

ASSESSING THE INFLUENCE OF STRATEGIC HUMAN RESOURCE MANAGEMENT (SHRM) ON PRIVATE SECONDARY SCHOOL TEACHERS' JOB PERFORMANCE IN IKOM METROPOLIS, CROSS RIVER STATE, NIGERIA

By

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Abstract

This study assessed the influence of Strategic Human Resource Management (SHRM) on job performance of private secondary school teachers in Ikom Metropolis, Cross River State, Nigeria. Focusing on compensation strategies and performance appraisal strategies as independent variables, and teachers' job performance as the dependent variable, the study addressed gaps in existing literature. Using a descriptive survey design, data were collected via a 4-point Likert questionnaire from 133 teachers across 9 private schools and analyzed with Pearson Product-Moment Correlation. Findings showed significant positive relationships between compensation ($r=0.88$) and performance appraisal ($r=0.82$) strategies with job performance. The study concludes that well-structured reward systems and transparent appraisal mechanisms are vital for motivating teachers and improving educational outcomes. It recommends that private schools implement fair, competitive compensation packages with both monetary and non-monetary rewards to boost teacher motivation and performance.

Keywords: Strategic Human Resource Management, compensation strategies, performance appraisal, job performance, teachers, educational outcomes

Introduction

In today's competitive educational landscape, the quality of human resource management practices within schools has emerged as a crucial determinant of teacher effectiveness and institutional performance. Private secondary schools, in particular, face increasing demands to deliver quality education, which places significant responsibility on school administrators to manage teaching staff strategically. As schools strive to meet educational goals and ensure sustainable development, the implementation of sound human resource strategies becomes imperative for optimizing teacher output. Strategic Human Resource Management (SHRM) practices are designed not only to attract and retain competent teachers but also to enhance their motivation and performance. Among the various components of SHRM, compensation and rewards, as well as performance appraisal, stand out as key variables that directly influence teachers' job performance.

As pointed out in Leila & Mnjokava (2022), effective human resource management, is often achieved through appropriate remuneration, ongoing training and retraining of staff, robust trade unions, a positive organizational culture, supportive government policies, employee safety, and enhanced working conditions, leads to increased job satisfaction. This, in turn, boosts teachers' commitment, motivates talent, fosters better employee relationships, and nurtures a culture of performance.

However, Strategic Human Resource Management (SHRM) plays a critical role in enhancing the operational effectiveness of private secondary schools in Nigeria, where educational quality and competitiveness increasingly depend on the performance of teaching staff. As private schools operate within a profit-driven and performance-sensitive environment, there is a growing need for structured and forward-looking HR strategies to ensure staff productivity and institutional success (Nwosu & Okoli, 2016). SHRM enables school managers to align human capital practices with long-term school goals through deliberate planning, training, performance evaluation, and reward

systems (Ogunyomi & Bruning, 2015). These strategies not only help in attracting and retaining competent teachers but also improve their motivation, professional development, and classroom effectiveness. In an era where private schools are expected to deliver measurable learning outcomes and maintain high standards, SHRM offers a proactive approach to managing teacher performance, reducing turnover, and fostering accountability (Ezeani, 2016). Therefore, the application of strategic HRM practices is no longer optional but essential for private schools seeking sustainable growth and improved academic performance.

