those below 2.50 were disagreed. For the Chi-square test of hypotheses, the decision was based on P-values and Alpha values. When $P < .05$, the null hypothesis was rejected and considered "Significant Influence" and when $P > .05$, the null hypothesis was not rejected and considered "No Significant Influence".

Results

Research Question 1: What is the influence of in-service training on teachers' job performance in public secondary schools in Benue State?

Table 1: Mean and Standard Deviation Analysis of the influence of in-service training on teachers' job performance in public secondary schools in Benue State

| S/N | Item Statement | SA | A | D | SD | Mean | Std. | Decision |
|-----|--|-----|-----|----|----|------|------|----------|
| 1 | In-service training introduces teachers to current issues in their subject areas and as such enhances performance. | 96 | 215 | 40 | 20 | 3.04 | .76 | Agree |
| 2 | In-service training helps teachers to be abreast with the best modern ways of lesson delivery thereby enhancing their performance. | 101 | 222 | 23 | 25 | 3.08 | .77 | Agree |
| 3 | In service training updates teachers' knowledge in preparing their scheme of work. | 99 | 229 | 30 | 13 | 3.12 | .69 | Agree |
| 4 | In-service training increases teachers' knowledge on the preparation of scheme of work, hence affects their performance. | 93 | 218 | 35 | 25 | 3.02 | .78 | Agree |

| | | | | | | | | |
|----------------------------|--|-----|-----|----|----|-------------|------------|--------------|
| 5 | In service training improves teachers' behavioral patterns and classroom management skills hence improve teachers' performance positively. | 111 | 224 | 19 | 17 | 3.16 | .71 | Agree |
| Cluster Mean and SD | | | | | | 3.08 | .74 | Agree |

Analysis of data as presented in Table 1 shows the mean influence of in-service training on teachers' job performance in public secondary schools in Benue State with corresponding Standard Deviation values. Data presented on Table 1 revealed that, the respondents agreed to all the items (1, 2, 3, 4 and 5) with mean scores ranging from 3.02 – 3.16 which are above the benchmark of 2.50. The table also revealed close Standard Deviation values ranging from .69 – .78 which showed that the respondents were homogeneous in their responses. The grand mean of all the items was revealed to be 3.08 and Std. = .74. With this cluster mean, it can be deduced from this finding that, in-service training has positive influence on teachers' job performance in public secondary schools in Benue State.

Research Question 2: What is the influence of promotion on teachers' job performance in public secondary schools in Benue State?

Table 2: Mean and Standard Deviation Analysis of the influence of promotion on teachers' job performance in public secondary schools in Benue State

| S/N | Item Statement | SA | A | D | SD | Mean | Std. | Decision |
|----------------------------|--|-----|-----|----|----|-------------|------------|--------------|
| 6 | Promotion encourages teachers participation in school curricular activities and hence enhances their performance | 117 | 214 | 25 | 15 | 3.17 | .72 | Agree |
| 7 | Delay in promotion negatively affects teachers' attitude to work. | 109 | 220 | 22 | 20 | 3.13 | .74 | Agree |
| 8 | Promotion of teachers encourages their professional code of conduct thereby enhancing their performance | 115 | 209 | 28 | 19 | 3.13 | .76 | Agree |
| 9 | Promotion brings about increase in wages and thus improves teachers' performance | 113 | 223 | 22 | 13 | 3.18 | .69 | Agree |
| 10 | Occupational advancement leads to job satisfaction thereby improves teachers job performance | 99 | 212 | 41 | 19 | 3.05 | .76 | Agree |
| Cluster Mean and SD | | | | | | 3.13 | .73 | Agree |

Analysis of data as presented in Table 2 shows the mean influence of promotion on teachers' job performance in public secondary schools in Benue State with corresponding Standard Deviation values. Data presented on Table 2 revealed that, the respondents agreed to all the items (6, 7, 8, 9 and 10) with mean scores ranging from 3.05 – 3.18 which are above the benchmark of 2.50. The table also revealed close Standard Deviation values ranging from .69 – .76 which showed that the respondents were homogeneous in their responses. The grand mean of all the items was revealed to be 3.13 and Std. = .76. With this cluster mean, it can be deduced from this finding that, promotion has positive influence on teachers' job performance in public secondary schools in Benue State.

Hypothesis One: In-service training does not significantly influence teachers' job performance in public secondary schools

Table 3: Chi-Square Goodness of fit test of the Influence of in-service training on teachers' job performance in public secondary schools in Benue State

| Response Options | Observed N | Expected N | Df | χ^2_{cal} | Sig | α - level | Remark |
|------------------|------------|------------|----|----------------|------|------------------|-------------|
| SA | 100 | 92.8 | | | | | |
| A | 222 | 92.8 | | | | | |
| D | 29 | 92.8 | | | | | |
| SD | 20 | 92.8 | | | | | |
| Total | 371 | | 3 | 281.561 | .000 | .05 | Significant |

Df = Degree of Freedom; χ^2_{cal} = Chi-Square Calculated Value; Sig = P-Value, P<0.05

Table 3 shows the Chi-square calculated value of 281.561, degree of freedom (df) =3 and a sig (P-value=0.00) which is less than the alpha value (α) of 0.05. Since $P < 0.05$, the result is significant, therefore the null hypothesis is rejected. This implies that, in-service training significantly influence teachers' job performance in public secondary schools in Benue State

