

Strategic Human Resources Management Practices and Public Primary School Teachers' Job Effectiveness in Calabar Education Zone of Cross River State, Nigeria.

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Abstract

The purpose of this study is to investigate the Influence of Strategic Human Resources Management Practices on Public Primary School Teacher Job effectiveness in Calabar Education Zone of Cross River state, Nigeria. Two hypotheses were posed to guide the study. Ex-post-facto design was adopted for this study. The population of this study was 6,712 teachers in 285 public primary schools in Calabar Education Zone of Cross River State. Sampling was done in multiple stages. The sample for the study was 500 teachers determined with the use of Yamane (1969) sample determination formula. Strategic Human Resource Management Practices and Teachers' Job Effectiveness Questionnaire (SHRMPTJEQ) was developed by the researcher and validated by three experts for data collection. To ensure the reliability of the instrument, the questionnaire was administered on 50 teachers in two public primary schools in Ikom Education Zone of Cross River State for trial testing. Cronbach Alpha Reliability Estimate was used to determine the coefficient for the sub-scales which showed that the reliability coefficients .84 to .86 establishing that the instrument was consistent. The instrument was administered by the researcher on the respondents with the aid of seven research assistants. The data generated was analyzed with the use of simple linear and multiple regression analyses at .05 level of significance. The results showed that the P-values (.000) is Significant at .05 level, $P < .05$ this implied that: there is significant relationship between training, promotion and public primary school Teacher job

effectiveness. Based on the findings, it was recommended among others that the Cross River State Government through the State Universal Basic Education Board should: Provide regular and relevant training opportunities to enhance teachers' subject matter expertise, pedagogical skills, and technological proficiency.

Key word: Strategic Human Resources Management Practices, Teacher Job effectiveness

Introduction

Educators and the society look up to education as a veritable tool for national development; a major determinant of the quality of a nation's educational sector as well as a catalyst to growth and development in social, political and economic sectors. Primary education is the bedrock of a country's educational system: primary school in Nigeria usually begins with ages 6 - 11 years plus. Teaching and learning in primary school education, being the foundation upon which children's future rest, should be of high quality. To achieve this, teachers are very important in the school setting (Federal Republic of Nigeria, 2004), constitute the principal agents for attainment of educational goals of the nation. Educationists have described the teachers in different ways. Some describe them as the dispenser of knowledge, while others see them as counselors, facilitators and role models. Whatever description one would want to use, the underlying issue still remains that teachers play a lead role in determining the future of learners and society. They are described as the central force in the educational system of any nation, this expectation is rooted in the general belief that no quality of education can rise above the quality of its teachers (Mackenzie and Nwafor, 2019). It is against this background that Teacher job effectiveness is a subject of interests to stakeholders, as it could make or mar the foundations of the nation's education.

Observations have shown that most teachers in public primary schools in Calabar education zone, Cross River State do not appear to be meeting the required teaching standards. The quality of Teacher job effectiveness in the area has been put in suspicions due to the lack of commitment displayed by most teachers in public primary schools who seem to be non-committed to their jobs. Some public primary school teachers do not go to school on time, some rarely teach pupils, writing notes of lesson seem herculean to many who ought to have been professionally behaved. Their unruly nature is further displayed in their poor attitude towards instructional duties; lateness to work, unpredictable attendance to school or classes, poor record keeping attitude, and their poor disciplinary attitudes, are indicators to the fact that many teachers are unproductive in their job effectiveness. In an effort to resolve this menace, the Cross River State Government, has reinvigorated the management of public primary schools through on the spot check, prompt Teacher salary payment and improved Teacher job analysis. Irrespective of all these strategies put in place by the state government,

public primary school teachers in Calabar Zone are still performing below anticipations in their instructional roles; as pupils are still performing poorly in the classroom, half-baked and every other educational programme appearing depreciated.

Training is a systematic method for learning and development to increase person, team and the organizational efficiency; as well as employees' job effectiveness and bring other positive changes such as acquisition of new talents (Green and Ronza, 2022). Newman, Thanacoody and Hui (2021) observed that training plays an important role in the achievement of any organizations' goals since it increases both effectiveness and efficiency not only for the organization but for the employees too. Today's dynamic work environment and complex academic task demands employees to be skilled in performing multifarious tasks in an efficient and effective way. A well-organized training programme gives teachers continuous knowledge and experience. Training is important for increasing job effectiveness, enhancing employee productivity and satisfaction, reducing cost and developing the quality of work. Mackenzie and Nwafor (2019) stated that Total Quality Management (TQM) principles propose that continuous training and retraining of workers will help organizations to maintain quality staff. An organization with quality staff will offer quality and satisfactory service delivery to their customers. Training improves Teacher capacity for job effectiveness.

