

Human Resource Management and Teachers' Attitude to Work in Calabar South Local Government Area of Cross River State, Nigeria

Etta Ajuk Ayambem

Abstract

The purpose of this study was to investigate on human resource management and teachers' attitude to work in senior secondary schools in Calabar south Local Government Area of Cross River State. In order to get to a conclusive end, four hypotheses were stated to direct the study, some of which includes; there is no significant influence of staff development on teachers' attitude to work, there is no significant influence of performance appraisal on teachers' attitude to work, etc. The literature was reviewed theoretically and empirically according to the variables and hypotheses for the study to aide discussion of findings. Ex-post facto research design was adopted for the study. A total population of 450 teachers was used and a sample of 353 teacher respondents was used for the study using Simple random sampling technique. A 40-item questionnaire was the main instrument for data collection and was administered and retrieved personally by the researcher and Cronbach Alpha reliability test was used to test the reliability of the research instrument. Independent t-test analysis was deemed fit to test the hypotheses at .05 level of significance for each of the hypotheses of the study. The result of the findings indicated that staff development, job satisfaction and management-staff relations significantly influence teachers' attitude to work, while it was also discovered that performance appraisal does not significantly influence teachers' attitude to work. As regards to the findings it was recommended that Training and development of staff should be adhered to by the government, school administrators and even the teachers themselves should strive to develop their skills in order to build up capacity for increased positive attitude to work and provide room for advancement and promotion, the assessing or evaluation of staff should be done and not limited to evaluation or assessing alone but those that have been assessed and found effective should be motivated by it by financial benefit, promotion, modeling and recommendation within and outside the institution, etc. and it was recommended that human resource management and teachers' attitude to work in Calabar education zone, human resource management and secondary school teachers' effectiveness in Calabar Metropolis, Nigeria etc. should be studied further.

Keywords: Human resources; Management; Teachers' Attitude; Motivation; Performance.

Introduction

1.1 Background to the Study

Universally, there is a growing consciousness that personnel motivation is a crucial requirement for the survival of any organization be it in the public or private sector of the economy. In view of this phenomenon, management is constantly faced with the task of having to diagnose the varying needs of the workers so as to merge them into the organizational needs.

Employees in different institutions are of varying kinds, and a close examination of these employees may reveal some differences in job performance. Some workers perform excellently well while others are very marginal in their output. I view of such observation, any noticeable difference in output is usually as a result of several factors that sometimes interfere with employees' attitude to work.

Many studies such as those of Ajay (1989:19) and Arikeuwyo (1994:40) have shown that secondary school teachers in Nigeria are not only dissatisfied with their teaching profession, but also have poor attitude towards their job. Teachers see teaching as a job that has no prestige and which does not enjoy any recognition from the public. The efficiency of any school system depends to a large extent upon how

efficiently human resources are utilized. Teachers are the major determinant of any educative process because on them lies the success or failure of the education system (Federal government of Nigeria 2004: 16). One of the greatest threats to secondary education in Nigeria is teachers lack of job satisfaction. Tensions in Nigeria's educational system are consequent in part upon teachers' dissatisfaction with their job, a more puzzling problem is the death in personal as Peretemode (2008: 126) see it as the desires to be self-confident, productive and creative the utilization of one's potential and continued personal development. Ocho (2005:201) observes that the falling standard of education in Nigeria could be attributed to lack of job satisfaction among teachers. He noted that the deplorable conditions of teachers are associated with low morale which invariably affect teaching and learning. Nwadiani (1997:12) captures the working environment of Nigeria teachers in the following words.

“Over the years, teachers have been dejected and appear to be rejected. Their salaries are poor and not paid on time. This state of affairs has led to intermittent industrial actions by teachers. Teachers live from hand to mouth; other sections of the public tease them that their reward is in heaven. Teachers in Nigeria are sentenced to perpetuate life of decent poverty. In respect to the afore-mentioned reasons, there is a need for the school administrators to study and know the needs and attitude of their teachers in order to manage them effectively.

1.2 Theoretical Framework

The theories that relate to this work are:

- i. Frederick Taylor's scientific management theory
- ii. Elton Mayo's human relation movement
- iii. McGregor's theory X and Y
- iv. Maslow's hierarchy of needs theory.

1.2.1 Scientific Management Theory

This theory was founded by Frederick Winslow Taylor in 1911. The scientific management theory is the concept of man as machine with the thought that workers are motivated by the economy and needs constant direction. The theory is hinged on the following assumptions and there are:

- i. The primary goal of labour and thought is efficiency
- ii. Technical calculation in all respects is superior to human judgment
- iii. Human judgment cannot be trusted because it is plagued by laxity, ambiguity, and unnecessary complexity.
- iv. Subjectivity is an obstacle to clear thinking
- v. What cannot be measured either does not exist or is of no value
- vi. The affairs of citizens are best guided and conducted by experts.

The scientific management theory posed four major tenets to guide its effectiveness and they include:

- i. Replace working by "rule of thumb", or simple habit and common sense or guess work and instead used the scientific method to study work and determine the most efficient way to perform specific tasks.
- ii. Rather than simply assign workers to just any job, match workers to their jobs based on capability and motivation, and train them to work at maximum efficiency.
- iii. Monitor workers performance and provide instructions and supervision to ensure that they are using the most efficient ways of working.
- iv. Allocate the work between managers and workers so that the managers spend their time planning and training, allowing the workers to perform their task efficiently.

The relevance of this theory to this work is based on the fact that management approach is found in the school setting, it affects or influences its general practices such as planning, process design, quality control, cost accounting, etc.

Again, educational institutions like other business organizations have objectives to be achieved, humans working there, so the school administrator must ensure that his teachers are duty-conscious and result-oriented.

Furthermore, our study emphasizes the human factor or the personnel in educational institutions, and one of the principles of the theory is for the workers to be well-trained and division of work should be done according to specialization.

In addition, one of our key variables is personnel appraisal and one of the key principles of scientific management states that workers should be motivated and all instructions provided for to ensure that they are using the most efficient ways of working.

1.2.2 Human Relations Theory

This theory was propounded by George Elton Mayo in 1933 as a result of a series of experiments known as the "Hawthorne studies". The human relation theory is focused on exploring the link between employee satisfaction/well-being and work place productivity. The human relations experts tried to integrate psychology and sociology with management. According to human relations movement, organization or institution is a social system of interpersonal and intergroup relationship.

The human relation theory has the following assumptions;

- i. A man works well when he is happy within the environment of his work, that is to say:
- ii. The physical facilities must be both comfortable and secure.
- iii. The people with whom he works with should be friendly
- iv. The machines or tools must be safe and secure for his use.
- v. A man works well if his superior takes notice of his work. If he works well, he should be highly commended and in the same way, if he goes wrong, he should be reprimanded.
- vi. That man works well when he is given due respect as a human being.
- vii. Man works well when he knows that there is equal justice for everyone among the employees of the organization. There is no room for favoritism, tribe, creed or colour.
- viii. A man performs his duties well when he is trusted both by his superiors and his colleagues. Backbiting and lack of trust brings misunderstanding.
- ix. A man works well when he is properly informed, instructed or briefed on what is happening or what is needed. Good communications promote good human relation.

The human relations theory has some basic principles and they include:

- i. Human beings are not interested only in financial gains. They also need recognition and appreciation.
- ii. Workers are human beings. So, they must be treated like human beings and not like machines. Managers should try to understand the feeling and emotions of the workers.
- iii. An organization works not only through formal relations, but also through informal relations. In the organization along with formal relations.
- iv. Workers need a high degree of job security and job satisfaction. Therefore, management should give job security and job satisfaction to the workers.
- v. Workers want good communication from the managers. Therefore, managers should communicate effectively without feelings of ego and superiority complex.
- vi. In any organization, members do not like conflicts and misunderstandings. Therefore, managers should try to stop conflicts and misunderstandings among the members of the organization.
- vii. Workers want freedom. They do not want strict supervision. Therefore, managers should avoid strict supervision and control over the workers.
- viii. Employees would like to participate in decision making, especially, in those matters affecting their interest. Therefore, management must encourage workers' participation in management. This will increase productivity and job satisfaction.

The theory is relevant to this study in the sense that Denga (1986:67) summarized the theory in advocating that lesson for management and educational administrators is that greetings, emotions, needs and aspirations of staff should always be considered. A particular management that encourages participations of staff in school decision making should be encouraged by school principals. The development of informal groups like staff welfare association, developmental association in schools should not be discouraged by the principal since this promotes organizational growth.

In the school system, teachers are expected to teach while notes of lesson, conduct examination and carry out other functions as may be assigned to them by the principals. Without adequate compensation, there is no way they will be effective. But if they are well cared for and their emotional, psychological, social etc. needs given due consideration, they will put in their best.

