

Application Of Human Resource Management Model Of Fombrun, Devanna And Tichy (1984) On The Performance Of Secondary School Teachers In Maiduguri Metropolis, Borno State Nigeria

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Abstract: This study was designed to evaluate the application of human resource management model of Fombrun, Devanna and Tichy, (1984) on performance of secondary school teachers in Maiduguri Metropolitan. To this end, four objectives were raised, four research questionnaire and four hypotheses were answered. The theoretical frame work on which the research stands, was on Fombrun et al.,1984 model of human resource management which consist of four key component: selection, appraisal, human resource management and reward. The survey research design was used. One hundred and forty-three questionnaires (143) were distributed to eleven (11) secondary school in the Maiduguri metropolis. Descriptive statistical tool of frequency and percentage were used for analyzing the data. In addition, analysis of variance was used to determine the performance of teachers in relation to selection, appraisal, development and reward. The result of the study revealed that Fombrun et al 1984 of model of human resource management has not been fully adapted in the management of secondary teachers. A summary of the extent for application of Fombrun et al, (1984) model of human resource management in the selection of secondary school teachers shows that 31 teachers represent 21.68% strongly agreed and 27 teachers 18.88% agreed while 30 teachers 20.98% were undecided. However, 31 teachers 21.68% disagreed and 24 teachers 16.78% strongly disagreed that the selection process do not fit the culture and requirements of the Fombrun model. In terms of teacher's performance appraisal, result shows that 31 teachers represent 21.68% strongly agreed, in addition 30 teachers 30.98% agreed while 20 teachers 13.99% were undecided. However, 32 teachers 22.38% disagreed and 30 teachers 20.98% strongly disagreed that the appraisal of teachers in terms of position to higher positions is not based on merit. With respect to teacher's reward, result shows that 30 teachers 20.98% strongly agreed and 28 teachers 19.58% agreed while 25 teachers 17.48% were undecided. However, 25 teachers 17.48% disagreed and 35 teachers 21.68% strongly disagreed that teachers are motivated at all. In terms of teachers skill development 31 teachers 21.68% strongly agreed, 21 teachers 14.69% agreed while 33 teachers 23.08% were undecided. However, 32 teachers 23.38% disagreed and 26 teachers 18.18% strongly disagreed that teachers are not given opportunity for in-service training. It was therefore recommended that more effort should be made in full implementation of the Fombrun et al 1984 Model of human resource management by training and re- training of teachers as well as selection of qualified teachers by ministry of Education.

Keyword: Human Resource Management, Appraisal, Selection, Development, Reward

Introduction

Management in general is a continuously evolving phenomenon due to rapid changes taking place in current organization and business today is growing both in size and complexity at a rapid rate being propelled by technological globalization and competitive environment. "Management is a distinct process consisting of planning, organizing, acting and controlling perform to determine and accomplish stated objective by the use of human being and other resource". The advantage of applying management principle lies in the fact that resources are better harnessed leading to the achievement of desired objective faster and more effectively. Human resources refers to recruitment development, training, transfer and retirement of employee from an organization. It is concerned with

people at work and their relationship with an organization. It enables each employee to make his or her best contribution to the success of the organization. The transition from personal management to human resource management was therefore to harmonize work such that the job is not only enrich and participative but rewarding and satisfying (Bello Imam, Oshionebo and Ojeifo 2007).

Human resource Management in education implies effective coordinating the activities of staff, student and parent so as to achieve educational aims and objectives (Adeniyi, 2004) Human resource in the secondary school system refers to the principal, teachers, student and the non-academic staff. The success of any educational program depends, to a considerable extent on the availability and utilization of skilled man power of all types and grade in the entire school system. The demand for better salary more fringe benefit less work by staff and lack of basic infrastructure in the schools are some of the problem the human resource manager has to coup with and manage properly to enable him/her meet the set Goal and objectives of the school system (Peretomode and Peretomode, 2005)

With the advent of strategic human resource management, different model of human resource management was introduced to increase organizational performance. However, there is a myth about the nature and work of life of the average Nigeria teachers, which project the picture of a complacent individual whose sense of responsibility have been dulled by frustration and negativism. Although increased productivity is the gospel practice by various human resource model, only few teachers seems to be dancing to the tone of this music. The objective of the study is to examine how far the Fombrun et al, (1984) model of human resource management has been adapted in selection of secondary school teachers, assess the level of Fombrun et al, (1984) model of human resource management in terms of teachers' performance appraisal, determine how far the Fombrun et al,(1984) model of human resource management has been applied in developing skills of teachers, find out the extent of the application of Fombrun et al, (1984) model of human resource management in terms of reward.