Promotion is a way of rewarding people for their efforts and services. Normally, it means increased responsibilities, prestige or status with corresponding increase in pay. Promotion which is the advancement of teacher position, involving upward movement in their ranking could make teachers bring out their best. Promotion is a way of rewarding people for their efforts and service; it involves increased responsibilities, prestige or status with corresponding increase in pay. When teachers are promoted, their morale is boosted and they are motivated to put in their best for educational institutions. It may be defined as an advance in status or position to the staff working in organizations. Frequently, promotion implies a change of duties, responsibility and compensation (Akpakwu, 2022).

Therefore, Teacher job effectiveness entails all activities discharged by the teacher in order to accomplish the desired effects on the students. Teachers in educational institutions could perform effectively and efficiently so as to achieve educational goals when these management functions and practices are put in place. It involves the degree to which teachers participates in the overall running of the school in order to achieve the expected objectives and goals of the school. In other words, performance is the accomplishment of school goals. Teacher's job effectiveness is very crucial to pupils' academic progress and development. The progress of a pupil will have a direct association with the successful teaching - learning

process in the classroom. Hence, the extent of teacher's job effectiveness could also be connected to strategic human resource practices. It is against this background the researcher sought to investigate the relationship between strategic human resources management practices on Teacher job effectiveness in public primary schools in Calabar Education Zone, Cross River State.

Purpose of the study

Determine the relationship between training and public primary school Teacher job effectiveness in Calabar Education Zone of Cross River state, Nigeria.

Examine the relationship between promotion and public primary school Teacher job effectiveness in Calabar Education Zone of Cross River state, Nigeria.

Research questions

The following research questions guided the study;

1. To what extent does training relate with public primary school Teacher job effectiveness in Calabar Education Zone of Cross River state, Nigeria?
2. How does promotion relate with public primary school Teacher job effectiveness in Calabar Education Zone of Cross River state, Nigeria?

Statement of hypotheses

The following hypotheses were posed to guide the study;

1. There is no significant relationship between training and public primary school Teacher job effectiveness in Calabar Education Zone of Cross River state, Nigeria.
2. Promotion does not significantly relate with public primary school Teacher job effectiveness in Calabar Education Zone of Cross River state, Nigeria.

Literature Review

Training and Teacher job effectiveness

Kanapathipillai and Azam (2020) carried out a study on the impact of employee training programs on job effectiveness and job satisfaction in the telecommunication companies in Malaysia. Survey procedure was used to develop a thorough profile, which was gathered from 316 out of 500 formal standardized questionnaires sent to employees at three major telecommunication companies in Malaysia. This research utilized the quantitative methods to produce empirical outcomes and substantiations that answer the research questions. The analysis showed that training is statistically significant and has a strong relationship with job effectiveness and job satisfaction.

Mackenzie and Nwafor (2019) investigated in-service training and job security as determinants of teacher commitment in public senior secondary schools in Abia State. Two research questions were posed and two hypotheses were formulated to guide the study. Correlation design was used for the study. The population of the study was 550 vice principals in 275 public senior secondary schools in Abia State. Out of which, 275 vice-principals in 138 public senior secondary schools were sampled for the study using proportionate stratified random sampling technique. Two questionnaires were used for collection of data. They included a 16-item questionnaire titled 'In-service Training and Job Security Questionnaires (ITJSQ)' as well as a 15-item questionnaires titled 'Teacher Job Commitment Questionnaire' (TJCQ). The questionnaires were face and content validated by two experts in the Department of Psychology, Guidance and Counselling, University of Port Harcourt. Cronbach alpha was used to estimate the reliability of the questionnaire with coefficients of 0.75 and 0.74 for the sub-sections of ITJSQ and 0.86 for TJCQ. The questionnaires were administered by the researcher with the aid of two research assistants. Simple regression was used to answer the research questions while t-test associated with simple regression was used to test the hypotheses at 0.05 alpha level. The findings of the study showed a moderate positive relationship of $r=0.59$ between in-service training and teachers job commitment as well as high positive relationship of $r=0.68$ between job security and teachers job commitment in these schools.

