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STAFF MONITORING, DEVELOPMENT, PERFORMANCE APPRAISAL, REWARD, AND DISCIPLINARY PRACTICES JOINT LINK WITH JOB PRODUCTIVITY OF BUSINESS EDUCATORS IN ANAMBRA STATE

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Abstract
The study focused on monitoring, staff development, staff performance appraisal, staff reward, and staff disciplinary practices adopted by administrators and business educators' job productivity in tertiary institutions in Anambra state. One research question guided the study, and one null hypothesis which were tested at 0.05 level of significance. Correlational research design guided the study. The study was carried out in four tertiary institutions in Anambra State. Population of the study was 122 which comprised of 118 business educators and 4 administrators from tertiary institutions in Anambra State. Census sampling technique was adopted because the sampling is manageable. A structured 5-point questionnaire containing 50 items in 5 clusters was used for answering research questions on human resource management practices while a 10 items questionnaire covered the business educators' job productivity. The questionnaire was validated by experts in the field while Cronbach Alpha was used to test the reliability of the instrument resulting to coefficient alpha greater than 0.70. The data generated from the study were analyzed using inferential statistics of Pearson product moment correlation co-efficient and multiple linear regression. The Pearson product moment correlation was used to answer the research question while multiple regression was used to test the null hypothesis 0.05 level of significance. The findings from the study revealed that human resource practices such as monitoring, staff development, staff performance appraisal, staff reward and staff disciplinary practices do not influence business educators' job productivity in tertiary institutions in Anambra State. Consequently, the study recommended that administrators should continuously evaluate the effectiveness of human resource management practices and make adjustments based on feedback and outcomes from business educators.
Keywords: Human resource management practices, job productivity

Introduction

Human resource management (HRM) practices of monitoring, staff development, staff performance appraisal, staff reward, and staff disciplinary practices identified by Udechukwu (2016); Vulpen (2019) as the best HRM practices adopted by administrators which drives the organization forward and makes it successful. These practices are indispensable component of any organization or institution. Without human resources, an organization would be unable to function and achieve its goals; this includes human resources in the tertiary institutions. Human resources in the tertiary institutions bring skills, knowledge, and expertise to the organization, create a positive work environment, promote ethical behavior, and manage and develop employees. From a broader perspective, the human resource in tertiary institutions might include but not be limited to teaching and non- teaching staff, and administrators, who are constantly playing different but coordinated roles aimed at helping these institutions achieve pre-determined goals.

In tertiary institutions human resource management is the efficient use of faculty, staff, students, and other members of the school community to meet the established objectives and goals. The implementation of human resource management practices is one of the most important factors that contribute to increased employee satisfaction, job commitment, and productivity improvement (Khan, 2010). In addition, a study carried out by Olayinka (2021) revealed that staff of an organization with a sound human resource practices are more engaged, competent in delivering their jobs and less inclined to quit for another. Similarly, a well-functioning human resource practices fosters a link between employers and employees that fosters cooperation, confidence and esprit de corps. This trend, as said, has the ability to improve employees' skills and talents in order to attain the organizational goal. Most significantly, a sound human resource management practice (HRMP) ensures that the interaction between employers and employees is properly managed within a policy structure or framework (Arimie, 2019, Olayinka, 2021).

The primary focus of this study is to determine the relationship among monitoring, staff development, staff performance appraisal, staff reward and staff disciplinary practices adopted by administrators and business educator's job productivity in public tertiary institutions in Anambra State. Business educators' job productivity in this context refers to the ability of a teacher to produce desired outcomes in the classroom, such as student learning and academic achievement. However business educators' job productivity is through student performance, educators can measure their job productivity by tracking student learning outcomes, such as academic achievement, test scores, and student evaluations (Rau and Durand, 2021).

Despite the benefits of these HRM practices, it seems the administrators of the business education program are not maximally utilizing the HRM practices at their disposal. This is supported by (Dafoulas, Macaulay and Connell (2018) who observed that some staff members resist changes to human resource management practices, such as new appraisal systems or participatory decision-making, which can hinder the effectiveness of these practices. Administrators face budget constraints and a lack of resources, such as time and personnel, to effectively implement human resource management practices (Alam et al., 2021). It is against this background that the researcher is prompted to determine the relationship among these practices and how it affects job productivity of business educators in tertiary institutions in Anambra State.

Statement of the Problem

There has been a noticeable decrease in the job productivity of business educators in tertiary institutions in Anambra State. (Ile and Edokpolor, 2022; Adejare, 2020). This decrease in productivity has led to concerns about the quality of education being offered to students in these institutions. Several factors could be contributing to this problem, including high turnover rates, poor employee morale, inadequate professional development opportunities, an inequitable reward system, ineffective staff appraisal and disciplinary systems, and limited participatory decision-making processes. It is worthy to note that Organizations with comprehensive human resource programs enjoy significantly higher profit margins (24%) and income per employee (218%) compared to those with less focus on employee development (Association for Talent Development, 2022).

Given the critical role that business educator's play in preparing students for the workforce, it is crucial to investigate the extent to which human resources management practices are implemented in tertiary institutions in Anambra State and how they affect the job productivity of business educators.

Research Question

What is the relationship among monitoring, staff development, staff performance appraisal, staff reward, and staff disciplinary practices adopted by administrators and business educators' job productivity in tertiary institutions in Anambra State?

