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PRINCIPALS HUMAN RELATION STRATEGIES AND AGRICULTURAL SCIENCE TEACHERS JOB PERFORMANCE IN SECONDARY SCHOOLS IN ETCHE LOCAL GOVERNMENT AREA, RIVERS STATE.

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Abstract

The study assessed Principals' human relation strategies and agricultural science teachers' job performance in secondary schools in Etche Local Government Area of Rivers State. Three research questions and five hypotheses were formulated to guide the study. A descriptive design of a correction type was adopted. Fifteen out of 20 schools in Etche Local Government Area were randomly selected while one school principal, two vice principals, three HODS and Six agricultural science teachers were selected using stratified random sampling techniques from each sampled schools totaling 180 respondents. Two validated questionnaires (PHRSAQ) and (ASTJPQ) with reliability coefficient of 0.81 and 0.68 were used to elicit information from the respondents. Descriptive statistics of mean rating and inferential statistic of Pearson product moment correlation were used for data analysis. The study revealed among others, that there is a positive relationship between human relation strategies of principals and teachers' job performance in secondary schools ($r=112$ P value $.240 > .05$). The study therefore recommended that opportunities should be given for agricultural science teachers to partake in matters affecting them within the system among others.

Keyword: Principal, Human relation, Agricultural Science, Teachers Job Performance, Strategies.

Introduction

The success of any school depends, to a large extent, upon the quality of its leader. The principal, as the instructional leader of a school helps to integrate human and non-human resources into a productive working mechanism. Principal leadership approach influences teachers' behavior and beliefs through collective supervisory activities, co-operation, motivation, affective communication and evaluation for the achievement of the educational objectives of the school. Garba, Soaib, Ramli, (2014) asserted that Principal perform dual functions as administrators and professional colleagues.

As a professional colleagues, the principals engages in the curriculum design deployed and source for material resources to assist teaching staff. Actualizing these functions according to Kobola (2007), and Adeyemi (2010) the principal is required to possess good human relation

skills. Ekong (2016) noted that the attitude of a principal towards his subordinates would influence the behavior of the agricultural science teachers in a significant way and this in turn would affect students' academic performance. It can then be assumed that the level of interaction of principals with their agricultural science teachers would directly or indirectly determine agricultural science students level of performance in their academic task (Adeyemi, 2010) Adeyemi & Adui (2013).

The principals are to examine the performance of the agricultural science teachers to determine how the set agricultural objectives of the curriculum are being achieved (Ogwo 2012) where performance deviates from the desired objective, the principals undertake corrective measures, guidance and counselling and coaching the teacher concerned.

Yalokwu (2016) defined human relation as a complex term that encompasses areas like collective, bargaining negotiations, employment legislation, work life, equal opportunities and managing diversity of problems, one important aspect of human relations concerns the involvement of members of staff in the administration of the school. This entails agricultural science teacher involvement and participation in decision-making of the school farm among other. Self-awareness according to Morin (2016) represents the capacity of becoming the object of one's own attention. It is regarded as the most human relation strategy related to workplace emotional intelligence that promotes institutional effectiveness (Atuma and Agwu 2015).

Agricultural science teachers' job performance in secondary schools according Okeke (2018) is highly influenced by many factors such as motivation, qualifications, school climate among others. Agricultural science teachers' job performance has been described as their level of involvement in the day of day running of school. It is referred to as the measure of agricultural science teacher level of effectiveness in relation to their expected responsibilities in the school. Awodiji (2018) said that it is used to assess whether the agricultural science teacher carries out his or her job well or not in terms of teaching, farm activities, discipline, lesson plan, lesson delivery and commitment.

Olaitan, Nwachukwu, Igbo, Onyemachi and Ekong (2011) investigated on agricultural science teachers job performance at secondary school level in south, south states of Nigeria, survey research design was used. The findings of the study revealed that the level of agricultural science teachers' job performance was above average and good. Osagie and Akinlosotu (2017) conducted study on agricultural science teachers' job performance and school farm operation, and student academic performance in secondary schools for the existence of bi-causal relationship in Nigeria. Ex-post facto research design was adopted in the study. The study focused only on the agricultural science teachers and senior school students in class two of Ekpoma Public Secondary School. Edo State Nigeria. Findings of the study revealed that agricultural science teachers' job performance in the three terms jointly predicted student academic performance.

Fehmtola (2014) found out that agricultural science job performance and other teachers' attributes (teachers' academic qualification, professional quality, evaluation procedures, work value and classroom attendance). Hence, human relations strategies (self-awareness, self-acceptance, participation and motivation) of principals were considered as

tools for improving agricultural science teachers' job performance in secondary schools in Etche.