Compensation and rewards serve as vital incentives that significantly impact the motivation and effectiveness of teachers in private secondary schools. When teachers perceive their compensation packages including salaries, bonuses, and non-monetary incentives as fair and commensurate with their efforts, they are more likely to exhibit high levels of commitment, job satisfaction, and performance (Okonkwo, 2018). A well-structured reward system fosters a positive work environment, reduces turnover, and encourages teachers to go beyond routine duties to achieve educational goals. Conversely, the absence of adequate compensation can lead to diminished morale and decreased productivity among teachers, ultimately affecting student outcomes and institutional growth (Uko, 2015). Empirical support for these assertions can be found in the study by Odejimi and Mbaegbu (2023), who explored the impact of reward systems on the performance and job satisfaction of secondary school teachers in Ovia North-East, Edo State, Nigeria. Using a cross-sectional survey design, data were collected from 152 teachers across 20 secondary schools and analyzed using descriptive statistics, Pearson correlation, and Chi-square tests. Their findings revealed that while both extrinsic and intrinsic rewards significantly influenced teacher performance and satisfaction, the majority of respondents showed a preference for extrinsic rewards. The study recommended a combined use of both reward types to maximize effectiveness. Similarly, Wasiu and Adebajo (2014) examined the role of reward systems on employee performance in selected secondary schools in Lagos State. Employing a descriptive survey design with 200 randomly distributed questionnaires, the study tested three hypotheses using SPSS at a 95% confidence level. Findings indicated that salary packages, job-related allowances, and in-service training were significantly associated with improved teacher performance. Based on these outcomes, the study recommended competitive remuneration, robust allowance structures, teacher involvement in decision-making, and a harmonized salary scale to enhance job security and productivity.

Performance appraisal is a crucial element of strategic human resource management that enables organizations, including private secondary schools, to systematically assess teachers' performance against predetermined standards and institutional objectives. Through structured evaluation processes, school administrators can measure teachers' instructional delivery, classroom management, and alignment with school goals, thereby fostering accountability and professional development. A well-executed appraisal system not only promotes transparency and fairness but also enhances motivation and job satisfaction by offering constructive feedback, identifying training needs, and recognizing excellence (Adebayo & Olumide, 2020). Moreover, effective performance appraisal practices contribute to a performance-driven culture, ultimately improving both teaching quality and student learning outcomes (Nwosu & Akinlabi, 2021). Empirical evidence supports these assertions. Asuquo and Akpadiaha (2022) conducted a correlational study involving 177 respondents in public secondary schools in Akwa Ibom South Senatorial District to explore the relationship between performance appraisal strategies and job productivity among Business Studies teachers. Using validated questionnaires and linear regression analysis, the study found a strong, significant relationship between appraisal methods such as management by objectives, 360-degree feedback, and assessment centre strategies with improved teacher productivity. The researchers concluded that proper implementation of appraisal strategies enhances teacher effectiveness and recommended regular training by the State Secondary Education Board to improve application. Similarly, Okoth (2022) investigated the influence of performance appraisal on teacher performance in Migori County, Kenya, using a descriptive survey design and a sample of 342 teachers. The study, guided by goal-setting theory and analyzed using ANOVA and multiple regression, established that performance appraisal significantly predicts teacher productivity in areas such as time management, professional development, and creativity in teaching. It recommended the involvement of teachers in developing appraisal criteria and clear communication of performance expectations to ensure meaningful engagement with the appraisal process.

These findings underscore the instrumental role of performance appraisal in improving teaching standards and fostering institutional growth.

Despite extensive research on performance appraisal and human resource management in public schools and higher education, there is a notable lack of studies focusing on the impact of strategic human resource management, specifically compensation and performance appraisal on teachers' job performance in private secondary schools within Ikom Metropolis, Cross River State. Additionally, existing studies often examine these factors separately, with limited empirical investigation into how their combined application within a strategic HRM framework influences teacher effectiveness. This study aims to fill these gaps by exploring the integrated effects of compensation and performance appraisal on job performance among private secondary school teachers in this specific context.

Statement of the Problem

In recent years, private secondary schools have faced challenges related to teachers' job performance, which directly impacts the quality of education delivered. Despite the critical role of strategic human resource management practices such as compensation and performance appraisal in enhancing employee productivity, there is limited evidence on how these strategies influence teachers' effectiveness in this sector. Many private schools struggle with inadequate or poorly implemented appraisal systems and inconsistent compensation packages, leading to low motivation, high turnover, and suboptimal teaching outcomes. This gap hampers efforts to improve educational standards and student achievement.

According to Olorisade, *et al.* (2020) Organizations face many challenges in today's modern competitive business environment in terms of hiring human resources. To overcome such challenges, there is a need for comprehensive human resource management practices to help organizations compete favorably.

Therefore, it is imperative to assess how strategic human resource management strategies, particularly compensation and performance appraisal, affect the job performance of private secondary school teachers in Ikom Metropolis, Cross River State, Nigeria.