1.3 Statement of the Problem

Over the years, the teaching profession in Cross River State has been kept aside as a close substitute to other profession due to its treatment of teachers in terms of its human resources management. Universally, schools are established all over the world to meet the needs of man and society. Man is insatiable and looks forwards to having value for his money.

He works hard to earn money. For his work, the desire to enjoy his life is a justification. Even in Cross River State, there are many establishments, some of them are profit making, some are mainly established to serve as a public utility that is service to humanity. Even the utility-based organizations are bound to create incentives for the workers; such incentives will serve as a booster to raise the workers morale for high attitude to work.

The teachers' attitude to work in secondary schools in Calabar South local government area has been a scourge to stake holders in the educational sector, especially, parents and government. The poor management of teachers in secondary schools by principals has resulted to teachers' lack of commitment to their teaching job. It could be the reason why teachers in public secondary schools exhibit non-chalant attitude towards work, truancy, absenteeism, lateness to work, unethical behavior to teaching profession etc. it is commonly assumed that the low salaries and absence of fringe benefits of teachers and lack of motivation in the teaching profession may be the reason for this negative attitude displayed by teachers. Consequently, the supervisory arm of the Cross River State Ministry of Education had stepped up on checking the management of public schools. In view of these observation, one then attempts to find out or investigate critically the extent to which human resource management in secondary school's influence teachers' attitude to work in Cross River State.

1.4 Purpose of the Study

The major purpose of this study was to examine how human resources management influence teachers' attitude to work in senior secondary schools in Calabar South Local Government Area of Cross River State.

- i. Examine the influence of staff development on teachers' attitude to work.
- ii. Determine the influence of performance appraisal on teachers' attitude to work
- iii. Determined the influence of job satisfaction on teachers' attitude to work
- iv. Investigate the influence of management and staff relations on teachers' attitude to work.

1.5 Research Questions

To guide the direction of this study, the following research questions were posed.

- i. To what extent does staff development influence teachers' attitude to work?
- ii. How does performance appraisal influence teachers' attitude to work?
- iii. In what way does job satisfaction influence teachers' attitude to work?
- iv. How does management and staff relation influence teachers' attitude to work?

1.6 Research Hypothesis

To achieve a comprehensive investigation of human management and teachers' attitude to work in Calabar South local Government Area, the following null hypothesis were formulated.

- i. There is no significant influence of staff development on teachers' attitude to work.
- ii. There is no significant influence of performance appraisal on teachers' attitude to work
- iii. Job satisfaction does not significantly influence teachers' attitude to work
- iv. There is no significant influence of management and staff relations on teacher attitude to work.

1.7 Assumptions of the Study

This study is hinged on the following assumptions;

- i. Attitude to work is normally distributed in the population
- ii. The sample of the study was a true representation of the population
- iii. The main variables of the study are measurable
- iv. That the respondents understood the instrument used for data collection, hence their responses are reliable

1.8 Significance of the Study

The study will be of immense importance to the following group of individuals and certain areas.

- i. Educational administrator: The findings will no doubt contribute to the principal's knowledge of human resource management in their respective schools, commissioners, ministers and policy formulators in educational administration will gain knowledge on how to manage their personnels in the educational sector.

- ii. Stake holders in education: It is believed that the findings of this study would be of immense importance to stake holders in education, the teachers, parents, community and government as data gotten from the study will help assess the tone of the institution around them.
- iii. Scholars/researchers: The study will in no doubt serve as a n empirical reference to students studying for degrees in educational administration and planning and other areas of management in the university around the world as they can gain more insight about personal management.
- iv. Teachers/employees: With the knowledge gotten form these study coupled with recommendations made, if properly adhered to, the working conditions will be more effective and teachers' morale will be boasted, also if teachers are properly managed it will make them more effective in teaching and improving their knowledge.
- v. Students/pupils: If the problems diagnosed here are properly treated the teachers will be motivated to teach well in that respect the students/pupil will learn well and improvement in the educational sector will be the end results.

1.9 Scope of the Study

The scope of this study is limited to only senior secondary schools within Calabar South Local Government Area. The study is also limited to four major variables of the study namely; staff development performance appraisal, job satisfaction, management staff relations and attitude to work. The study is limited to 100 randomly selected respondents form senior secondary schools in Calabar South.

1.10 Limitations of the Study

One of the constraints of the study was difficulty in identify necessary materials at first, due to time factor as the researcher has to combine research work and other academic activities.

Again, the study was only limited to Calabar South Local Government Area and our research problems is one that is experienced in almost all local government area, in Cross River State.

Furthermore, finance for acquisition of necessary materials posed as a great difficulty. In addition, the respondent's attitude towards researcher is not encouraging.

1.11 Conceptual Definition of Terms

Administration: This is concerned with the performance of executive duties, the carrying out of policies or decisions to fulfill a purpose and the controlling of the day-to-day running of an organization. Peretomode (2008:1)

Management: Management is the guidance, leadership and control of the efforts of a group of people towards some common objectives.

Job satisfaction: This is a general expression of workers positive or negative attitude built up towards, their job.

Staff development: It refers to the forms of training offered to employee while still within the services of his employer.

Literature Review

The literature of this study is reviewed under the following sub-headings:

- i. Conceptual review on human resource management
- ii. Staff development and teachers' attitude to work
- iii. Performance appraisal and teachers' attitude to work
- iv. Job satisfaction and teachers' attitude to work
- v. Management-staff relationship and teachers' attitude to work
- vi. Summary of literature review

2.1 Conceptual Reviews on Human Resource Management

Human resource management can be defined as a strategic, integrated and coherent approach to the employment, development and well-being of the people working in organizations. It is seen as all aspects of how people are employed and managed in an organization.

According to Amstrong (2006:34) it covers the activities of strategic human resource management, human capital management, knowledge, corporate social responsibility, organizational development, resourcing (workforce planning, recruitment and selection and talent management), learning and development, performance and reward management, employee relations, employee well-being and the

provision of employee services. During prehistoric times, there exist consistent methods for selection of tribal leaders. The practice of safety and health while hunting was passed on from generation to generation. From 2000 B.C to 1500 B.C., the Chinese used employee screening techniques and the Greeks used an apprentice system. (History of Human Resources Management, 2010). These actions recognized the need to select and train individuals for jobs.

During the late 1700s and early 1800s, because of the rapid industrialization of Great Britain, the United States evolved from an agricultural nation to industrial nation. British factories were being built and innovative manufacturing processes were being developed. The United States benefited from this progress as British immigrants brought their new knowledge to the United States. Because of this industrial revolution, there developed a separate class of managers and employees in the factories. Labor Unions were established from 1790-1820. These membership labor organizations represented different types of skilled employees, such as printers or carpenters, to ensure that these employees were treated fairly by management. Labor Unions focused on job security, fair wages and shorter working hours for employees Byars & Fixxne (2006). This dramatic change in the U.S economy emphasized the need for a system in the workplace to manage both employees and management-the human resource of these new types of organizations. During this period, Labor Unions became powerful advocates for employee rights, although there were many court skirmishes attempting to mitigate the power of unions over the decades.

From 1950 to 1970, Union membership represented more than 25% of the U.S workforce. From 1980 to 1999, as the U.S economy focused less on manufacturing and evolved into service economy, union membership declined. (Marthis & Jackson 2006). Although union membership has since continued to decline, labor unions can be regarded as the predecessors of human resource management departments. The goal of both is the equitable treatment of employees and management.

In 1900, the B. F. Goodrich company pioneered the establishment of an employee department to address labor concerns. In 1902, National Cash Register also formed a separate department to handle employee issues such as wages and grievances (History of Human Resources Management 2010). More companies eventually followed their lead in human resource management.

Byars and Rue (2006) see human resource management as a system of activities and strategies that focus on successfully managing employees at all levels of an organization to achieve organizational goals. Employees are the human resources of an organization and its most valuable asset. To be successful, an organization must make employees' productivity a major goal.

Armstrong and Taylor (2014:5) further postulated that, human resources management is a strategic, integrated and coherent approach to the employment, development and well-being of the people working in organizations. In their own view, the goals of human resources management are to support the organization in achieving its objectives by developing and integrating with the business (organizational) strategy, contribute to the development of high-performance culture ensure that the organization has the talented skilled and engaged people it needs, and create a positive employment relationship between management and employees and a climate of mutual respect.

2.2 Staff Development and Teachers' Attitude to Work

Anokye and Arikpo (2015) in a study to investigate staff development practices, attitude to work and performance among academic staff in tertiary institutions in Ghana. Use the variable under staff development practices as institutional commitment to staff development and work performance. One hypothesis was formulated which accommodated the study's major variable. The survey inferential design was adopted for the study. The instruments used were academic staff development practice and attitude to work questionnaire and work performance questionnaire which covered the independent and dependent variables. After a trial test the instrument was administered to 540 academic staff and students randomly sampled from these universities and two Polytechnics. The data collected were statistically analyzed using Pearson Product Moment Correlation Coefficient (r) at 0.05 level of significance. The major findings were that there was a significant relationship between institutional commitment to staff development and academic staff work performance. Therefore, it was observed that academic staff work performance and attitude to work are determined by the level of institutional commitment to academic staff development. Based on the above findings, it was suggested that institutional commitment to staff development must be tenaciously encouraged in order to get the best from the academic staff work performance.