Hypothesis

Monitoring, staff development, staff performance appraisal, staff reward, and staff disciplinary practices adopted by administrators have no significant relationship with business educators' job productivity in tertiary institutions in Anambra State.

Methods

Correlational survey design was adopted for this study. The study was carried out in public tertiary institutions in Anambra State (viz. Nnamdi Azikiwe University, Awka (UNIZIK), Chukwuemeka Odumegwu Ojukwu University Igbariam-Awkuzu, Federal College of Education Nsugbe and Federal College of Education (Technical), Umunze. The population of this study comprised 118 business educators and 4 administrators (Heads of Department). Census sampling was adopted because the population is manageable.

The instrument used for data collection was a structured questionnaire titled, "Human Resource Management Practices adopted by Administrators and Business Educators Job Productivity Questionnaire". The instrument was validated by three experts. Cronbach alpha method was used to test the the internal consistency of the instrument, resulting in the reliability coefficient greater than 0.70. The data collected was analyzed using Pearson Product Moment Correlation Coefficient for the research question and Multiple Linear regression for the hypothesis. The data was analyzed using SPSS version 23. The decision rule was to accept a null hypothesis where p-value is greater than or equal to the alpha level of 0.05. The null hypothesis was accepted where the p-value is greater than the alpha level.

Results

Research Question 1: What is the relationship among monitoring, staff development, staff performance appraisal, staff reward, and staff disciplinary practices adopted by administrators and business educators' job productivity in tertiary institutions in Anambra State?

Table 1: Pearson's Correlation among monitoring, staff development, staff performance appraisal, staff reward, and staff disciplinary practices and job productivity

Sn	Variables	1	2	3	4	5	6
1	Monitoring practice	1					
2	Staff development	.937**	1				
3	Staff performance Appraisal	.452**	.479**	1			
4	Staff Reward	.695**	.754**	.668**	1		
5	Staff Disciplinary	.515**	.373**	.510**	.570**	1	
6	Job productivity	0.059	0.033	-0.05	-0.055	-0.054	1

Note $p<0.05$, N=109

Table 1 shows the data on the Pearson among monitoring, staff development, staff performance, Staff reward and staff disciplinary practices adopted by administrators and business educators' job productivity in tertiary institutions. The overall correlation between

monitoring practice and job productivity is positively low.(*r*= .059) , staff development practices and job productivity is positively low (*r*= .033), staff performance appraisal and job productivity is negatively low (*r*= -.05), Staff reward practices and job productivity is negatively low (*r*=-.055) and staff disciplinary practices and job productivity is negatively low (*r*= -.054). Therefore there is generally a positive low correlation among monitoring, staff development practices and job productivity while there is a negative low correlation among staff performance appraisal, reward and disciplinary practices and job productivity of business educators' job productivity in tertiary institutions in Anambra State.

Research Hypothesis 1: Monitoring, staff development, staff performance appraisal, staff reward, and staff disciplinary practices adopted by administrators have no significant relationship with business educators' job productivity in tertiary institutions in Anambra State.

Table 2: Model Summary of Multiple Regression of Monitoring, staff performance appraisal, staff reward, staff development and staff disciplinary practices and job productivity

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.236	5	.047	.583	.713[b]
	Residual	8.326	103	.081		
	Total	8.562	108			

R= .166, R^2 = 0.28 Adjusted$R^{2=}$ -.020

The results showed the multiple correlation of Monitoring, staff performance appraisal, staff reward, staff development and staff disciplinary practices onjob productivity(r= 0.166). the R-square = 0.28, Adjusted r-square = (-.020) indicates that monitoring, staff performance appraisal, staff reward, staff development and staff disciplinary practices jointly account for 0.2 percent variation in job productivityin the model. Hence the table showed that monitoring, staff performance appraisal, staff reward, staff development and staff disciplinary practices does not significantly correlate with job productivity (*F*(5, 103)= 0.583, *p*= 0.713 >0.05). The null hypothesis is accepted, this means that monitoring, staff performance appraisal, staff reward, staff development and staff disciplinary practices adopted by administrators have no significant relationship with business educators' job productivity in tertiary institutions in Anambra State.

Discussion of findings

The findings of the study showed that there is a positively low correlation among monitoring, staff performance appraisal, staff reward, staff development and staff disciplinary practices and business educators' job productivity in tertiary institutions in Anambra State. This implies that the administrators' use of these practices has little no significant impact on the educators' job performance. The study's findings align with the research of Nnebedum, Abadi, and Obasi (2020), which also found that HRM practices did not predict employee productivity. This supports the notion that while HRM practices can be beneficial in certain contexts, they may not always have a strong or direct correlation with job productivity. Findings from the test of hypothesis showed that monitoring, staff performance appraisal, staff reward, staff development and staff disciplinary practices does not significantly correlate with job productivity. Consequently, the null hypothesis was accepted.

Conclusion

Based on the findings of this study, it was concluded that HRM practices of monitoring, staff performance appraisal, staff reward, staff development, and staff disciplinary practices do not have significant impact on job productivity of business educators in tertiary institutions in Anambra State. This implies that simply implementing this may not be enough to substantially enhance the performance of business educators.This study recommends that administrators should continuously evaluate the effectiveness of human resource management practices and make adjustments based on feedback and outcomes from business educators.

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