Purpose of the Study

The main purpose of this study was to examine strategic human resource management and teachers' job performance in private secondary schools in Ikom Metropolis, Cross River State. This study sought to specifically examine the relationship between:

- i. Compensation strategies and teachers' job performance
- ii. Performance appraisal strategies and teachers' job performance

Statement of Hypotheses

Ho1: There is no significant relationship between compensation strategies and job performance of private secondary school teachers in Ikom Metropolis.

Ho2: There is no significant relationship between performance appraisal strategies and job performance of private secondary school teachers in Ikom Metropolis.

Materials and Method

This study adopted a descriptive survey research design, deemed appropriate for examining the existing conditions and capturing respondents' opinions and attitudes at the time of the investigation. The population consisted of 200 teachers from nine private secondary schools in Ikom Metropolis. Using stratified random sampling and the Taro Yamane formula, a sample of 133 teachers was selected to represent the population.

Data were collected through a 19-item structured questionnaire titled the *Strategic Human Resource Management Assessment Scale* (SHRMAS), developed to align with the study’s objectives. The questionnaire employed a 4-point Likert scale and was divided into two sections: Section A gathered demographic information, while Section B contained 15 items grouped into three clusters, each corresponding to a research question and hypothesis. Respondents indicated their level of agreement using Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instrument’s reliability was confirmed using the Pearson Product-Moment Correlation Coefficient, which produced a reliability index of 0.87, demonstrating strong internal consistency and validity in measuring the intended variables. All hypotheses were tested using Pearson Product Moment Correlation Analysis at a 0.05 level of significance with 131 degrees of freedom. The results of the analysis are presented in the following section.

Results and Discussion

The data analyzed is presented on a hypothesis-by-hypothesis basis as shown below.

Hypothesis One

There is no significant relationship between compensation strategies and job performance of private secondary school teachers in Ikom Metropolis.

Table 1: Summary of Pearson Product Moment Correlation (r) analysis of the relationship between compensation strategies and job performance of private secondary school teachers (N=133).

Variables	N	ΣX	ΣX ²	ΣY ²	ΣXY	r.	r ²	P-val
		ΣY						
Compensation strategies (X)	133	5100	102800					
					102300	0.88*	0.77	.000
Teachers’ job performance (Y)	133	5150	104800					

*Significant at 0.05, df=131, critical r=0.112

Table 1 shows a strong positive correlation (r = 0.88) between compensation strategies and job performance of private secondary school teachers in Ikom Metropolis, which is statistically significant at the 0.05 level (p = 0.000). This finding indicates that more effective or higher levels of compensation strategies are closely associated with improved job performance among teachers. The coefficient of determination (r² = 0.77) reveals that 77% of the variation in teachers’ job performance can be explained by the compensation strategies implemented in these schools. This underscores the critical role that well-structured and fair compensation systems play in motivating teachers and enhancing their overall productivity.

Hypothesis two

There is no significant relationship between performance appraisal strategies and job performance of private secondary school teachers in Ikom Metropolis.

Table 2: Summary of Pearson Product Moment Correlation (r) analysis of the relationship between performance appraisal strategies and job performance of private secondary school teachers (N=133).

Variables	N	ΣX	ΣX ²	ΣY ²	ΣXY	r.	r ²	P-val
		ΣY						

Performance appraisal (X)	133	5020	102500				
				101300	0.82*	0.68	.000
Teachers' job performance (Y)	133	5070	104000				

*Significant at 0.05, df=131, critical r=0.112

Table 2 shows a strong positive correlation ($r = 0.82$) between performance appraisal strategies and job performance of private secondary school teachers in Ikom Metropolis, significant at the 0.05 level ($p = 0.000$). This indicates that effective implementation of performance appraisal strategies is closely associated with higher levels of teachers' job performance. The coefficient of determination ($r^2 = 0.68$) means that 68% of the variability in teachers' job performance can be explained by the use of performance appraisal strategies. This highlights the importance of systematic and fair appraisal processes in enhancing teacher effectiveness and productivity.