Manzoor, Wei, Banyai and Nurunnabi (2019) examined the role of sustainable Human Resource Management (HRM) practices on job effectiveness and encompasses training as a moderator variable to further evaluate the association among HRM practices and employee's job effectiveness. The study seeks to measure the effect of selection, participation, and employee empowerment on job effectiveness in the publicly owned universities of Pakistan. The descriptive survey research design was utilized for this study. The target population was the entire teaching staff of two publicly owned universities (namely "The University of Agriculture Peshawar" and Hazara University Mansehra, Pakistan). By using a convenient sampling technique, 130 sample participants were selected from the target population. The reliability scales were tallied by using Cronbach's Alpha. The findings of the study are gleaned by using regression to investigate the role of HRM practices in job effectiveness and whether training moderated the association between HRM practices and employee performance. Through Statistical Package of Social Science (SPSS), Hayes process was used regarding the moderation effect of training between HRM practices and job effectiveness. The main results of regression analysis validated that HRM practices, such as selection, training, participation, and employee empowerment, have a significant and positive effect on employee job effectiveness. Specifically, the study suggests that training significantly

moderates the effect of HRM practices on the performance of employees and that sustainability of HRM practices has a great impact on job effectiveness. Based on the outcomes the study confirms that the proposed hypotheses are statistically significant.

Hervie and Winful (2018) study examined the relationship between teacher performance through training and development in Ghana Education Service. The study was based on a case study and quantitative research design. Simple random sampling technique was used to select the respondents (teachers) of the study. A total of 40 questionnaire was distributed out of which 30 representing 75% were retrieved. The findings of the study revealed that, poor performance of teachers was due to lack of frequent in-service training, lack of teaching and learning materials, lack of incentives and motivation, and improper supervision.

Anekwe and Anekwe (2020) empirically investigated the extent to which effective human resources development practices could enhance teacher job effectiveness in public secondary schools in Rivers State, Nigeria. Five research questions and their corresponding null hypotheses were formulated in line with the objectives of the study to guide this research. Descriptive research design was adopted and the population of the study was 8,452 secondary schools teachers in Rivers State, Nigeria. The sample size comprised 265 teachers drawn through cluster sampling technique. A researcher developed questionnaire titled Teacher Performance through Effective Human Resource Development Practices Inventory (TPEHRDPI) was used for data collection. Mean, standard deviation and rank order were used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance. Findings revealed that in-service trainings and development of human resources are essential for educational institutions to have motivated teachers and ensure high performance.

Rahman, Jumani, Akhter, Chisthi and Ajmal (2022) study examined the relationship between training of teachers and effectiveness teaching. The instrument of the study was questionnaire for both the target groups. It was found that teachers had a positive attitude towards teacher training and its effectiveness in classroom situation including actual instruction/academic work, classroom management, evaluation procedures, assignments, and developing human relationships with students, principal, and society in general.

Isaiah (2018) evaluated the effect of human resource management practices on organizational achievement in schools and teaching profession in Education District III in Lagos State, Nigeria. A total of 100 teachers and non-teachers randomly from 5 schools responded to self-reported questionnaire that measures Ten Human Resource Management

practices and subjective measures of organizational achievement. Chi-square statistical method was used to analysis the data collected which compares respondents' actual responses/observation with expected answers. Results indicated that there is a significant relationship between Human Resource Management Practices (training, promotion, job security, recognition, promotion) on Organizational Achievement. Thus, it provides an insight for the management to use these practices as a strategic tool for organizational effectiveness and profitability.