Akpan and Ita (2015) embarked on research aimed at investigating the relationship between teachers' professional development and quality Universal Basic Education. The study area was Lagos state. Three hypotheses were formulated to guide the study. Correlation design was used for the study and simple random sampling technique was used to select 500 teachers from the primary and junior secondary schools for the study. Data for the study were collected by the use of a researcher's developed instrument titled "Teachers Professional Development and Quality Universal Basic Education Questionnaire (TDPQUBEQ)". The instrument was a 4-point Likert type scale and consisted of 20 items. The reliability coefficient was, 85, using Cronbach Alpha reliability method. Pearson Product Moment Correlation statistics was used for data analysis. The findings of the study revealed that teacher participation in induction programme ICT training and seminar/workshop significantly related to quality Universal Basic Education in Lagos state. Premised on these findings, it was recommended that government and relevant agencies should intensify effort on the provision for teacher's professional development through in-service education to enhance sustainable quality universal basic education. The government and relevant agencies should provide more opportunities for UBE teachers to attend ICT training programs in order to be ICT compliant. This is necessary to enhance their instructional delivery effectiveness.

Rauhudzulo (2003) on a study to check the attitude of teachers towards professional development by distance education at the Ramaano Mbuhaheni Training Center at Tshakhuman in the Limpopo province. A short literature study revealed that the attitudes of distance learners play primary role in the successful implementation and sustainability of distance education. Participants in the study include teachers, heads of department and principals from primary schools in region 3 of Limpopo province purposeful sampling was used to select "information rich cases". A total sample at 200 teachers, heads of department and principals was selected and deemed sufficient for the investigation. Questionnaires were sent to a large number of distance learners and internments were conducted and lasted from 30 minutes to an hour. Pearson product moment correlation was used to analyze the data at 0.05 level of significance. The results of the findings pointed out that administrative staff do not have enough direction or sufficient knowledge about distance education. The procedures for registering are not adequately communication to the teachers and necessary study guides are not made hardy to aid learning in regards to the findings documents given to students should save as a useful and manageable guide in the learning process, administrators in distance education should be integrally involved in the learning process and should be trained to approach students with understanding and sensitivity.

Itika (2011) asserted that, human resource or employees are the most dynamic and usually the most expensive of all the organizations resources. They need to be supported and nurtured if they are to achieve their full potential both for themselves and for the organization or institution. In addition, he elaborated that training and development are traditionally the matters for the concern of individual organizations based on their specific needs, in respect to these, school management are generally concerned with product (students) but for effective and adequate product, their staff or teachers must be well developed and trained to meet such needs of the organization in bringing out quality product.

Kulkarin (2013) emphases that training is the nerve that suffice the need of fluent and smooth functioning of work which helps in enhancing the quality of work life of employees and organizational development too he further stressed that, development is a process that leads to qualitative advancement in the organization, it is less considered with physical skills and is more concerned with knowledge, values, attitude and behavior in addition to specific skills.

Obioma (2012) in one of his hypotheses stated that, there is a significant relationship between staff training and development on work attitude, the sample was randomly drawn from 600 personnel comprising of junior and senior staff. The design was Ex-post facto, two sets of instruments were used in gathering data for the study. The data was analyzed of 0.05 alpha level of significance using the Spearman Rank Ordered Correlation Coefficient tool. The results revealed that there is a strong positive significant relationship between staff training and development on work attitude. The implication is that when a leader allows or arranges programmes for professional growth, enhances job effectiveness. In that same vain, Obioma (2012) in his conclusion, stated that, a trained or developed employee is less likely to quit his job. The trained is loyal to the organization or institution and even has a future with the organization.

Rao (2009) noted that, in different institutions or organizations, two types of training and development programme are provided to the employees and there are on-the-job training and off-the-job

training. Training should be conducted in a systematic order so as to derive expected benefits from it. The training system involves three stages namely;

- i. Assessment of training and development programs needs
- ii. Designing the training and development programs
- iii. Evaluation of the training program.

Cyle-shairo *et al* (2013:48). Training has always been an important issue within organizations, individuals have to be trained and developed in order that they can continue to function efficiently. However, for a number of reasons, training has recently become an issue of central concern, due to the need to control cost.

2.3 Performance Appraisal and Teachers Attitude to Work

Asiago and Gathii (2014) embarked on a study sought to establish teacher's perception of performance appraisal practices in public secondary schools in Limum District. The study was guided by the following objectives. To establish the extent to which the head teachers and their deputies have been trained on administration of teacher's appraisal in public secondary schools in Limum District, establish the extent to which teacher appraisal reports were instrumental in identification of staff development needs and also establish the extent of teacher's awareness on the significance of performance appraisals in the teaching profession in Limum District. The study used the census survey design in carrying out the research.

All the eighteen public secondary schools in Limum District were used; the 18 head and their deputies were also used for the study. 155 teachers were randomly sampled and used as respondents. The findings of the study indicated that most head teachers had no training on performance appraisal. Majority of teachers reported that appraisal reports are not used to identify their development needs. The study indicated that most teachers had limited knowledge on the significance of performance appraisals. The study recommends that Ministry of Education to train head teachers on administration of performance appraisal and train teachers on the same. The Ministry should design teacher development courses based on the performance appraisals.

A. Samoah (2012) on a result intended to determine how performance appraisal affects employee's attitude and at the long run work performance. The study assessed the performance appraisal process of First Allied Savings & Loans Ltd (FASL) and whether the process is a fair one. Questionnaires were designed using structured questions to collect primary data from employees of FASL. Population for the research was drawn from management, senior and junior staff from Obuasi and Kumasi Branches (Adum, Romanhill, Swame and Asapo). The entire population was used for the research personal interviews were also conducted with the Head of Human Resource Department and questionnaire were used to collect data. The results indicated that FASL's employees were not given enough feedback concerning their work performance and viewed the system to be bias. Most of the respondents were of the view that the main short coming to performance appraisal was favouritism. It was discovered that, performance appraisal had an impact on employees tends to be pleased and it reflects in their work out put on the other side, when it's poorly done employees become bitter and it affects their performance. Effective and-fair performance appraisal process would enhance employee's performance. The studies also revealed that majority of the respondents were not counseled after performance appraisal. It is recommended among other things, that the process involved in performance appraisal should be duly followed: FASL should make sure that feedback is given so as to help employees know how they are farming on the job.

Kenyatta (2016) asserted that, teachers performance appraisal is a method of monitoring and evaluating a teacher's performance at the school level in his research work which was carried out examining the influence of teacher's attitude towards performance appraisal on their commitment to service in public schools in Rachuonyo South sub-country. The study population was 605 public secondary school teachers in the sub-country, stratified random sampling techniques was used to select teachers. Structured questionnaires were used to collect data from the teachers. Validity and reliability of instrument was determined before use. Quantitative data based on response has been analyzed by the use of descriptive statistics namely: Frequencies and percentages and then presented using table, graph and charts. The correlation between teachers attitudes and their commitment to service in Rachuonyo South sub-country was +0.779 which was significantly as far as correlation studies was concerned.

James (2013). Examined the relationship between performance appraisal and teacher commitment in schools. He stressed that, most teachers develop a negative attitude towards performance appraisal that are

biased in terms of not involving them in decision making and in structuring them (appraisals). In this project report, the researcher examined the relationship between commitment and appraisal of teachers in selected schools in Nakum country. The research also reviewed the process and purpose of performance appraisal, appraisal tools, challenges curbing performance appraisal tools, employee preparedness, commitment of teachers, importance of continuous performance appraisal and appraisal feedback. The target group for this study was secondary school's teachers in public boarding schools. The main focus was on Nakum country schools. There are about 200 public boarding secondary schools in the eleven constituencies of Nakum country. A representative sample of the chosen schools was selected. Data was collected by administration of two sets of questionnaires, for the appraisers and appraisees. Analysis thereafter followed through use of a computer software package (SPSS). Descriptive and inferential statistics were performed, data was then presented in charts, tables and graphs. The findings of the study indicated that there is a relationship between performance appraisal and commitment of teachers, this is a significant correlation.

Performance appraisal involves comparing each employee's actual performance with his or her desired performance. It is a developmental tool used for all round development of the employee and the institution. Chubb *et al* (2011) reiterated that, there are many agendas and purposes of appraisals.

Evaluation purpose: It involves the use of performance appraisal for salary administration, promotion decisions, retention or termination decisions, recognition of individual performance and identification of poor performance. Evaluation purposes focus primarily only "between person" analysis.

