



HUMAN RESOURCE MANAGEMENT TECHNIQUES AND JOB PERFORMANCE OF TEACHERS' IN SPECIAL NEED SCHOOLS IN CALABAR MUNICIPALITY OF CROSS RIVER STATE, NIGERIA

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ABSTRACT

Teacher's performance is one crucial issue in human resource management with very strong relationship to education. Their job performance makes great contribution to the achievement of educational goals. This study examined human resource management techniques and Job performance of teachers in special need schools in Calabar municipality of Cross River State, Nigeria. To achieve this aim, three null hypotheses were formulated to guide the study. Census technique was adopted in selecting the entire population of 60 teachers. The Human Resource Management Techniques and Teachers' Job Performance in Special Need Schools Questionnaire (HRMTTJPSNSQ) was used to elicit information for the study. The instrument was validated by experts while the reliability of the instrument was established through the Cronbach Alpha method and it ranged from .71 - .85. The null hypothesis was tested at .05 level of significance using Simple Linear Regression analysis with the aid of IBM SPSS. Findings from the study revealed that discipline, motivation and supervision techniques significantly predicted Job performance of teachers in special need schools. It was concluded generally that; human resource management techniques when combined, do significantly predict the job performance of teachers in special need schools in special need schools in Calabar municipality of Cross River State, Nigeria. Based on the findings of this study, it was recommended among other things that: Principals should ensure that erring teachers are properly disciplined to instill seriousness in others and to create an orderly school atmosphere. principals should be quick to recognize, compensate, reward and remunerate teachers outstanding performances in other to motivate the workforce to greater productivity; supervision of teachers should be intensified to enhance their job performance.

KEYWORDS: Human resource, management, Job performance of teachers, special need school.

INTRODUCTION

Teachers job performance is one issue in education that has attracted the attention of many stakeholders and researchers over the years. Teachers will naturally perform better if given the right environment and under better working conditions. Thus the success of any school system without any doubt depends largely on the job performance of the teachers.

Job performance is an act of accomplishing or executing task over specified period of time (Koko & Nabie, 2019). Teachers' job performance is the outcome of the task of teaching performed by a teacher at a period in the school system in achieving educational goals (Uwe & Godwin, 2019). The researcher further explained that it is ability of a teacher to combine relevant inputs for enhancement of organizational goal achievement. Teachers of special needs students teach, interact with and provide instructions to learners with diversified abilities, interests, and educational needs in the same classroom (Gregory, Charles, & Washington, 2020). The methods and the materials needed to meet the individual needs and interests of learners having special educational needs put much workload on the teachers (Walker, 2010). The effectiveness of teachers of students with special needs is measured base on their understanding of the curriculum, effectiveness in meeting the learning needs and interests of all the students, managing them within the classroom and the school environment, willingness to engage in additional tasks that promote the welfare of the students like providing



for the basic needs to the needy in the school, as well as ensuring their cognitive, affective and psychomotor development, among others.

Going by these indices of job performance, it is observed that poor teachers' job performance has become a recurring problem in the school system and Esu (2006) laments the pathetic situation in recent times where teachers cannot express effectiveness in handling lesson presentation thus impairing knowledge acquisition. Similarly, Aiyaleso (2016) posits that special education in Nigeria suffers systemic challenges such as inadequate funding, dilapidated educational facilities, poor service condition and lack of incentive for teachers in special schools. The above challenges of special needs education have resulted in low morale, absenteeism (Luthans, 2002) frequent request for transfer, underperformance and dissatisfaction with teaching in special schools (Kinyua & Munyi, 2018).

The situation is more worrisome in special need schools in Calabar municipality, Cross River state where several teachers display poor attitude to work. They consistently report late for duty, some teachers frequently stay back from work and classes, others do not have good working relationship with fellow teachers and students. Some students lamented bitterly how often teachers sell their wares during official hours and ignored them altogether. This is a pointer to the fact that many teachers are performing below expectations and is a development that has negatively affected the quality of citizens produced into the society over the years, as well as the increase in graduate unemployment, moral decadence, lack of respect for constituted authority, increase in drug abuse, excessive dependence on developed western countries among others (Babalola, 2007 as cited in Odigwe, 2019; Oluwaseun, 2016).

The relationship between human resource management techniques and teachers job performance in special need schools in Calabar Municipality is due to the fact that special educators who are less satisfied with their jobs are more likely to leave than those who are more satisfied (Gregory, Charles & Washington, 2020). Researchers argued that low salaries, inadequate support from school administration, students' discipline problems and limited faculty input into school all have a negative effect in special education teachers job performance hence high rate of turnover and low retention rates (Gregory, Charles & Washington, 2020). Kelly (2000) in Gregory, Charles, and Washington (2020) concludes that while demands on special educators have increased, there has been little change in their patterns of employment, compensation and career advancement. Teachers in special schools have lamented the ill-treatment, meager salary and lack of motivation they face in the job (Alagbe, 2018). As a result, many teachers have applied to transfer their services to mainstream schools. Others have even taken up another job due to their dissatisfaction with their status as teachers of special needs students. Wahab (2017) stressed that teachers' job performance suffer because they resort to "side hustles" to augment their meager salaries. This, Wahab (2017) considered as distracting engagements just to make ends meet. However, several initiatives by the government to enhance teachers job performance such as the provision of school facilities and improved supervision, among others have not yet achieved expected result. It was based on these persisting issues and failed measures that this study was conducted to investigate whether there is any relationship between human resource techniques and teachers' job performance.