2.0 Materials and Methods

2.1 Study Area

The study area is Borno State, a state in North-Eastern Nigeria with its capital in Maiduguri. The state was formed in 1976 from the split of North-eastern state. Later in 1991, Yobe and Gombe State was curved out of Borno State. The state consists of 27 Local Government. The Kanuri people are the predominate tribe of the Northern and central Borno, while the Southern part is mainly occupied by Marghi, Babur, Chibok and Gwoza people.

2.2 Procedures for Data Collection

The population for his study consisted all secondary school teachers in Maiduguri Metropolis. The sample size was selected through proportionate stratified sampling technique. Primary and secondary sources were used for data collection. The researcher personally administered a total number of (143) copies of structured questionnaire to teachers across the (11) selected secondary schools in the state while published and unpublished journals, magazines and books were used for data collection. 30% of the population in each of the (11) selected secondary school was used in Maiduguri Metropolis as a sample size and random sampling technique was employed to select the required number of teachers from each school bringing the total to one hundred and fourty-three (143) out of the total population of four hundred and seventy-two (472) teachers. The completed questionnaires were collected by the researcher for analysis. The result of this findings is expected to be inferred to the other schools in Maiduguri and Borno state at large.

2.3 Data Analysis

Descriptive statistics were used to analyse the data using frequencies and percentage to present the data. The questionnaires collected from all the respondents were analyzed collectively. To determine the score of each teacher, the sum of his or her responses in all question under each section was determine and percentage taken. In addition, analysis of variance was used to test whether there is significant relationship between teacher's selection, appraisal, development, reward and their performance.

3.0 Results

Table 1. Demographic data and characteristic of the respondents.

Responses	Frequency	Percent
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1-10 years	48	33.57
11-20 years	65	45.45
21 years and above	30	20.98
Total	143	100
Teachers qualification		
Diploma	5	3.50
NCE	51	35.66
B.A ED	47	32.87
B.SC ED	39	27.27
M. ED	1	0.70
Total	143	100

Source: Field survey, June 2019

Table 1 shows the distribution of years of working experience of the teachers. The table shows that 33.57% of the teachers have experience ranges between 1-10years; 45.45% ranges between 11-20years; 20.98% ranges between 21years and above. From the table, it was observed that majority of the teachers working experience lies between 11-20years with 45.45%. this shows that most of the teachers are experienced. Also the table reveals that 3.50% of the respondent are diploma holder; 35.66% of the respondents are NCE; 32.87% are B. A ED; 27.27% are B.SC ED and 0.70% is M.ED. from the table it shows that 60.45% of the teachers are degree holders.

Table 2: Selection of secondary school teachers is based on merit.

Responses	Frequency	Percent
SA	31	21.68
A	27	18.88
U	30	20.98
DA	31	21.68
SDA	24	16.78
Total	143	100

Source: Field survey, June, 2010

Table 2 is a summary of the extent for application of Fombrun, et al., (1984) model of human resource management in the selection of secondary school teachers. Result shows that 31 teachers represent 21.68% strongly agreed, 27 teachers 18.88% agreed that the selection was inconformity with the model, while 30 teachers 20.98% were undecided. However, 31 teachers 21.68% disagreed with the selection procedure and 24 teachers 16.78% strongly disagreed that the selection procedure do not fit the culture and the strategic requirements of the Fombrun model and that, the negative attitude of teachers to work is reinforced by culture of poor selection which is confirmed by Omorogbe and Ewansiba (2013), that there are no qualified teachers in our secondary schools. Poor quality of science teachers in terms of adequate knowledge based and pedagoqic skills is another factor identified to influence students' performance.