Statement of the Problem

The Principal, as an educational leader of secondary school plays a very important role in the success of the school Oduldoya, Etuk, Eyo-Etuk and Usman (2018). As agricultural science teachers in most cases have poor relationship with their principals. Building a strong culture of collaboration and creative problem-solving organization demands instructional leadership qualities that possess appropriate human relations among all staff in a school for achieving effective teaching.

Therefore, the study investigated the relationship between principal's human relation strategies and agricultural science teacher's job performance in secondary schools in Etche Local Government Area of Rivers State.

Objective of the Study

The main purpose of this study was to establish the relationship between principals' human relation strategies and agricultural science teachers' job performance in secondary schools in Etche Local Government Area of Rivers State. Specifically, the study sought to:

1. Identify the level of job performance of agricultural science teachers in secondary schools in Etche Local Government Area of Rivers State.
2. Ascertain human relation strategies mostly adopted by principals in secondary schools in Etche Local Government Area of Rivers State.
3. Find out the major factors limiting principals' human relations in secondary schools in Etche Local Government Area of Rivers State.
4. Estimate the index of relationship between the principals' human relation strategies and agricultural science teachers' job performance.

Research Questions

The following research questions guided the study.

1. What is the level of job performance of agricultural science teachers in secondary school in Etche Local Government Area of Rivers State?
2. What are the human relation strategies mostly practiced by secondary schools principals in Etche Local Government Area of Rivers State.
3. What are the factors limiting human relation practices of secondary school principals in Etche Local Government Area of Rivers State.

Hypotheses

- Ho¹ There is no significant relationship between principals' human relation strategies and agricultural science teachers' job performance level in secondary schools in Etche Local Government of Rivers State.
- Ho² There is no significant relationship between human relation strategies practiced by secondary school, principals and agricultural science teachers in Etche Local Government Area of Rivers State.
- Ho³ There is no significant relationship between factors limiting human relation practices of secondary school principals and agricultural science teachers in Etche Local Government Area of Rivers State.

Methodology:

The study adopted a descriptive survey design of a correctional type. It appraised the prevailing situation which centered on the relationship between principals' human relation and agricultural science teachers job performance in Etche Local Government Area of Rivers State. Etche Local Government Area of Rivers State is one of the twenty three Local Government in Rivers State with lots of secondary schools and land for practical agriculture.

The population for the study comprised all the principals, vice-principals and agricultural science teachers of 20 public secondary schools in Etche Local Government Area of Rivers State. From the population, 15 schools were selected using stratified random sampling technique. The respondents comprises one principals, two vice-principals, three HODs per school, while six agricultural teachers that have spent at least 5 years to have a deep assessment of principals human relation strategies were selected per school, the total sampled was 180 respondents. Two validated questionnaires tagged "Principals' Human Relation Strategies Assessment Questionnaire (PHRSQ) and Agricultural Science Teachers' Job Performance Questionnaire (ASTJPQ), were used for data collection.

The instrument were pilot tested by administering them on 20 respondents from a school outside the sampled schools and were subjected to reliability test to establish internal consistency, Cronback Alpha because the questionnaires with different constructs and were found to be reliable at 0.87 (PHRSAQ) and 0.68 (ASTJPQ). Descriptive statistic of the mean rating and inferential statistics of Pearson Product Moment Correction (PPMC) were used for data analysis.

Results

Research question one: What is the level of agricultural science teachers' job performance in secondary schools in Etche Local Government Area of Rivers State research question one was answered based on the rating scale as responded to by principals, vice-principals and head of department of the sample secondary schools as shown in Table 1. Mean score of the responses were summed up and the decision was taken considering the rule.

Table 1: Level of Agricultural Teachers Job Performance in Secondary Schools in Etche Local Government Area of Rivers State.

Level	Score Range	Frequency	Percentage
Low	21-40	-	-
Moderate	41 – 60	4	4.4
High	61 – 80	86	95.6
Total		90	100

Table 1 showed the level of agricultural science teachers' job performance of the sampled secondary schools as assessed by the supervisor's (Principal, Vice-principals and Head of Departments) in Etche Local Government area, Rivers State, was high at 95.6%. The range was determined by the sum of the items (20) multiplied 4 (response scale) and equated to 80). The maximum minus minimum (80-20) equaled to 60 divided by 3. Hence, the data was

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Recoded to 20-40=1, 41-60=2 and 61-80. Hence, the frequency was used to determine the level. The means agricultural science teachers of the sampled schools in Etche Local Government Area, Rivers State are highly dutiful and responsible based on their supervisory rating.

Research question 2: What are the human relations strategies mostly practiced by secondary school principals?