Davidescu, Apostu, Paul and Casuneanu (2020) investigated the link between employee development and worktime and workspace flexibility as relevant characteristics of sustainable HRM, job satisfaction and job effectiveness among Romanian employees in order to identify how to redesign HRM in the face of "future work" challenges. Additionally, the paper aims to examine the impact of different types of flexibility—contractual, functional, working time, and workspace flexibility—in order to highlight the relevance of employee development and employee flexibility as important aspects of sustainable HRM in increasing the overall level of employee job satisfaction. In order to make this possible, an "employee flexibility composite indicator," which takes into account different types of flexibility, has been developed using feedback from Romanian employees, which was gathered by a national representative survey using multiple correspondence analysis. Furthermore, the impact of both individual and employee flexibility on overall level of job satisfaction has been quantified using binary logistic regression models. Within the research, there is a particular focus on the impact of new types of workspaces (flex office, co-working, total home office, partial home office—FO, CW, HOT, HOP) on job effectiveness, job satisfaction, organizational performance, professional growth and development, social and professional relationships, and personal professional performance as well as on the overall level of work motivation. The empirical results revealed that these new types of workspaces are highly appreciated by employees, generating a growing interest among them. Partial home working, the mix between working from home and working in a company's office, has been considered an optimal solution in increasing organizational performance, social and professional relationships, learning and personal development in form of training, and the overall level of work motivation. The results of the multiple correspondence analysis highlighted a medium level of flexibility among those Romanian employees interviewed, with only one third of them exhibiting high levels of flexibility. The empirical analysis of logistic regression analysis pointed out the role of functional flexibility, working time, and workspace flexibility along with the flexibility composite indicator in increasing the level of job satisfaction in employees. Therefore, if the challenge is to redesign the actual human resource management in order to include the concept of sustainability, attention needs to be

on a combination of employee development-flexible time and flexible places, leading to an increase in both employee job satisfaction and organizational performance as important outcomes of sustainable HRM.

Promotion and Teacher job effectiveness

Tien (2018) investigated on the determinants of teacher job satisfaction in Lam Dong Province, Vietnam and examines the feasibility of applying Herzberg' Two-Factor Theory in Vietnam's educational setting, employing mixed research approaches with survey questionnaire, in-depth interviews, group discussions and observations. A total of 650 respondents were interviewed and administered the instrument, 502 were returned with the response rate of 77.2%, and 436 (67.1%) were usable for the research. Among the 436 respondents, 115 (26.4%) were males and 321 (73.6%) were females. Data were analyzed using mean and standard deviation. The findings supported the application of Herzberg's theory in the educational setting of Vietnam with the exception of recognition. The results showed that satisfiers of teaching career overwhelmingly were phenomena intrinsic to teaching tasks. These include career achievement, work itself, advancement, responsibility, job security, and support from students' parents. Dissatisfiers, on the other hand, were those extrinsic to the teaching core and beyond the ability of teachers including promotion, pay, supervision, students' behaviour, job pressure, teacher status, teacher training, working condition, recognition, school policies, relationship with co-workers, school reputation, and career support from school. The research findings provide an analytical framework for policy makers in Vietnam to create appropriate policies for the benefit of teachers, students and the educational system. The findings might help those in authority of the educational system to have an insight about how teachers viewed their jobs as motivation seekers are more likely to be committed to teaching than the non-motivation seekers and teachers' job satisfaction might be directly correlated to job effectiveness and educational quality.

Malik, Danish, and Munir (2015:3) also found that salary and promotional opportunities have significant effect on teacher job effectiveness. McCausland, Pouliakas, and Theodossiou as cited in Khaliq (2018) further revealed that promotion refers to the reassignment of an employee to a higher-rank of job. Teacher promotion towards higher ranks is another significant dimension and indicator in exploring their job effectiveness level. Consequently, promotion assists in increasing and boosting up the teacher morale; and motivates and encourages them to increase productivity, efficiency, and effectiveness of their work; and also helps in enhancing satisfaction level in relation to their job.

Mohammed and El-Jajah (2019) carried out a study on Payment of teacher salary and promotion as correlate of teacher job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria. This study adopted two research questions and two hypotheses. The area of the study was Adamawa state, the population was 337 principals and 5128 teachers. A stratified simple random sampling technique was used to select two education zones out of five and a sample of 332 principals and teachers was determined using Taro Yamane's formular. Questionnaire was used to collect data. (PTSPTDQ) and teacher job effectiveness questionnaire (TJPQ). The data was analysed using mean and standard deviation for research questions and the null hypotheses was tested using Pearson Product Moment Correlation (PPMCC). Findings indicated that there were significant relationships between payment of teacher salary, promotion and teacher job effectiveness in senior secondary schools in Adamawa state, Nigeria. The study concluded that payment of teacher salaries in senior secondary schools in Adamawa state is moderate and promotion of teachers in senior secondary schools in Adamawa state is also moderate.