Developmental purpose: It is the identification of individual training needs, providing performance feedback, determining transfers and attachment identification of individual strength and weaknesses. Developmental functions focus primarily on "within person" analysis.

Arikewuyo (2006: 201) noted that even after the workers have been reunited, selected and trained, the staff needs to be appraised and evaluated from time to time. He further explained that, the question of what to appraise in any worker varies from one organization to the other as well as from job to job. Thus, the appraisal of a classroom teacher may be different from that of a university lecturer. However, most public sector organizations in Nigeria, base their appraisal criteria on the following: foresight, penetration, judgment, oral expression, relation with colleagues, relations with the public, acceptance of responsibility under pressure, drive and determination, application of professional or technical knowledge, output of work, quality of work, punctuality and so on.

Prasad (2015) emphasized that; performance appraisal helps employees to improve their performance by giving feedback about the need for development and help employees to continue to excel by giving positive reinforcement that can motivate them in that same vein Hassan (2016) described performance appraisal as a systematic evaluation of an employee's performance in his assigned task. To comply with these, Sels *et al* (2003) stated that performance evaluation increases the employee's productivity that in turn increases organizational performance. Performance appraisal enhances professional growth by pointing out the area of performance enhancement.

Iyede (2001:20) noted that human resources performance appraisal in education refers to the process by which it assessed personnel through his employee's immediate superior, the degree of the employee's efficacy and effectiveness in performing his assigned roles in order to achieve the goals of the enterprise, it is usually a yearly affair. It involves an interview in which the superior officer discusses his evaluation with the subordinate. After which the subordinate signs indicating whether he has agreed or disagreed with the ratings and recommendations giving reasons. The appraisal therefore enables the employee to underpin the training and development needs of staff. It is used for the purpose of promotion and increment of salary of personnel. Some performance appraisal elements in education include output quality or quantity, sense of responsibility, integrity, and publications.

2.4 Job Satisfaction and Teachers Attitude to Work

Hadi and Elham (2015) attempt a study to investigate the relationship between teacher's job satisfaction and their attitudes towards student's beliefs and motivation. To achieve the goal, a questionnaire was designed and was administered to a sample of 340 among the English teachers, teaching in Iranian Language Institute in Isfahan. After gathering the questionnaire, the quantitative data were categorized, coded and analyzed based upon the main themes and the respective research questions. The result revealed that there are empirically positive significant relationships ($t > 2.56$, $p < 0.001$) between teacher's job satisfaction and their attitude towards students' motivation and beliefs. The findings provide us with a better understanding of the

nature of the relationship between teachers' job satisfaction and teacher' attitude towards their student beliefs and motivation.

Akpan (2013) on a study to find out the extent to which job security and job satisfaction predicted organizational commitment of university teachers in Cross River State, Nigeria. The relative contribution of each of the two independent variables to the prediction was also investigated. A survey design was adopted and the study sample consisted of 290 lecturers selected from 2 universities using purposive sampling technique. Two hypotheses, guided the study. Instrument for data collection was a structured questionnaire. Data were analyzed using multiple regression and t-test. The result of the study revealed that both job security and job satisfaction jointly had a significant effect ($F=9.87; P<.05$) on organizational commitment of university teachers. There was also a significant correlation between the join predictor variables and organizational commitment ($R=0.593; P<0.5$). Job satisfaction was a mere potent predictor of organizational commitment ($t=3.38; P<.05$) than job security ($t=2.75; P<.05$). The two independent variables made significant relative contributions to the determinacy of organizational commitment of university teachers. Premised on these findings it was recommended that the government and university management should improve upon existing motivational strategies to ensure job satisfaction of academic staff in order to enhance their commitment. Actions of government and university authority that would lead to threats of job security among academic staff should be avoided as this could jeopardize their sense of commitment.

Okoi *et al* (2014). Investigated the relationship between job satisfaction and attitude to work of staff in Cross River State College of Education, Akamkpa. The study went on to find out the relationship between job satisfaction and attitude to work due to gender of Cross River State College of Education staff. Two research questions were formulated. A questionnaire was constructed and used for data collection. To answer the research questions two hundred and ten (210) staff of the college sampled and used. A correlation design was used for the study. The data for the research questions were analyzed using correlation coefficient analysis. The findings of the study showed that job satisfaction has low relationship with attitude to work. Also job satisfaction and attitude to work have low relationship as a result of male staff and moderate relationship as a result of female staff. The implication of these findings is that any staff whose attitude to work has been changed should not be attributed to job satisfaction.

Kimangi (2014) undertook a study to investigate the relationship between attitudes towards teaching and job satisfaction among secondary school teachers. Further, the study ought to investigate the strength of the relationship between secondary school teacher's attitude towards teaching and the level of job satisfaction. The design of the study was expo facto. Population was secondary school teacher's sample. Size was 324. The statistical package for the social sciences was sued to analyze the data. Percentages and means were used to analyze the data. Pearson Correlation Coefficient (r) was used to measure the strength of the relationship. Among the major findings, the study revealed that majority of the teachers (65.8%) had positive attitude towards teaching. Majority (82.4%) of the teachers in the sample were not satisfied with the salary they were getting. Majority (76.9%) of the teachers in the ample were not satisfied with the promotional opportunities in the teaching profession. More than half (55.6%) of the teachers in the sample were not satisfied with the kind of supervision they were getting from heads of the schools. A subject which a teacher taught had an important function in determining attitudes towards teaching and job satisfaction. A teacher's responsibility played an important role in determining attitudes towards teaching and job satisfaction. There was no strong relationship between attitudes towards teaching and job satisfaction among secondary school teachers with respect to the following variables: Age, type of school, teaching experience and mother's occupation. However, there was strong relationship with respect to: subject taught, highest education attained, position of responsibility, father's and mother's occupation, father's and mother's highest education attained. The study recommends that those appointed as heads should give both theoretical and practical training in relation to their new roles as administrators. Based on the findings, the study concluded that attitude towards teaching and job satisfaction is dynamically interrelated.

Armstrong (2006) asserts that, job satisfaction refers to the attitude and feelings people have about their work, positive and favorable attitude towards the job indicate job satisfaction. Negative and unfavorable attitude towards the job indicate job dissatisfaction.

Kaliski (2007) sees job satisfaction as a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's effort. Job satisfaction further

implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion and the achievement of other goals that lead to feeling of fulfillment.

Aziri (2011) explains that, job satisfaction causes a series of confluences on various aspects of organizational life; such as the influence of job satisfaction on employee productivity, loyalty and absenteeism. He further asserts that when satisfaction is high, absenteeism will be low, the level at which the employee (teachers) shows commitment to the job will be high.

In a study to determine job and performance of school teachers in different categories of schools, from the total population, a sample of 195 teachers from State Board Schools, 198 teachers from Matriculation Board schools and 194 teachers from Central Board schools were drawn. The result of the study indicated that teachers in Central Board schools were significantly better in their job satisfaction and performance compared to their counterparts in matriculation and State Board teachers. He further stated that, it is for the school authorities, policy makers and society at large to ensure factors contributing to job satisfaction of teachers to the maximum possible extent and thereby enhancing their teaching performance to its optimum level. Chamundeswari (2013).

Aziri (2011) further stated that, job satisfaction is under the influence of a series of factors such as:

- i. The nature of work
- ii. Salary
- iii. Advancement opportunities
- iv. Management
- v. Work groups
- vi. Work condition

In addition, job satisfaction represents one of the most complex areas facing today's managers when it comes to managing their employees. Many studies have demonstrated an unusually large impact on the job satisfaction on the motivation of workers, while the level of motivation has an impact on productivity, and hence also on performance of business organizations (even educational institutions). Unfortunately, in our region (Africa), job satisfaction has not still received the proper attention from neither scholars, managers (or administrators) of various business organizations (or institutions).

2.5 Management and Staff Relations and Teachers Attitude to Work

Nkechi (2015) on a study to investigate ways of improving principal-teacher relationship for effective communication in secondary schools in Nsukka Education Zone. The study was guided by five purposes, five research questions and three null hypotheses. The literature was reviewed on conceptual framework, theoretical framework, review of related empirical studies and summary of literature review.

Descriptive survey design was adopted for the study. The population of the study was 2056 respondents comprising of 58 principals and 400 teachers. The instrument for data collection was a 51-item questionnaire developed by the researcher. The instrument was validated by three experts and the reliability index was 0.95. Mean scores and standard deviations were used to answer the research questions while the null hypotheses were tested using t-test statistic at 0.05 level of significance. The result of the study among others should be that; the communication patterns employed in secondary schools in Nsukka Education Zone to a great extent include phone calls, memos, notice boards, text messages and through heads of departments. Result also showed that downward communication is more often used by principals and teachers. It was recommended among other things that principal-teacher relationship will greatly improve if information is given at intervals, if roles are clearly defined, if principals see teachers as partners in progress and if principals adopt democratic styles of leadership.