Human Relations Strategies Mostly Practiced by Secondary School Principals.

Items	No	Mean	SD	Rank
Self-Awareness	90	2.97	0.32	1 st
Self-Acceptance	90	2.86	0.35	2 nd
Motivation	90	2.30	0.27	4 th
Participation	90	2.68	0.26	3 rd
Mean Average	90	2.70	0.57	

Key: < 1= Low; 2-3 = Moderate; > 4 = High

Table 2 revealed the human relation strategies mostly practiced by the agricultural science teachers, self-awareness was ranked 1st at (x-2.86) as the most practiced human relation strategy by secondary school principals. Self-acceptance and participation strategies were ranked 2nd and 3rd respectively. This implies that self-awareness was most practiced by the principals in the schools sampled.

Research Question 3: What are the factors limiting principals' human relations in secondary schools in Etche Local Government Area of Rivers State.

Factors Limiting Principals Human Relations in Etche LGA secondary schools.

Items	No	Mean	SD	Rank
Lack of required skills and experience to effectively manage human resources	90	2.44	.99	9 th
Inadequate Provision for leadership capacity building to improve principals leadership skills	90	2.32	.82	10 th
Lack of authority to discipline erring staff due to external interference	90	2.26	.94	11 th
Government delay in the payment of teachers' salaries and other enrolment	90	3.20	.53	3 rd
Inadequate facilities for agricultural science teachers and other staff to carry out their duties.	90	3.16	.66	3 rd
Insufficient number of agricultural science teachers and non-teaching staff in the school	90	3.12	.66	5 th
Politicization of teachers appointment and promotion	90	3.23	.74	1 st
Inadequate funding of school on the part of government	90	3.19	.68	2 nd
Uncooperative attitude of members of PTA and the host community	90	3.09	.73	6 th
Encroachment of corruption in the school system	90	2.86	.65	8 th
Nonchalant attitude of some of the members of the staff	90	2.87	.85	7 th

Research's Field Work 2022.

The result in table 3 reveals the factors limiting principals' human relation in Etche Local Government Area Secondary Schools. It was revealed that among other factors hindering principals' relations, politicization of agricultural science teachers' appointment or promotion was rank 1st which means that principals who were appointed or promoted on the basis of

“who-know-who”. Hence, the principals may not possess the human relation skills. Also, agricultural sciences teachers who were appointed based on their political influence or associate may not be subjected to the principal and invariably affect their relationship within the school.

Inadequate funding, educational facilities and irregular payment of staff salary were found as factors that mostly affected principals’ human relation in secondary schools in Etche Local Government Area of Rivers State.

Hypotheses Testing

Ho1: There is no significant association between human relations strategies and agricultural science teachers’ job performance in secondary schools in Etche Local Government Area, Rivers State.

Table 4:

Principals’ Human Relation Strategies and Agric. SC. Teachers’ Job Performance

Variables	N	R	P value	Decision
Human Relation Strategies	90			
Agric. Sc. Teachers’ job performance	90	.118	.240	Ho ₁ Accepted

Significant $P < 0.05$

Result from table 4 indicates the Pearson correlation analysis values yielded $r = 0.118$ which is positive association with P value $.240 > 0.05$. This shows a positive not significant relationship result. Hence, the Hypothesis is accepted this implies that, a positive non-significant association exists between the principals’ human relation strategies and job performance of agricultural science teachers in Etche Local Government Area, Rivers State.

Ho2: There is no significant association between principals’ self-awareness strategy and job performance of agricultural science teachers in Etche Local Government Area, Secondary Schools, and Rivers State.

Table 5:

Principals’ Self-awareness Strategy and Job Performance of Agric. Science Teachers

Variables	N	R	P value	Decision
Self-awareness	90			
Agric. Sc. Teacher Job Performance	90	.153	.168	Ho ₂ Accepted

Significant $P < 0.05$

Table 5 shows that the Pearson correlation analysis value yielded $r=0.153$ which is positive relationship with P value $.168 > 0.05$. This means a positive not significant relationship result; hence, the hypothesis is accepted. This implies that there is a positive non-significant association between the principals’ self-awareness strategy and agricultural science teachers’ job performance in Etche LGA, Rivers State.

Ho3; There is no significant relationship between principals self-acceptance strategy and job performance of agric. Sc. Teachers in Etche secondary schools, Rivers State

Table 6:

Principals’ self-Acceptance strategy and job performance of Agricultural Science Teachers in Secondary School in Etche LGA.

Variables	N	R	P value	Decision
Self-Acceptance	90			Ho ₃
		.230	.021	Rejected
Agric. Sc. teacher Job Performance	90			

Significant: P<0.05.