Kennedy and Mary (2020) examined the relationship between teacher motivation on academic performance of students in selected private and public schools in Oredo local government area, of Edo state. The design of the study was the causal comparative design. The population of the study was the twenty-six (26) public secondary schools and two hundred and forty-five (245) private secondary schools in Oredo local government area. A sample of 300 teachers was selected for the research using the stratified, simple random and cluster sampling techniques. Mean and standard deviation, Pearson's Correlation as well as Fishers Z were used for data analysis. The findings of the study among other showed that the motivation of teachers in terms of regular promotion and payment of salary in selected public and private schools in Oredo Local Government area of Edo state was very efficient, the level of academic performance of selected public and private secondary school students in Oredo local government area was moderate. And a significant relationship existed between academic performance of students and teacher level of motivation in Oredo Local Government area of Edo state. Teacher level of motivation accounted for about 6% of students' academic performance in selected private and public secondary school in Oredo Local Government Area of Edo State.

Rinny, Purba and Handiman (2020) conducted a study on the relationship between compensation, job promotion, and job satisfaction on employee performance of Mercubuana university. The study aims to examine and analyze the in of compensation, job promotions and job satisfaction on the performance of Mercu Buana University's teaching staff. This type of research is a causal analysis using a quantitative approach. Questionnaires were

distributed to 77 Mercu Buana University employees from a total population of 332 employees using convenience sampling techniques. The analytical method used in this study is multiple linear regression. The results showed that compensation, staff promotions and job satisfaction simultaneously had a significant effect on performance. Partial compensation does not affect performance. Staff promotion and Job satisfaction have positive and significant effect on performance.

Tadesse (2017) explored the effect of employee promotion practice on job satisfaction: The case of Dashen Bank S.C. The purpose of this thesis therefore was to evaluate the effects of promotion practice on job satisfaction using Dashen Bank S.C. as a case study. The study used both primary and secondary sources of data. Quantitative research approach was implemented and 330 questionnaires were distributed out of which 312 of them were returned. Multi stage sampling method was used first by convenience sampling and then by applying simple random sampling employees was selected from stratum. The data was analyzed by SPSS version 20.0 using explanatory research method and data was analyzed using correlation and regression. The correlation analysis indicates positive relationship between the independent variables (perception of promotion and promotion opportunities) and the dependent variable (Job satisfaction) and negative relationship with the independent variable (Promotion expectation) and dependent variable (Job satisfaction). The result of the regression indicates that the independent variables have accounted for 44.5% of variance on the dependent variable. Based on the findings of the study, the researcher recommends the bank to keep constant review perception of promotion, promotion opportunities and promotion expectation to identify their effects on employee's job satisfaction regularly.

Karachiwalla (2019) examined the promotion incentives of teachers in rural China. A model of promotions is developed in which agents are both incentivized, and are sorted into ranks by ability. The model's predictions are then tested using panel data on teachers collected as part of the Gansu Survey of Children and Families (GSCF). The finding showed that teachers respond to promotion incentives as predicted by the model: salary differentials are used to motivate teachers to work harder and teachers do work hard for promotions; teachers that are repeatedly passed over for promotions tend to slack off, as do teachers that have been doing well in the past; increased competition in the form of more teachers increases incentives when the probability of promotion is between 1/3 and 2/3; and effort is low when the probability of promotion is close to zero or one.

Ndijuye and Tandika (2019) explored the role of timely promotion as a motivational factor among pre-primary school teachers. Two districts (1 urban affluent and 1 rural poor) were

selected. Stratified purposive sampling was used in the selection of 16 schools - 08 from each district; 32 pre-primary school teachers – 04 from each school, and 08 school principals – 01 from each school. Data were collected through interviews, questionnaires and documentary review. Regardless of urbanicity, findings revealed that the primary responsibility of teachers was to ensure children's holistic development. Achievement of this role solely depended on timely promotion and other motivational factors such as the involvement of teachers in decision making, appreciation from educational officers, and good working conditions.

Haryono, Supardi and Udin (2020) investigated the effect of training and job promotion on work motivation and its implications on job effectiveness: Evidence from Indonesia. The aim of this study is to examine the effects of training and job promotion on work motivation and their implications on employee job effectiveness. The study is accomplished in the Environment of the South Lampung Regency National Education Office on 215 respondents. The research design uses a quantitative survey method and data analysis is based on the structural equation model (SEM) with Amos 24. The results of the study show that (a) training and promotion had a positive and significant effect on work motivation, (b) training, promotion and work motivation had a positive and significant effect on job effectiveness but (c) work motivation did not play any significant role in mediating the effect of training and job promotion for job effectiveness. While job promotion had a more dominant direct effect than training in improving employee job effectiveness, efforts to improve employee job effectiveness will be more productive by providing job promotions to employees. Another effort is to provide opportunities for employees to attend training regularly. With job promotion and training, work motivation will increase, and the impact is that employee job effectiveness will increase.