Felica (2012) made a study aimed at analyzing the effect of labour management relations on workers performance in an organization using power holding company of Nigeria as the case study. The data was collected using a structured questionnaire with its validity and reliability checked, the area of the study was the power holding company of Nigeria (PHCN) in Enugu state, basically its Ogui Business unit at Okpara Avenue. The population was made up of 266, and the Yaro Yamini statistical formula was used to determine the sample size of 160. In order to test the hypothesis, the chi-square- (χ^2) statistics was used to test the hypotheses. It was decided that labour management relations have an effect on workers performance and on that note, since labour management relation has an effect on workers performance, management should see to it that a cordial relation is maintained.

Sias (2009:1-2) explains that relationships are the core of the living system and the foundations of an organization. It is through this relationship that organizations enjoy harmony or emotional stability. Emotions and relationship have become part of the daily activities and it is almost inevitable in the school environment, as emphasized earlier on by Sias (2009: 1-2). According to Roffey (2012: 140). In a situation where school experience the negative of these feeling and relationship. It becomes devastating and affects the members in the school community, especially the defenseless students. However, encouraging bot positive feeling and quality relationship among members in school environment dos not assist learning and make them flourish, but promotes discipline as well.

Itika (2011:144) sees staff relations as a discipline that studies the relationship between employer and their associations the state in relations to goals, values attitude and behaviors. It is about the interaction between employees and trade unions, employer association and the state through various policies and labour laws as well as processes and of the provision of remedies where certain actors are aggrieved.

O'Brien (2014) asserts that, maintaining a strong employer and employee relationship can be the key to the ultimate success of an organization, the results are advantageous. It is known that if a strong relationship is in place, employees (staff) will be more productive, more efficient, create less conflict and will be more loyal.

Al-Khozondar (2015) on a study to investigate the effect of employee relationship management on the employee's performance. The data of the research was collected using a questionnaire which was distributed to 200 employees (male & females) in the telecommunication and banking sectors. A number of 168 questionnaires were valid for analysis. The following are the most important result.

- i. It is concluded that employee relationship management have a positive effect on the employee's performance.
- ii. Employee relationship management builds and enhances relationships, reinforces commitment and improves the employee's performance etc.

Armstrong and Taylor (2014) assert that, employee relations are concerned with managing and maintaining the employment relationship, taking into account the implication of the notion of the psychological contracts. This means dealing with employees either collectively through their trade unions or individual: handing employment practices, terms and conditions of employment and issues arising from employment; and providing employees with a voice and communicating with employers. He further highlighted certain view point of employer-employee relationship and they are:

- i. The unitary view point: It is the belief that management and employees share the same concern and it is therefore in both their interest to cooperate.
- ii. Pluralist view point: In contrast, it opines that the interest of employees will not necessarily coincide with their employers and that the unitary view is naïve, unrealistic and against the interest of employees. People of the persuasion don't believe that partnership agreement can work. Employee relations policies express the philosophy of the organization of the organization on what sorts of relationship are wanted between management and employee and where necessary, their unions and how the pay-work bargain should be managed. A social partnership policy will aim to develop and maintain a positive, productive, cooperative and trusting climate of employee relations. To further give a concrete discussion, some approaches to staff relations have been made mention and they are:
 - i. Adversarial: The organization decides what is wants to do and employees are expected to fit in. employees (staff) only exercise power by refusing to cooperate.
 - ii. Traditional: A reasonably good day-to-day working relationship but management proposes and the work force react through its elected representatives, if there are any: if not, employees just accept the situation or walk.
 - iii. Partnership: The organization involves employees in the drawing up and execution of organization policies, but retains the right to manage.
 - iv. Power sharing: Employees are involved in both day-to-day and strategic decision-making.

2.6 Summary of Literature Review

This chapter has empirically studied relevant literatures for our study. The review was hinged on the variables that were stated in our hypotheses.

An encouraging number of reviews has explained that the training and development of staff in organization is a vital strategy if the organization must produce quantitative and qualitative products. It went

further to postulate that, the presence of employee or staff is one of the most vital assets that the organization can have.

According to the literature many authors observed that, excellent management and staff relations promote industrial peace and harmony in any organization. On staff performance appraisal, it was reported that periodic staff performance appraisal provides necessary information for decision making in human resource management in such areas as advancement/promotions, training and retraining. On job satisfaction, the reviews revealed that, the level of satisfaction a worker derives in a job determines the effort or input or priority he puts in that job. It shows that teacher's satisfaction in their job detects how effective and efficient teaching and learning will be.

This review has helped in providing direction to the study as it has given an in-depth knowledge of certain variables that is in play. With all the knowledge gotten from here, the researcher is equipped with knowledge, information that help in the success of this research work.

On the whole, there have been a number of studies on staff personnel management and its influence on teaches attitude to work in public secondary schools. Relevant studies have not been carried out on human resource management and its influences on teaches attitude to work in Cross River state in Calabar South in view of the above observation, the researcher is motivated to embark on this study to fill the identified existing gaps.

Research Methodology

This chapter presents the design and methodology of the study. The chapter is therefore presented under the following sub headings:

- i. Research design
- ii. Research area
- iii. Population of the study
- iv. The sample and sampling technique
- v. Instrument for data collection
- vi. Validation of instrument
- vii. Reliability of instrument
- viii. Data collection
- ix. Data preparation/scoring
- x. Procedure for data analysis

3.1 Research Design

The research design adopted for this study is ex-post facto design. Isanghedighi, Joshua, Asim and Ekum (2004:147) asserted that ex-post facto research design is a systematic empirical inquiry in which the scientist (researcher) does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relation among variables are made without direct intervention form concomitant variation of independent and dependent variables.

The design, ex-post facto is suitable for this study where at the time of data collection, the human resource management variables had already occurred and the researcher did not control their manifestation. More so, the researcher has no control over the workers motivational variables since they have already occurred in the population.

3.2 Research Area

The research area for this study is Calabar South Local Government Area of Cross River state, Nigeria. Calabar South Local Government Area is one of the eighteen (18) Local Government Areas in Cross River state with its headquarters at Anantigha.

Calabar South Local Government Area is located between latitude 4° 25" and 5° 10" N and longitude 8° 20" and 9° 08" E. The local government is bounded in the north by Calabar Municipality, in south by the Atlantic Ocean, in the east by Akpabuyo and in the west by the Cross River and Odukpani Local Government Area. It has an area of 354,150 square kilometers and a population of 189,902 as at 2006 national population census.

Calabar south has twelve (12) electoral wards with two ethnic groups from the indigenous population. There are the Efiks and the Efuts. Because of its cosmopolitan status, there are people from all other parts of the world residing there.

By virtue of its location along the water front, the Efiks embrace the western culture; fishing tends to be one of its prominent occupations apart from white collar job seen among its indigenes. The Efuts on the other hand occupy the bulk of the hinter land where little of farming activities is observed. Educationally, Calabar South has notably educational institutions like the Cross River University of Technology, Calabar, Edgerly comprehensive secondary school and Duke Town secondary school, Calabar.

3.3 Population of the Study

The population of the study comprises of 470 teachers of the 7 public secondary schools in Calabar South Local Government Area of Cross River State, from the statistics available at the Secondary Education Board.

3.4 The Sampling and Sampling Technique

The sample of this study is made up of three hundred and fifty-three (353) teacher respondents selected from 7 secondary schools in Calabar South Local Government Area for the study. 75% of the teachers in each of the 7 schools were selected for the study.

The sampling technique adopted for this study is the simple random sampling techniques. Isanghedighi *et al* (2004: 99) contented that, simple random sampling technique is a means by which researchers give every member of his/her population equal and independent opportunity of being selected. The main purpose of using simple random sampling technique is to compose a sample that will yield research data that can be generalized to larger population. The technique employed by the researcher, it the hat and draw (balloting) method. Here the researcher wrote the number of all the schools in Calabar South Local Government Area on piece of papers, roll each slip into a paper ball, mold the paper balls well in a container and blindly draw one piece of paper at a time, with replacement until the number required is drawn.

3.5 Instrument for Data Collection

3.5.1 Construction

The instrument for data collection was Human Resource Management and Teachers' Attitude to Work Questionnaire, (HRMTAWQ). It was constructed by the researcher with the help of the supervisor on a 4-point Likert scale. The instrument has 40 items, comprising of 4 items in section A and 36 items in section B. The respondents were asked to tick for each item the response option that represents their opinion using any of strongly agree, agree, disagree and strongly disagree. Section A represents the respondents' demography, where respondents specify their gender, age and years of teaching experience. Section B required the respondents to tick (V) on the variable as applicable to them.

Typical items include:

Staff development:

- There is provision for in-service training course for teachers in my school.
- I have participated in workshop organized outside the state.