Result from table 6 reveals the Pearson correlation analysis value yielded = 0.230 which is positive relationship with P value .021 < 0.05. This shows a positive significant relationship result. Hence, the hypothesis is rejected. This implies the principals’ self-acceptance strategy has a positive significant relationship with agricultural science teachers’ job performance in Etche LGA, Rivers State.

Ho 4 There is no significant relationship between principals’ motivation strategy and job performance of agric. Sc. Teachers in Etche LGA secondary schools in Rivers State.

Table 7:

Principals’ Motivation strategy and Agricultural Science Teachers’ Jon Performance in Secondary School in Etche LGA, Rivers State.

Variables	N	R	Pvalue	Decision
Motivation strategy	90			
		.051	.613	Ho ₄
Agricultural science teacher Job Performance	90			Accepted

Significant P < 0.05

Ho₄ there is no significant relationship between principals’ motivation strategy and job performance of agricultural science teachers in Etche LGA Secondary School Rivers State.

Result from table 7 revealed that Pearson Correlation analysis value yielded r = 0.05. This shows a positive non-significant relationship result. Therefore the hypothesis is accepted. This implies that a positive non-significant relationship exist between the principals motivation strategy and agricultural science teacher job performance in Etche LGA of Rivers State.

Discussion of Findings

Result from table 1 revealed that the level of job performance of agricultural science teachers in Etche Local Government Area secondary schools Rivers State was high at 95.6% based on the assessment by their supervisors. This means that the agricultural science teachers of the selected schools were committed, disciplined and responsible in discharging their assigned duties.

The finding is in agreement to that of Onuka and Olaitan (2011), in their study that agricultural science teachers’ level of job performance was above average and acceptable.

The findings in table 2 revealed that self-awareness strategy was the most used human relation strategies by the principal, while self-acceptance, participation and motivation were ranked 2nd, 3rd and 4th respectively. The result is in consonant with the work of Tubman (2014) who argued that effective self-awareness by principals in schools will promote school effectiveness.

The results in Table 3 showed that the factors limiting principals' human relations in Etche LGA secondary schools, among other factors were politicization of agricultural science teachers appointed based on their political influence or associate may not be subjected to the principal and invariably affect their relationship with the principals. Inadequate funding, educational facilities and irregular payment of staff salary ranked 2nd and 3rd respectively. This is in agreement with the study of Ekong (2010), that asserted that the appointment of secondary school teachers should be based on qualification and merit and also that government at all levels should pay more attention to the welfare of the teachers.

The finding on hypothesis one which was accepted, thus there was positive non-significant relationship between self-awareness and agricultural science teachers' job performance in secondary schools in Etche LGA of Rivers State. This finding corroborates that of Adekun (2012) who asserted that human relation strategy is one of the most effective ways of managing dispute in any organization that would bring substantial results.

The findings on hypothesis two which was accepted, thus, there was positive significant relationship between self-acceptance strategy and agricultural science teachers' job performance in secondary schools Etche LGA of Rivers State. The finding agrees with the work of Ahtee and Salome (2015) that in any educational institution, effective self-acceptance remains an important tool while helping in actualization of its goals.

The findings on hypothesis three which was accepted thus, there was positive relationship between motivation strategy and job performance of agricultural science teachers in secondary schools in Etche Local Government Area of Rivers State. This corroborates that of Akinola (2004), who asserted that motivation of teaching staff is common in public schools than in private secondary schools.

The finding on hypothesis four was accepted, thus a positive correlation exists between participation strategy and job-performance of agricultural science teachers in Etche LGA of Rivers State. By implication, agricultural science teachers' involvement in the administration does not significantly predict their job performance in the school. However, this could positively and indirectly enhance the school effectiveness. This finding is in consonance with that of Umar and Adedokun (2006) who submitted that participation strategy as one of the principals' human relation strategies will influence the performance of teachers.

Conclusion

Based on the findings, it can be concluded that principals' human relation strategies in terms of self-awareness, self-acceptance, participation and motivation have a corresponding positive relationship with agricultural science teachers' job performance. Hence, it is imperative for school principals to adopt the various human relation strategies to enhance teaching capabilities of agricultural science teachers in particular and general school performance in Etche Local Government Area of Rivers State.

Recommendation

1. Opportunities should be given for agricultural science teachers to partake in matters affecting them within the school system.

2. Principals should in writing commend agricultural science teachers whose job performance has positively affected the students and academic performance of the school.
3. Awards to agricultural science teachers to provide consistent motivation to them to attain excellence and quality in their performance for overall good of the school.
4. When goals have been set in the school, agricultural science teachers who contributed to achieving them should also be commended or rewarded with money, materials or prizes to boost their morale.

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