Research Methodology

The research design used for this study was correlational research design. Correlational research design is a non- experimental research method that examines the relationship between two or more variables without the researcher manipulation or controlling them. The study area was Calabar Education zone, Cross River State of Nigeria. Geographically, this area lies between Latitudes $5^{\circ}45^1$ and $5^{\circ}58^1$ North of the Equator and between Longitudes $8^{\circ}30^1$ and $8^{\circ}410^1$ East of the Greenwich Meridian. The area lies between the humid regions of Nigeria sharing boundaries with Abi, Yakurr, Obubra, Ikom, and Etung Local Government Areas in the North, to the South by Akwa Ibom State and Atlantic Ocean, to the East by Republic of Cameroon, and Abia State to the West (Cross River State Government, 2020). The population of this study is made up of all teachers in public primary schools in Calabar Education Zone of Cross River State. The data obtained from the State Universal Basic

Education Board, Calabar (2024) showed that there are 6,712 teachers in 285 public primary schools in the zone. The stratified random sampling was for the study. The stratification was based on the following stages : the primary schools in the area of study was stratified into seven strata. Proportionate procedure was further used to select schools and teachers, hence, the higher the number of schools and teachers in a local government, the higher the number that was sampled. Finally, simple random technique was used to select the schools and teachers through hat and draw method. The sample for the study was determined with the use of Yamane (1969) sample determination formula. Therefore, the researcher generously sampled 500 (7.4%) teachers randomly selected from 29(10.0%) public primary schools in Calabar Education Zone to give room for the copies of the questionnaire that may be rejected because of wrong filling. To carry out this study, a structured instrument was developed by the researcher for data collection. Strategic Human Resource Management Practices and Teachers' Job Effectiveness Questionnaire (SHRMPTJEQ) was divided into two sections – A and B. Section A with two items elicited information on Teachers' sex and age while section B with 12 items provided information on Strategic Human Resource Practices with 6 for each sub-variable) and Teachers' Job effectiveness (10 items). Section B of the instrument was developed with a 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument, after being developed by the researcher, was presented to three experts Department of Educational Foundations of the University of Calabar for vetting and editing of the research items to measure what they were meant for. To ensure the reliability of the instrument, the questionnaire was administered on 50 teachers that formed an equivalent population to the study population in two public primary schools in Ikom Education Zone of Cross River State for trial testing. The responses were coded and prepared on a spread sheet while Cronbach Alpha Reliability Estimate was used to determine the coefficient for the sub-scales. The results showed that the reliability coefficient ranged from .84 to .86 establishing that the instrument was consistent. To gather information for this study, the researcher followed a series of steps. The researcher gathered the teachers from each school in one hall. This was an opportunity to clearly explain the study's purpose, importance, and objectives. The respondents were assured of the confidentiality of their responses and that their opinion would not be distorted. After completing the questionnaires, the teachers returned them to the researcher. Out of 500 questionnaires administered, 494 were retrieved – an impressive response rate of 98.8%. Unfortunately, six questionnaires (1.2%) were discarded due to incorrect filling.

Results And Discussion

HO₁: There is no significant relationship between training and public primary school Teacher job effectiveness in Calabar Education Zone of Cross River state, Nigeria. To test this

hypothesis, simple linear regression analysis was used with training as independent variable and teacher job effectiveness as dependent variable. The f-ratio was used to test the overall influence. The results are presented in Table 7. The results in Table 7 showed a regression coefficient (R) of .477 and a coefficient of determination (R^2) of .227. This means that about 22.7% of the total variation in teacher job effectiveness was attributed to the variation in training while 77.3% was attributed to other variables considered in this study. The result of analysis of variance in the regression output produced the computed F-value of 144.607 ($p < .05$) which is statistically significant at .05 probability level with 1:492 degrees of freedom. As a result, the null hypothesis was rejected. This means that there is significant relationship between training and public primary school Teacher job effectiveness in Calabar Education Zone of Cross River state, Nigeria.