Performance appraisal:

- Inspectors always come to evaluate my performance
- The board has been visiting my school for appraisal.

Job satisfaction:

- I teach because I love teaching
- I can reject another job for teaching

Management and staff relations:

- Cordial relations exist between proprietors and teachers in my school.
- My colleagues relate well with the school head

Attitude to work:

- I am enthusiastic about teaching in my class.
- I write my lesson notes daily, without missing

3.6 Validation of Instrument

Validity refers to the degree to which an instrument measures what it is intended to measure, or the extent to which a true and accurate measure of a trait is probable. (Isangedighi, 2004).

Face was established in this study. Face validity refers to the ways questionnaire items appear to measure nothing but the construct underlying the study. The face validity was established by forwarding the draft instrument along with the title, purpose and hypotheses to two independent experts, a professor of educational measurement and another of educational management, both of Cross River University of Technology, Calabar for vetting. They deleted some items and made grammatical corrections on others. Their corrections helped to improve the quality of the instrument.

3.7 Reliability of the Instrument

Reliability refers to the degree of internal consistency of an instrument, or its stability over time. To determine the reliability of the instrument (questionnaire) a trial testing was done using fifty (50) teachers drawn from non-sample teachers. The Cronbach Alpha reliability of the one-shot administration of the instrument was computed, with results as shown in table 1 below.

Table 1: Cronbach Alpha reliability of HRMTAWQ N=50

Variable	No of items	$\bar{x}$	S	R
Staff development	6	13.7200	3.13662	.390
Performance appraisal	6	17.880	2.53061	.202
Job satisfaction	6	17.7000	3.17033	.196
Management-staff relationship	6	16.9400	2.59048	.141
Teachers attitude to work	12	34.1000	4.06202	.429

3.8 Data Collection Procedure

The questionnaire was the main instrument used for data collection. The questionnaires were administered in each of the sampled schools. The respondents were informed of the exercise and the essence of giving objective responses to the items. They were also told to be honest and objective in their responses to the items as the information obtained would be treated with al amount of confidentiality and be used as data for the research only.

The questionnaire was administered personally by the researcher with the help of some heads of department. At the end of the exercise, three hundred and fifty-three (353) questionnaires were successfully completed and retrieved from the sampled schools. 348 questionnaires were retrieved making it 94% of the estimated sample.

3.9 Data Preparation/Scoring

The questionnaire is made up of 40 items, 4 in section A and 36 in section B. Section A made provision for personal information section B of the instrument focused on workers motivation and attitude to work. Scores given to the responses for a positively worded statement were as follows:

Response	Scores
Strongly Agree (SA)	4 points
Agree (A)	3 points
Disagree (D)	2 points
Strongly Disagree (SD)	1 point

This was reversed for a negatively worded statement, that is strongly disagree (SD) carried 4 points, disagree (D) 3 points, agree (A) 2 points and strongly agree (SA) one point.

3.10 Procedure for Data Analysis

The method of data analysis depends on each hypotheses formulated. Each hypothesis of the study is restated here and the variables in it are identified and appropriate statistical analysis technique for testing it is given. All the hypotheses are tested at .05 level of significance.

Hypothesis one

There is no significant influence of staff development on teacher's attitude to work.

Independent variable: Staff development
Dependent variable: Teacher's attitude to work
Test statistics: Independent t-test

Hypothesis two

There is no significant influence of performance appraisal on teacher's attitude to work.

Independent variable: Performance appraisal
Dependent variable: Teacher's attitude to work
Test statistics: Independent t-test

Hypothesis three

Job satisfaction does not significantly influence teachers' attitude to work

Independent variable: Job satisfaction
Dependent variable: Teacher attitude to work
Test statistics: Independent t-test

Hypothesis four

There is no significant influence of management and staff relations on teacher attitude to work

Independent variable: Management and staff relations
Dependent variable: Teachers attitude to work
Test statistics: Independent t-test

Results And Discussion Of Findings

This chapter deals with the results and discussion of finding. Specially, it is presented under the following subheadings:

- i. General description of variables
- ii. Hypothesis-by-hypothesis presentation of results
- iii. Summary of findings
- iv. Discussion of findings

4.1 General Description of Variables

The variables of the study are described in table 2 below.

Table 2: Description of sub-variables of the study

Variable	n	$\bar{x}$	S
Teacher gender	348	1.7011	.4646
Teacher's age	348	2.1264	.7330
Years of teaching experience	348	1.9684	1.0335
Staff development	348	15.6695	2.6217
Performance appraisal	348	17.6954	2.4982
Job satisfaction	348	17.9569	3.2389
Management-staff relationship	348	17.7213	2.7488
Teachers attitude to work	348	34.7816	5.0202

4.2 Hypothesis-by-hypothesis Presentation of Results

Hypothesis one

There is no significant influence of staff development on teachers' attitude to work.

The independent variable in this hypothesis is staff development which is measured as a continuous variable. The dependent variable is teachers' attitude to work, also measured as continuous variable. To test the hypothesis of influence of the continuous independent variable on the continuous dependent variable, the descriptive statistics of the independent variable were used to split the sample into two independent groups high (above average) and low (below average), and the independent t-test used to test the null hypothesis, with results shown in table 3 below.

Table 3: Independent t-test analysis of significant influence of staff development on teachers' attitude to work

Variable	N	$\bar{x}$	S	df	t-cal	Sig
High	186	35.3172	5.118	346	2.144*	.033
Low	162	34.1667	4.8560			

*p<.05; critical t-value = 1.960

In table 3, since the calculated t-value 2.144 is greater than the critical t-value of 1.960 at .05 level of significance and degree of freedom for the two-tailed test. It follows that there is a significant influence of staff development on teachers' attitude to work. The null hypothesis of "no significant influence" is therefore rejected and the alternative hypothesis is not rejected.

Hypothesis two

There is no significance influence of performance appraisal on teachers' attitude to work.

The independent variable in this hypothesis is performance appraisal which is measured as continuous variable. The dependent variable is teachers' attitude to work, also measured as a continuous variable. To test the hypothesis of significant influence of a continuous independent variable on a continuous dependent variable, the descriptive statistic (mean and standard deviation) of the independent variable were used to split the sample into two independent groups, with result as shown in table 4.

Table 4: Independent t-test analysis of significant influence of performance appraisal on teachers' attitude to work

Variable	N	$\bar{x}$	S	df	t-cal	Sig
High	180	34.8444	5.567	346	.241	.809
Low	168	34.7143	4.324			

p>.05; critical t-value = 1.960

In table 4, since the calculated t-value of .2101 is less than the critical t-value of 1.960 at 0.5 level of significance and 346 degree of freedom for the two failed test, it follows that there is no significant influence of performance appraisal on teachers' attitude to work. The null hypothesis of "no significant influence" is therefore not rejected, but the alternative hypothesis is rejected.

Hypothesis three

Job satisfaction was not significantly influence teachers' attitude to work.

The independent variable in this hypothesis is job satisfaction which is measured as continuous variable. The dependent variable is teachers' attitude to work, also measured as a continuous variable. To test the null hypothesis of influence of a continuous independent variable, the descriptive statistics (means and standard deviation) of the independent variable were used to split the sample into two independent groups (high and low) and the independent t-test used to analyze the data with results as shown in table 5.

Table 5: Independent t-test analysis of significant influence of job satisfaction on teachers' attitude to work.

Variable	N	$\bar{x}$	S	df	t-cal	Sig
High	193	35.5959	5.4162			
				346	3.428*	.001
Low	155	33.7677	4.2834			

*p<.05; critical t-value = 1.960

In table 5. since the calculated t-value of 3.428 is greater than the critical t-value of 1.960 at.05 level of significance and 346degree of freedom for the two tailed test, it follows that there is a significant influence of job satisfaction on teachers' attitude to work. Toe null hypothesis of "no significant influence" is therefore rejected and alternative hypothesis not rejected.

Hypothesis four

There is no significant influence of management and staff relations on teachers' attitude to work. The independent variable is this hypothesis is management-staff relation's which is a continuous variable. The dependent variable is teachers' attitude to work which is also a continuous variable. To test the hypothesis of influence of a continuous independent variable on a continuous dependent variable, the descriptive statistics of the independent variable were used to split the sample into two independent groups (high and low) and the independent t-test used to test the hypothesis, with results as shown in table 6.

Table 6: Independent t-test analysis of significant influence of management staff relationship on teachers' attitude to work.

Variable	N	$\bar{x}$	S	df	t-cal	Sig
High	165	30.1879	4.833	346	5.140*	.000
Low	183	33.5137	4.8571			

* $p < .05$; critical t-value = 1.960

In table 6, since the calculated t-value of 5.140 is greater than the critical t-value of 1.960 at .05 level of significance and 346 degrees of free for the two-failed test, it follows that there is a significant influence of management-staff relationship on teachers' attitude to work. The null hypothesis of "no significant influence" is therefore rejected, and the alternative hypothesis not rejected.