Table 3: Teachers are selected for higher positions based on merits promotion

Responses	Frequency	Percent
SA	31	21.68
A	30	20.98
U	20	13.99
DA	32	22.38
SDA	30	20.98
Total	143	100

Source: Field survey, June, 2010

Table 3 summarized the level of application of Fombrun, et al., (1984) model of human resource management in terms of teachers' performance appraisal. Result shows that 31 teachers represent 21.68% strongly agreed that appraisal of teachers' performance followed the Fonbrum model. In addition, 30 teachers 20.98% agreed that appraisal of teacher's performance was in conformity with

the model, while 20 teachers 13.99% were undecided. However, 32 teachers 22.38% disagreed and 30 teachers 20.98% strongly disagreed that the appraisal of teachers in terms of promotion to higher positions is not based on merit. This fact was buttressed by Nwachuku, (1998) when he expresses this clearly with his submission, concerning Nigerian work environment that employees' appraisal is dependent on congeniality, booth-licking and God fatherism and those who are specially gifted to practice this moves fastest in organization hierarchy. In addition, 30 teachers (18.8) strongly agreed that the appraisal of teachers' performance was not in conformity with the Fombrun model.

Table 4: Teachers are given opportunity for in-service training

Responses	Frequency	Percent
SA	31	21.68
A	21	14.69
U	33	23.08
DA	32	22.38
SDA	26	18.18
Total	143	100

Source: Field survey, June, 2010

Table 4, shows the level of adoption of Fombrun, et al., (1984) model of human resource management in development of skills of teachers. The result reveals that 31 teachers represent 21.68% strongly agree, that the Fombrun model been adopted in development of teachers' skills. In addition, 21 teachers 14.69% agree that development procedure follow the Fombrun model, while 33 teachers 23.08% were undecided. However, 32 teachers 22.38% disagreed that the development of teachers' skills is not in conformity with the model, and 26 teachers 18.18% strongly disagreed with human resource development procedure, that teachers are not given opportunity for in-service training and that seminars and workshop are not organized to update teachers' knowledge. This confirms the opinion of Adams' (1997) that some teachers spent above 10 years in the service and have not attended any training or retraining program. Also on many occasion teachers secure admission for further studies and the ministries on many instances either refuses to release the teacher to proceed on in-service training or refuse to pay course allowances and other entitlement.

Table 5: Teachers are motivated through various means like fringe benefit and good working condition

Responses	Frequency	Percent
SA	30	20.98
A	28	19.58
U	25	17.48
DA	25	17.48
SDA	35	24.48
Total	143	100

Source: Field survey, June, 2010

Table 5, summarized the extent for application of Fombrun, et al., (1984) model of human resource management in terms of teachers' reward. Results shows that 30 teachers 20.98% followed the Fombrun model. In addition, 28 teachers 19.58% agreed that teachers are rewarded for excellent performance in their contributions to organizational achievements, while 25 teachers 17.48% were undecided. However, 25 teachers 17.48% disagreed with procedure and 35 teachers 24.48% strongly disagree that teachers are not motivated at all. This proves Muo, (2007) view that salaries and wages of teachers are below substantial levels and that most teachers in the country cannot take care of their basic needs from their emoluments.

Table 6: Analysis of Variance on Performance

	Sum of squares	Df	Mean	F	Sig
Between Groups	6520.426	21	310.496	1.334	0.167
Within Group	28154.567	121	232.682		
Total	34674.993	142			

Table 6 is a summary of the analysis of variance. Results showed that F= (1.334; p. value 0.05; d_f=142). This shows that there is significant difference in the selection process based on the Fombrun model of human resource management.

Table 7: Analysis of Variance Performance

	Sum of squares	Df	Mean	F	Sig
Between Groups	6638.583	26	255.330	1.056	0.404
Within	28036.410	116	241.693		
Total	34674.993	142			

Table 7 is a summary of analysis of variance. Result showed that $F = (1.056; p. \text{value } 0.05 \text{ } d_f = 142)$. This shows that there is significant difference in appraisals of teachers' performance based on the Fombrun model of human resource management.

Table 8: Analysis of Variance Performance

	Sum of squares	Df	Mean	F	Sig
Between Groups	8391.001	25	335.640	1.494	0.80
Within	26283.992	117	224.650		
Total	34674.993	142			

Table 8 is a summary of analysis of variance. Result showed that $F = (1.494; p. \text{value } 0.05 \text{ } d_f = 142)$. This shows that there is significant relationship between teachers' performance and development of their skills based on the Fombrun model of human resource management.

Hypothesis 4: there is no significant different between teachers' performance and reward.