Hypothesis 2: Promotion does not significantly influence teachers' job performance in public secondary schools

Table 4: Chi-Square Goodness of fit test of the Influence of promotion on teachers' job performance in public secondary schools in Benue State

| Response Options | Observed N | Expected N | Df | χ^2_{cal} | Sig | α - level | Remark |
|------------------|------------|------------|----|----------------|------|------------------|-------------|
| SA | 111 | 92.8 | | | | | |
| A | 216 | 92.8 | | | | | |
| D | 27 | 92.8 | | | | | |
| SD | 17 | 92.8 | | | | | |
| Total | 371 | | 3 | 275.846 | .000 | .05 | Significant |

Df = Degree of Freedom; χ^2_{cal} = Chi-Square Calculated Value; Sig = P-Value, $P < 0.05$

Table 4 shows the Chi-square calculated value of 275.846, degree of freedom (df) =3 and a sig (P-value=0.00) which is less than the alpha value (α) of 0.05. Since $P < 0.05$, the result is significant, therefore the null hypothesis is rejected. This implies that, promotion significantly influence teachers' job performance in public secondary schools in Benue State

Discussion of Findings

The finding of the study revealed that in-service training significantly influence teachers' job performance in public secondary schools in Benue State. Most notably, it was found from the study that in service training improves teachers' behavioral patterns and classroom management skills and updates teachers' knowledge in preparing their scheme of work thus enhancing their overall job performance. This finding corroborates with that of Mduma and Mkulu (2021) whose study on influence of teachers' professional development practices on job performance in public secondary schools found that training the workforce (teachers) has the most impact on different dimensions of performance like, improvement of teaching strategies, reducing teachers 'burnout, stress and turnover, improvement of teachers' effectiveness and improvement of overall teacher's personnel. The finding also corroborate with that of Hervie and Winful (2018) whose study on enhancing teachers' performance through training and development in Ghana Education Service found that poor performance of teachers was due to lack of frequent in-service training. In addition, the finding agrees with that of Ayeni (2020) who found a significant relationship between capacity building and teachers' productivity. The finding of the presents study can be attributed to several factors. Firstly, such training programmes provide teachers with current and effective methodologies, enabling them to enhance their classroom management skills and update their knowledge in curriculum development, particularly in preparing schemes of work. This continuous learning process ensures that educators stay abreast of evolving educational practices and methodologies. Secondly, by addressing behavioral patterns, in-service training may contribute to creating a positive and conducive learning environment. Teachers, equipped with improved behavioral strategies, are likely to establish better rapport with students, leading to a more effective teaching-learning process.

The findings of the study also revealed that promotion significantly influences teachers' job performance in public secondary schools in Benue State. The major findings were that, promotion brings about increase in wages and encourages teachers' participation in school curricular activities, thus leading to an enhancement in their overall performance. This finding agrees with that of Chukwu and Ezepe (2018) whose study on the impact of promotion as a personnel policy implementation for teacher retention and efficiency among secondary school teachers in South-Eastern Nigeria found that, personnel policy implementation of promotion enhanced teacher performance on the job. The finding is also in agreement with that of Ndijuye and Tandika (2019) who investigated timely promotion as a motivation factor for job performance among pre-primary school teachers: observations from Tanzania and found that timely promotion of teachers has significance influence on teachers' performance. Further, the findings agree with that of Abdul, Sarpan and Ramlan (2018) who study on the influence of promotion and job satisfaction on employees of Makassar Government Region in Indonesia found that promotion has influence on employees of Makassar Government Region. The observed finding that promotion significantly influences teachers' job performance in public secondary schools in Benue State can be attributed to the multifaceted impact of career advancement on teachers' motivation and engagement. The correlation between promotion and an increase in wages aligns with well-established motivational theories, indicating that financial incentives play a crucial role in enhancing employee performance. The prospect of higher earnings serves as a powerful motivator, encouraging teachers to invest more effort and dedication into their roles. Additionally, the finding that promotion encourages teachers' participation in school curricular activities suggests that career advancement is not solely about financial rewards but also entails increased responsibilities and a broader scope of involvement within the school community. This expanded role can contribute to a sense of professional fulfillment, job satisfaction, and a heightened commitment to fostering a positive and active learning environment. Therefore, the observed link between promotion, increased wages, and enhanced participation in school activities underscores the intricate interplay between professional growth, financial incentives, and overall job performance among teachers in Benue State.

Conclusion and Recommendations

Based on the findings of the study, it can be concluded that personnel management, encompassing in-service training and promotion positively influences teachers' job performance in public secondary schools in Benue State, Nigeria. The positive influence of these personnel management factors underscores their crucial role in shaping and enhancing the performance of teachers. This highlights the importance of a comprehensive and supportive personnel management approach in fostering an environment conducive for optimal job performance among teachers in the educational context of Benue State.

Recommendations were made that:

- i. Education authorities and school administrators should invest in tailored training programs and workshops to enhance teachers' skills, update their knowledge, and improve classroom management, addressing specific needs identified through periodic assessments.
- ii. Educational institutions should establish transparent and merit-based promotion policies in educational institutions, linking promotion to both academic achievements and active participation in school curricular activities to enhance job performance

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