4.3 Summary of Findings

The findings of the study are summarized as follows:

1. There is a significant influence of staff development on teachers' attitude to work.
2. There is no significant influence of performance appraisal on teachers' attitude to work.
3. There is a significant influence of job satisfaction on teachers' attitude to work.
4. There is a significant influence of management-staff relations on teachers' attitude to work.

4.4 Discussion of Findings

The findings of the study are discussed below:

4.4.1 Staff development and teachers' attitude to work

The first finding shows that there is a significant influence of staff development on teachers' attitude to work. This means that attitude of teachers with high staff development differs from that of teachers of low staff development. Specifically, the results showed that highly developed teachers manifest more positive attitude to work than those not highly developed. Training is a form of learning which of course implies a relatively positive permanent change in behavior as a result of experience. Therefore, a well-trained staff should habit more positive attitude to work than the less trained.

Similar results were reported in literature. Anokye and Arikpo (2015) investigated staff development practices, attitude to work and performance among academic staff in tertiary institutions in Ghana. 541 samples were drawn from staff and students of universities and two polytechnics. The data was analyzed using Pearson Product Moment Correlation coefficient (r) at 0.05 level of significance. The major findings were that there was a significant relationship between institutional commitment to staff development and academic staff work performance.

Again, (Akpan & Ita 2015) embarked on research aimed at investigating the relationship between teachers' professional development and quality University Basic Education, using Lagos state as its study area. Correlation design was used for the study and simple random sampling technique was used to select 500 teachers as its sample. The data was analyzed using the Pearson Product Moment Correlation statistic and it was revealed that teachers' participation in induction programme, I.C.T training and seminar/workshop significantly related to quality Universal Basic Education in Lagos state.

It can be observed that if the teachers are not properly equipped with the necessary skills, the production of low-quality students will be the adverse effect, which in general will affect the intellectual capacity of the students. Training and retraining have been known to be innate drives and needs which must be satisfied by personnel of the educational sector, it will be disappointing for the teachers if their needs are

not met and if they cannot attain their aspirations. Which involves acquiring further skills and knowledge or upgrading their intellectual scope.

Furthermore, the nation at large has the most to lose and is prone to havoc if the teachers are not well-trained; it is not possible for the teachers to give what they do not have. It invariably means that as the teachers are properly trained and developed, they are better placed to develop the students (citizen) of the country properly and adequately for nation building.

4.4.2 Performance appraisal and teachers' attitude to work

The second finding shows that there is no significant influence of performance appraisal on teachers' attitude to work. This implies that attitude of the highly appraised teachers is not significantly different from that of the poorly appraised teachers. Specifically, the finding shows that teachers with high performance appraisal do not possess a more positive attitude to work than those with low performance appraisal.

Appraisal of teaching is the means of checking the achievements and progress made by teachers and relevant feedback given to teachers during their teaching profession, but it can be observed that the appraisal given to a teacher is not directly the cause of the teachers' attitude to work.

The finding is contradictory to James (2013) who examined the relationship between performance appraisal and teacher commitment in schools. A representative of 200 public boarding secondary schools in the eleven constituencies of a community was used as sample. Statistical packages for social science (SPSS) was used to analyze the data using descriptive and inferential statistics. The finding of the study indicates that there is a relationship between performance appraisal and commitment of teachers. It could be noted that the result differs from our finding due to geographical differences in sample, relatively small sample and also a different statistical method was used in analyzing the data gotten.

A'Siago and Gathil's (2014) study sought to establish teachers' perception of performance appraisal practices in public secondary schools in human district. The study used census survey design in carrying out the research. 155 teachers were sampled comprising all the 18 public secondary schools in Himum District. The findings of the study indicated that most head teachers had no training or performance appraisal. Majority of teachers reported that appraisal reports are not used to identify their development needs. This finding differs from what was revealed here based on the grounds that it was conducted in a different geographical area using a different sample size.

From what has been observed it can be said that the evaluation or appraisal of teachers may not necessarily guarantee a change in their attitude to work. Again, the mode of performance appraisal should be revisited or evaluated in order to know the defects that make it not to have an impact on the attitude of the teacher.

4.4.3 Job satisfaction and teachers' attitude to work

The third finding shows that there is a significant influence of job satisfaction on teachers' attitude to work. This means attitude to work is not the same for teachers of high and low job motivation. Specifically, the highly motivated teachers manifest more positive attitude to work.

Job satisfaction is the workers degree of fulfillment/contentment with his work. Of course, the more a staff is satisfied and content with his/her job the more positive attitude he/she will have towards work.

To support the finding, Hard and Elham (2015) investigated the relationship between teachers' job satisfaction and their attitude towards students' belief and motivation. A sample of 340 English teachers teaching in Iranian Language institute in Isfahan was selected. After gathering the questionnaire, the quantitative data were categorized, coded and analyzed based upon the main themes and the respective research questions. The results revealed that there are empirically positive significant relationships ($t > 2.56$, $p < 0.001$) between teachers' job satisfaction and their attitude towards students' motivation and belief.

Akpan (2013) in a study to find out the extent to which job security and job satisfaction predicted organizational commitment of university teachers in Cross River state, Nigeria, conducted a survey design and a total of 290 lecturers from 2 universities as its sample size using purposive sampling technique. Two hypotheses guided the study coupled with a structured questionnaire to guide the study. Data were analyzed using multiple regression and t-test. The result of the study revealed that both job security and job satisfaction jointly had a significant effect ($F = 9.87$; $P < 0.5$) on organizational commitment of university teachers. Job satisfaction was a more potent predictor of organizational commitment ($t = 3.38$; $p < .05$) than job security ($t = 2.75$; $p < .05$). It can be deduced that if the teachers do not like their job, they will not be

motivated to teaching and they will not be proud of what they do therefore giving the teaching profession a low public perception, but if the needful is done the teachers morale will be boosted and teaching will be beefed up as they tend to be satisfied with what they do. When the teachers are satisfied with their job, they will be a reduction in the transfer of aggression to students, and the exchange of harsh words between school head and teachers, teacher and teachers, even teachers can increase in the academic performance of the students because teaching will become effective thereby satisfying the different stakeholders of the educational sector which include the government, parents, teachers and the community.

4.4.4 Management staff relation and teachers' attitude to Work

The fourth finding showed that there is a significant influence of management staff relation on teachers' attitude to work. This implies that attitude of teachers with high management and staff relation differs from that of teachers with low management and staff relations. That is, teachers involved in high management and staff relation manifest a more positive attitude to work than teachers with low management and staff relations.

Staff relationship in the organization is primarily the interaction and communication flow that exist between staff or sections of the organization, this implies that where there is healthy staff and management relationship, the staff tends to manifest a favourable attitude to work. This agrees with the biblical injunction that "iron sharpens iron". Constant inter personnel interaction was potentials for better development.

Felicia (2012) analyzed the effect of labour management relations on workers performance in an organization using power holding company or Nigeria as the case study. A structure questionnaire was used to collect data and a total of 266 staff was the total population and the Yaro Yamini statistical formula was used to determine the sample size of 160. The Chi-square (χ^2) statistic was used to test the hypothesis. It was found that labour management relation has an effect on workers performance and on that note, since labour management relation has an effect on workers performance, management should see to it that a cordial relation is maintained.

Al-Lkozondar (2015) on a study to investigate the effect of employee relationship management on the employees' performance, structured questionnaire was used to collect the data of 200 samples and 168 questionnaires were valid questionnaire for analysis. It was concluded that employee relationship management have a positive effect on the employees' performance. Employee relationship management builds and enhances relationships, reinforces commitment and improves the employee's performance etc.

When there is a healthy communication flow between staff and sections of the institution, it can increase in production and transmission of ideas between teachers and school. The school head through an effective management and staff relation can deduce or dictate the needs of the staff or dictate the challenges the staff are experiencing therefore looking for solutions to those problems. The students in the other way round will be free to communicate their cares to any staff or the institution if there is a healthy communication flow. Good teaching cannot take if the place if the teachers' psychological state is not balance, the promotion of a good management and staff relation gives the teachers the opportunity to air out the grievance or problems so that they will be properly addressed as at when due.

Summary, Conclusion And RecommendaTIONS

This chapter is concerned with the summary, conclusion and recommendations of the whole work, it presents the summary, draws conclusion and made necessary recommendations for further studies. The chapter is therefore presented as thus:

- i. Summary of the study
- ii. Conclusion
- iii. Recommendations
- iv. Suggestions for further studies

5.1 Summary of the Study

The purpose of the study was to investigate the linkage between human resource management practices and teachers' attitude to work in Calabar south Local Government Area of Cross River State, Nigeria. To achieve the purpose of this study, the following research hypotheses were formulated to direct the study.