The result of the regression weights of the predictor variable (Training) in Table 1 showed positive coefficients ($B = .703$ and $Beta = .477$). This indicated that training has a high positive influence and public primary school Teacher job effectiveness and a unit increase in the adoption of training as a strategic human resource management practice will lead to more than a unit improvement in public primary school teacher job effectiveness in Calabar Education Zone of Cross River state, Nigeria. Furthermore, the P-values (.000) associated with the computed t-values (16.037 & 12.025) for the regression constant and training are less than .05. This means that both the regression constant and training made significant positive contributions to the prediction of public primary school Teacher job effectiveness in Calabar Education Zone of Cross River state, Nigeria. The regression equation is: $y = 17.055 + .703x$.

Table 1: Regression analysis of relationship between training and public primary school Teacher job effectiveness in Calabar Education Zone of Cross River state, Nigeria.

R – value = .477		Adj R – square = .226			
R – square = .227		Std. Error = 3.05817			
Source of variation	Sum of squares	Df	Mean square	F– value	P – value
Regression	1352.421	1	1352.421	144.607*	.000
Residual	4601.369	492	9.352		
Total	5953.789	493			
Predictor variable	Unstandardised coeff		Std coeff	t-value	P – value
	B	Std. Error	Beta		
Constant	17.055	1.064		16.037*	.000
Training	.703	.059	.477	12.025*	.000

*Significant at .05 level, $P < .05$

HO₂: Promotion does not significantly relate with public primary school Teacher job effectiveness in Calabar Education Zone of Cross River state, Nigeria. To test this hypothesis, simple linear regression analysis was used with promotion as independent variable and teacher job effectiveness as dependent variable. The f-ratio was used to test the overall influence. The results are presented in Table 8. The results in Table 8 showed a regression coefficient (R) of .822 and a coefficient of determination (R^2) of .676. This means that about 67.6% of the total variation in teacher job effectiveness was attributed to the variation in promotion while 32.4% was attributed to other variables considered in this study. The result of analysis of variance in the regression output produced the computed F-value of 1025.539 ($p < .05$) which is statistically significant at .05 probability level with 1:492 degrees of freedom. As a result, the null hypothesis was rejected. This means that promotion significantly relate with public primary school Teacher job effectiveness in Calabar Education Zone of Cross River state, Nigeria

The result of the regression weights of the predictor variable (Promotion) in Table 2 showed positive coefficients ($B = 1.188$ and $Beta = .822$). This indicated that promotion has a high positive influence and public primary school Teacher job effectiveness and a unit increase in the adoption of promotion as a strategic human resource management practice will lead to more than a unit improvement in public primary school teacher job effectiveness in Calabar Education Zone of Cross River state, Nigeria. Furthermore, the P-values (.000) associated with the computed t-values (15.769 & 32.024) for the regression constant and promotion are less than .05. This means that both the regression constant and promotion made significant positive contributions to the prediction of public primary school teacher job effectiveness in Calabar Education Zone of Cross River state, Nigeria. The regression equation is: $y = 9.879 + 1.188x$.

Table 2: Regression analysis of relationship between promotion and public primary school Teacher job effectiveness in Calabar Education Zone of Cross River state, Nigeria.

R – value = .822		Adj R – square = .675			
R – square = .676		Std. Error = 1.98074			
Source of variation	Sum of squares	Df	Mean square	F– value	P – value
Regression	4023.517	1	4023.517	1025.607*	.000
Residual	1930.273	492	3.923		
Total	5953.789	493			

Predictor variable	<u>Unstandardised coeff</u>		Std coeff Beta	t-value	P – value
	B	Std. Error			
Constant	9.879	.626		15.769*	.000
Promotion	1.188	.037	.822	32.024*	.000

*Significant at .05 level, $P < .05$

Discussion of findings

The results of hypothesis one showed that there is significant relationship between training and public primary school Teacher job effectiveness in Calabar Education Zone of Cross River state, Nigeria. Training is extremely important for teachers to perform their job effectively. When teachers receive training, they become more skilled and knowledgeable in their subject area, which enables them to teach their students more efficiently. This, in turn, leads to better academic performance and a more positive learning environment for the students.