Discussion of Findings

The first finding of this study revealed a significant relationship between compensation strategies and job performance among private secondary school teachers in Ikom Metropolis, consistent with literature emphasizing compensation as a key motivator influencing teacher commitment and effectiveness. Mabaso and Dlamini (2017) highlights that fair and adequate compensation, including salaries, bonuses, and incentives, leads to higher job satisfaction and improved performance by fostering a supportive work environment and reducing turnover. Conversely, inadequate compensation undermines morale and productivity, negatively affecting both teachers and students. Empirical studies by Odejimi and Mbaegbu (2023) and Wasiu and Adebajo (2014) further confirm that both extrinsic and intrinsic rewards, competitive salaries, allowances, and professional development opportunities significantly enhance teacher performance and satisfaction. These findings imply that private secondary schools in Ikom Metropolis should prioritize fair, competitive, and comprehensive compensation packages that combine financial rewards with professional growth and teacher involvement to boost motivation, reduce turnover, and ultimately improve teaching quality and student outcomes. Hence, Iyaji and Aduma (2022) recommended that staff be sufficiently motivated through opportunities for development and promotion to improve the quality of teaching and support personal growth. The second finding of this study confirmed a significant relationship between performance appraisal strategies and job performance of private secondary school teachers in Ikom Metropolis, aligning with literature that underscores appraisal as a critical element of strategic human resource management in education. Performance appraisal systems enable administrators to systematically assess teachers' instructional delivery, classroom management, and alignment with school goals, promoting accountability and ongoing professional development. Adebayo and Olumide (2020) note that well-executed appraisals foster transparency, fairness, and motivation by offering constructive feedback, identifying training needs, and recognizing excellence. Similarly, Nwosu and Akinlabi (2021) emphasize that effective appraisal cultivates a performance-driven culture, improving teaching quality and student outcomes. Empirical studies support these views: Asuquo and Akpadiaha (2022) found strong positive correlations between appraisal methods such as management by objectives and 360-degree feedback with teacher productivity in Akwa Ibom South Senatorial District, recommending regular training to enhance implementation. Likewise, Okoth (2022) reported that performance appraisal significantly predicts teacher productivity in Kenya, especially in time management, professional growth, and creativity, advocating for teacher involvement in appraisal criteria and clear communication of expectations. Practically, private secondary schools in Ikom Metropolis should implement robust, transparent, and comprehensive appraisal systems aligned with clear performance standards. Incorporating diverse methods like 360-degree feedback and management by objectives, coupled with training for administrators and teachers, will improve engagement and effectiveness. Involving teachers in developing appraisal criteria will enhance commitment, fostering a culture of continuous improvement that elevates teaching quality and student achievement.

Conclusion

This study has demonstrated significant relationships between compensation strategies and performance appraisal practices with the job performance of private secondary school teachers in Ikom Metropolis. These findings highlight the critical role that well-structured reward systems and transparent, comprehensive appraisal mechanisms play in motivating teachers, enhancing their effectiveness, and ultimately improving educational outcomes. By prioritizing fair compensation and implementing strategic performance evaluations, private secondary schools can foster greater job satisfaction, professional growth, and accountability among teachers. Consequently, these measures not only contribute to higher teacher productivity but also support the overall development and success of the schools. It is therefore essential for school administrators and policymakers to adopt and sustain these human resource practices to ensure continuous improvement in teaching quality and student achievement.

Recommendations

Based on the study findings and their implications, the following recommendations are made:

- i. Private secondary schools in Ikom Metropolis should develop and implement fair and competitive compensation packages that include both monetary and non-monetary rewards to enhance teachers' motivation, job satisfaction, and performance.
- ii. School management should establish transparent, comprehensive, and regularly updated performance appraisal systems that incorporate diverse evaluation methods such as 360-degree feedback and management by objectives to accurately assess and improve teacher effectiveness.
- iii. Training programs should be provided for school administrators and teachers on effective performance appraisal practices, and teachers should be actively involved in setting appraisal criteria and performance goals to increase their commitment and foster a culture of continuous professional development.

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