- i. There is no significant influence of staff development on teachers' attitude to work.

- ii. There is no significant influence of performance appraisal on teachers' attitude to work.
- iii. Job satisfaction does not significantly influence teachers' attitude to work.
- iv. There is no significant influence of management and staff relation on teachers' attitude to work.

Empirical and theoretical review of literature was done according to the variables and hypotheses of the study to facilitate the discussion of findings. Ex-post facto research design was adopted for this study; this was because the researcher does not have direct control of independent variables as their manifestations have already occurred or because they are inherently not manipulable. A sample of three hundred and fifty-three (353) respondents were selected making it 75% of the total population of four hundred and seventy (470) and three hundred and forty-eight questionnaire (348) were administered retrieved making it 95% rate of return. A simple random sampling technique was used to give every member of his/her population equal and independent opportunity of being selected.

This statistical technique used for data analysis was the independent t-test because of the nature of the variables involved in the hypotheses directing the study. The .05 level of significance was used for the statistical testing of each of the hypothesis for the study. The results of the analysis indicated that the development of staff, the degree of fulfillment/contentment in a job and interaction and communication flow between staff or sections of the organization significantly influence teachers' attitude to work, but checking the achievement and progress made by a teacher does not significantly influence the teachers' attitude to work.

5.2 Conclusions

The study concluded that to a large extent human resource management significantly influences teachers' attitude to work.

5.3 Recommendations

Based on the conclusions of the study, the following recommendations are made;

1. Training and development of staff should be adhered to by the government school administrators and even the teachers themselves should strive to develop their skills in order to build up capacity for increased positive attitude to work and provide room for advancement and promotion.
2. Assessing and evaluation should be done and should not be limited to evaluation or assessing of staff, but those that have been assessed and found effective should be motivated by it by financial benefit, promotion, modeling and recommendation within and outside the school organization with such to building a positive attitude to work.
3. Government and employers of labour should improve on condition of service of their employees and make provision for financial incentive coupled with enquiring on other modes of motivating the workers in order to make them more fulfilled in their job.
4. The heads of institution should make it a priority to strengthen effective communication between staff and staff, management and staff, management and other stakeholders in the institution and as well seek for other ways to improve communication.

5.4 Suggestions for Further Studies

The following research problems are suggested for further research;

1. Human resource management and teachers' attitude to work in Calabar educational zone.
2. Human resource management and secondary school teachers' effectiveness in Calabar Metropolis, Nigeria.
3. Government administrative practices and teachers' attitude to work in Calabar South Local Government Area of Cross River State, Nigeria.
4. Human resource management and the implementation of State Universal Basic Education in Cross River State, Nigeria.

References

1. Ajayi, K. (1991). Job satisfaction among secondary school teachers in Nigeria. *Journal of Education Research*, 3(1),26-31.
2. Akpan, C. P. & Ita, A. A. (2015). Teacher Professional Development and Quality Universal Basic Education in Lagos State, Nigeria. *Global Journal of Arts, Humanities and social science* 3(9),65-76.

3. Akpan, C. P. (2013). Job Security and job Satisfaction as Determine of Organization Commitment among University Teachers in Cross River State, Nigeria. *British Journal of Education: European Center for research Training and Development*. United Kingdom.
4. Anokkye, S. A. & Arikpo, O. J. (2015). Staff Development Practices, Attitude to Work and Work Performance among Academic Staff in Tertiary Institution in Ghana. *IOSR Journal of Humanities and Social Sciences*. 20(10),41-44.
5. Arikewuyo, M. O. (2000). Teachers welfare problems: Implication for education in the 21st century, Unigwa research chronicle. *Journal of the University of the North South Africa*. 2(2), 48-61.
6. Armstrong, M. (2006). A Hand Book of Human Resources Management Practice, tenth edition, London: Kogan page.
7. Asamoah H. (2015). *The Effect of Performance Appraisal on employee attitude: A case study of First Allied Saving and Loans Ltd*. Unpublished Masters Thesis, Kwame Nkrumah University of Science and Technology, Kumasi.
8. Asiago, D. & Gathill, A. (2014). Teacher perceptions of Performance Appraisal practices in Public Secondary Schools in Human District. *International Journal of Education and Research*, 2(4).
9. Aziri, B. (2014), Job Satisfaction: A Literature Review: *management Research and Practice* 3(4),77-86.
10. Chamundeswari, S. (2013). Job Satisfaction and Performance of School Teachers. *International Journal of Academic Research and Social Sciences* 3(5).
11. Coyle-shapiro, K., Hogue, KK., Kessler, I., Pepper, A., Richardson, R., & Walker, L., (2013) Human Resources Management. London: University of London.
12. Denga, D. I. (1986). Guidance and Counselling in School and non-school setting. Calabar: Center of Education.
13. Felicia, O. N. (2002). *Effect of labour management relations on workers performance in an organization; A case study of Power Holding Company of Nigeria*. An unpublished Dissertation. Enugu State University.
14. Green, G. S. & Sherony, K. M. (2002). Coworker exchange: relationship between coworkers, leader-member exchange, worker attitude. *Journal of Applied Psychology* 83(3),542-545.
15. Gyimah, G. (2013). *Headmaster-teacher relationship in leading schools*. Unpublished thesis. University of Jyvaskyu. Ghana.
16. Hadi, S. & Elham, T. (2015). Teacher attitudes towards job satisfaction and their student's beliefs and motivation. *International Journal of Research Studies in Language Learning*. 5(2), 17-35.
17. Hassan, S. (2013). Introduction to H. R. M. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 2. 15-22.
18. History of Human Resources management (2010). Available at <http://www.buzzle.com/articles/history-of-human-resource-management.html>. Accessed October 24,2010.
19. <http://www.inc.com>.2017.
20. Itika, J. S. (2011). *Fundamentals of Human Resources Management: Emerging Experience from Africa*. Leiden: African studies center.
21. Iyede,R. O. (2001). Managing human resource. In V.F. peretomod (Ed), Introduction to educational administration planning and supervision. *Lagos: Joja educational research and publications*.
22. James, K. K. (2013). Relationship between Performance Appraisal and Teacher Commitment in Kenya. (Case study of public schools in Nakum). Unpublished Thesis. Kenyatta University. Kenya.
23. Kaliski, B. S., (2007). Encyclopedia of Business and Finance Detroit: Thompson Gate.
24. Kenyatta, O. J., (2016). The Relationship between Teaching Attitude Towards Performance Appraisal and their Commitment to Service in Public Secondary Schools in Rachuonyo South Sub-Country, Kenya. *Unpublished. Masters Thesis*, University of Nairobi Crabot.
25. Kimengi, I. N. (2014). Relationship between attitude towards teaching and job satisfaction among secondary school teachers in Kenya. *Journal of Educational Policy and Entrepreneurial Research (JEPER)*, 1(2),186-197.
26. Mathis, R.K & Jackson, J. (2006). Human Resource Management (11th ed.) Mason, OH: Thompson/Southwestern.

27. Nkechi, E. S. (2015). *Improving Principal-Teacher Relationship for Effective Communication in secondary school in Nsukka Education Zone of in Enugu State*. Unpublished research project. University of Nigeria, Nsukka
28. Okoi, U. M., Unimke, U. J., and Paulinus, M. A. (2014). The relation between job satisfaction and attitude to work of staff in Cross River State College of Education Akamkpa. *International Journal of Arts and Humanities*. Bahir Dar, Ethiopia, 3(2),10,261-271.
29. Paul O'Brieu-<http://www.business2community.com>.2014.
30. Peretomode, U.F., (2008). *Educational Administration: Applied Concepts and Theoretical Perspective for Students and Practitioners*. Lagos: Ojoja educational research and publishers.
31. Prasad, P. ((2015). Performance appraisal: An empirical study to understand job satisfaction and motivation of personnel through the system. *International Journal of Engineering and Applied Science*, 2.
32. Rav, P. S. (2009). "*Essentials of human resource management and industrial relations*." Himalaga publication houses 3rd edition 199-203.
33. Ravhudzulo (2003). "Nobody is Listening": The Attitude of Teachers towards Professional Development by Distant Education. *Bureau of Learning Development: Unisa*.
34. Roffey, S. (2012). *Developing Positive Relationship in School*. in S. Roffey (Ed) positive relationship: Evidence based practice across the World. London: Springer.
35. Sels, L., De winne S., Macs, J., Ffaems, D., Delmotte, J., Fonier,A., (2003). *How HRM affects cooperate financial performance: Evidence from Belgium SMES.*, Belgium: working paper.
36. Sias, P.M. (2009). *Organizing relationship: Traditional and emerging perspective on work place relationship*. Thousand Oaks: Sage publications.
37. Single, K. (2004). Impact of HR practices on perceived form performance in India, Asia. Pacific. *Journal of Human Resource* 42(3),301-317.