Table 9: Performance

	Sum of squares	Df	Mean	F	Sig
Between Groups	6186.950	19	325.629	1.406	.136
Within Groups	28488.043	123	231.610		
Total	34674.993	142			

Table 9 is a summary of analysis of variance. Results showed that $F = (1.406; P. \text{value } 0.05 \text{ } d_f = 124)$. This shows that there is significant relationship between reward and teachers performance based on the Fombrun model of human resource management.

4. DISCUSSION

The response gathered from the study have shown that the Fombrun et al., (1984) model of human resource management has not been fully adopted in the management of secondary school teachers in Maiduguri Metropolitan Council. The finding reveals that the selection process was not purely based on merit but on favoritism and other factors, that the negative attitude of teachers to work is reinforced by the culture of poor selection, because all sought of people without professional training are found in classroom as a result it becomes very difficult for those teachers to understand the psychology and potentials of their student which is very necessary in choice of effective learning, which is confirmed by by Omorogbe and Ewansiba (2013), that there are no qualified teachers in our secondary schools. Poor quality of science teachers in terms of adequate knowledge based and pedagogic skills is another factor identified to influence students' performance. The selections of teachers are most of the time done in a very careless or cavalier ways.

The study also reveals that, the appraisal policy was not fair, because most of the school principals used teachers' performance appraisal as a mechanism for fault finding or as an avenue to deal with the stubborn and to reward the royal or connected few. This finding is also confirmed by Nwachuku, (1998) submission concerning the Nigerian work environment, where he expressed clearly that "employees" appraisal is dependent on congeniality booth-licking, and god-familiarism and those who are specially gifted to practice this move fastest in the organization hierarchy".

Furthermore, the result revealed that teachers condition of service is very poor, that teachers are denied of promotion, deprived of fringe benefits and kept outside decision in the school. This study was in line with previous researchers in the field such as Bello, et al., (2007) who expressed their views that the needed tools for performance are virtually non-existence in schools and that salaries and wages of teachers are below sustenance levels and most teachers in the country cannot take care of their basic needs from their emoluments. Also, the result on development of human resource reveals that there was no adequate provision for training and re-training of teachers to update their knowledge, that on many occasion teachers secured admission for further studies but the ministry of education on many instances either refuses to release the teachers to proceed or refuse to pay course allowance or other course entitlements. This study was confirmed by Adam, (1997) assertion that some teachers spent above 10 years in the service and has not

attended any training or re training programs. Also, the result of analysis of variance on the performance of teachers in relation to selection, appraisal, human resource development and reward showed significant relationship. This shows clearly that, the teachers of perform effectively, the four key components (selection, appraisal, human resource development and reward) of Fombrum *et al.*, (1984) model of human resource should be fully adapted.

4.1 CONCLUSION

From the finding of the research, it can be concluded that the Fombrum, et al., (1984) model of human resource management has not been fully adopted in the management of teachers. The finding revealed that, selection process was not purely based on merit; appraisal policy was not fair; there was no provision for training and re training of teachers to update their knowledge and there were no benefit and welfare services to boost their morale. Also, the result of the analysis of variance reveals that there is variable relationship between selection, appraisal, development, reward and their performance.

4.2 RECOMMENDATIONS

1. Efforts should be made by the ministry of education to base selection of teachers on merits and previous academic training of teachers should be taken into consideration in order to place them according to their area of specialization.
2. Training and re training facilities should be given to teachers by the ministry of education in service training program as well as on job training should be encouraged to add to their professional qualification. In addition, seminars and workshops should be organized on regular basis by the ministry to update their knowledge.
3. Productivity to a large extent depends on the working conditions of job; therefore, human resource managers should view teachers as the most valued asset in the organization by rewarding them on the basis of their performance so that visible relationship exist between performance and reward.
4. Principals of secondary schools and administrators should have leadership style that will carry the teachers along with them to achieve the set school goals.
5. Teachers performance appraisal should be based on merit as to provide data for future training needs and for promotion to higher positions as promotion is one of the necessary factors in improving productivity because it brings mark of recognition to the individuals.
6. Performance appraisal of teachers should be ethical and objective so that workers, performance is measured as accurate as possible instead of being used as avenue to deal with stubborn staff to reward the royal or connected few.
7. Government should keep abreast with modern strategies in managing teachers in work place. More effort should be made in adoption of Fombrum, et al., (1984) model of human resource management practice to enhance productivity.

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