The benefits of training for teachers are numerous. Firstly, it helps them stay updated on the latest developments in their subject area, so they can pass on this knowledge to their students. Secondly, training teaches teachers new and innovative ways to present information, making lessons more engaging and interactive. Thirdly, training helps teachers develop effective classroom management skills, which ensures that lessons run smoothly and students stay focused.

Moreover, training has a profound impact on teachers' confidence and job satisfaction. When teachers feel well-trained and supported, they are more likely to feel confident in their ability to teach and manage their classrooms. This confidence boost leads to a more positive and productive teaching environment, where teachers are motivated to help their students succeed. On the other hand, if teachers don't receive adequate training, they may struggle to teach effectively. Without training, teachers may feel overwhelmed and uncertain about how to manage their classrooms or present complex information to their students. This can lead to poor academic performance, low morale, and high teacher turnover rates.

This finding supported Manzoor, Wei, Banyai and Nurunnabi (2019) who examined the role of sustainable Human Resource Management (HRM) practices on job effectiveness and encompasses training as a moderator variable to further evaluate the association among human resource management practices and employee's job effectiveness and found that human resource management practices, such as selection, training, participation, and

employee empowerment, have a significant and positive effect on employee job effectiveness. Specifically, the study suggests that training significantly moderates the effect of human resource management practices on the performance of employees and that sustainability of human resource management practices has a great impact on job effectiveness.

This study corroborated with Anekwe and Anekwe (2020) who empirically investigated the extent to which effective human resources development practices could enhance teacher job effectiveness in public secondary schools in Rivers State, Nigeria and found that in-service trainings and development of human resources are essential for educational institutions to have motivated teachers and ensure high performance.

This study sustained Obineli (2013) who collaborated that further training of teachers is an inevitable factor in the teaching and learning process. The researcher from her experience as a lecturer in the Delta State University has observed that many teachers who have graduated from the sandwich programme are happy, experience a sense of fulfilment and approach their teaching responsibility with greater zeal and commitment.

The results of hypothesis two showed that promotion significantly relate with public primary school Teacher job effectiveness in Calabar Education Zone of Cross River state, Nigeria. The finding that promotion has a significant impact and public primary school Teacher job effectiveness is a noteworthy discovery. This result suggests that recognizing and rewarding teachers' hard work and dedication through promotion can significantly enhance their job performance.

Several factors contributed to this outcome. Firstly, promotion boosts teachers' motivation and job satisfaction, leading to increased enthusiasm and commitment to their work. Secondly, promotion provides teachers with new challenges and responsibilities, which can help to prevent boredom and stagnation. Thirdly, promotion can lead to increased autonomy and decision-making power, allowing teachers to take ownership of their work and make meaningful contributions to their schools.

The positive effects of promoting teachers are numerous. Promotion can lead to improved teacher morale, increased job retention, and enhanced teacher-student relationships. When teachers feel valued and recognized, they are more likely to be motivated to provide high-quality instruction and support to their students. Additionally, promotion can lead to increased collaboration and teamwork among teachers, as they work together to achieve

common goals. On the other hand, not promoting teachers can have negative consequences. Teachers who feel undervalued and unrecognized may become demotivated, leading to decreased job satisfaction and performance. This can result in decreased student achievement, as teachers may not be motivated to provide high-quality instruction. Furthermore, not promoting teachers can lead to increased turnover rates, as teachers seek recognition and opportunities elsewhere.

This result supported Khaliq (2018) who investigated the effect of salary, promotion, and relationships with colleagues on teacher job effectiveness and found that salary, promotion, and relationships with colleagues have significant effect on teacher job effectiveness. Obineli (2013) further emphasized that promotion is beneficial to teachers because it has to do with increase in salaries, taking up more responsibilities and boosting their social status. Thus, workers now have higher purchasing power, are given opportunity to use their initiatives and improve their competencies and as a result of such elevation, they experience a high level of contentment with their jobs.

Conclusion

The study's findings unequivocally underscore the significance of strategic human resources management practices in enhancing public primary school teacher job effectiveness in Calabar Education Zone of Cross River state, Nigeria. The results highlight the crucial role of training and promotion ultimately improving student outcomes.

Recommendations

Based on the findings, it was recommended that the Cross River State Government through the State Universal Basic Education Board should:

1. Provide regular and relevant training opportunities to enhance teachers' subject matter expertise, pedagogical skills, and technological proficiency.
2. Establish clear and transparent promotion policies to recognize and reward teachers' hard work, dedication, and commitment to excellence.

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