The success of any organization including the school system depends largely on the availability and efficient management of both human and material resources. Teachers are important human resource in the school organization and for them to succeed in training, developing the students, there is need for them to be effectively managed. Indeed, special need teachers deserve adequate care due to their roles in the development of the special need learners who also members of the every nation. Supporting this view, Akpakwu (2012), sees human resources management as the process of recruiting, selecting and retaining the best people and putting them in jobs where their talents and skills can be utilized. Human resource management is the act of obtaining, controlling and maintaining a satisfied workforce in an organization (Ikande, 2017). Heathfield (2019) opined that human resource management is a comprehensive, modern approach to managing people and organizations which subsumes the functions of personnel management. This implies developing and implementing techniques for attracting, retaining, motivating, and managing teachers who contributes to the attainment of the goals of education.

There are many indices of human resource management techniques. For Owan (2018), it includes; promotion, remuneration, involvement of staff in decision making, inter-personal relationship, effective communication, the delegation of responsibilities among others. However, the scope of this study was delimited to other indices of human resource management such as teachers' discipline, teachers' motivation, and teachers' supervision. The thrust of this study is to investigate the relationship between teachers' discipline, teachers' motivation, teachers' supervision and teachers' job performance. Some empirical evidence has linked these variables with teachers' job performance.

The application of discipline in the school system has a direct effect on teachers' job performance as it helps to improve teacher behavior and enhance productivity. Discipline is a management activity to carry out organizational standards (Prokhorova & Semchenko, 2018). Rimm-Kaufman and Sawyer (2004) see teachers'



discipline as the ability and work attitude of a teacher to be regular, diligent, continuous, and work in accordance with the applicable rules and not violate the rules that have been set. Setyaningsih (2020) define discipline as an individual and also a group that ensures obedience to orders and takes the initiative to take necessary actions in the absence of orders. Susilawati (2021) referred to two types of discipline in every organization, namely: preventive discipline and corrective discipline. Susilawati, further explained that preventive discipline is an action that encourages employees to comply with various applicable regulations and meet predetermined standards. This means that through clarity and explanation of the patterns, attitudes, actions, and desired behavior of each member of the organization, efforts are made to prevent employees from behaving negatively, while corrective discipline, is if an employee has clearly violated the applicable provisions or fails to meet the predetermined standards, he will be subject to disciplinary sanctions. This implies that teachers' discipline is one of the most important techniques every school administrator should adopt because the higher the level of discipline, the better of quality of job performance.

Supporting the above assertion, Mufidah, Sukirman, and Surachmi (2022) examine the effect of work discipline on teacher performance on teacher performance according to the perceptions of Public Elementary School teachers in Cluwak District, Pati Regency. The research design used quantitative descriptive research methods. The population of the study was all 295 Public Elementary School teachers. 167 teachers were sampled using a simple random sampling technique. The data collection instruments used were questionnaires. Analysis of the data in the study was the classical assumption test and correlation analysis with the help of SPSS version 24. The study revealed that work discipline made a significant contribution to efforts to improve teacher performance with a correlation coefficient value of 0.614 included in the strong category with the magnitude of the influence of work discipline on teacher performance by 37.7%. The study concluded that work discipline is effective on teacher performance. Suarni, Anantatur, Mukhlis, and Marilin (2022) investigated the effect of work commitment and work discipline on teacher performance. The sample study collected 31 teachers of the State Senior High School, while the data were obtained by questionnaires. The method of data analysis was multiple linear regression. The finding reveals that a Teacher's work discipline has a significant effect on teacher performance at State Senior High School, partially and simultaneously.

Teachers' motivation plays an important role in the promotion of teaching and learning excellence (Ndukwu & Edo, 2020). Laurent (2016) studied relationship between motivation and teacher's job performance; factors that affect teacher's motivation and determine the motivational differences in public and private secondary schools in Tabora Municipality. Descriptive survey research design was adopted to get information through structured questionnaires and intensive interview schedules with 120 secondary school teachers, 10 school Inspectors and two District education officers. The study found the correlation between motivation, mostly intrinsic motivation and the performance of teachers in public and private secondary schools existed in secondary schools in Tabora municipality. In the same vein, Ndukwu and Edo (2020) investigated influence of motivation on teachers' job performance in secondary schools, Rivers State, Nigeria. The study adopted a descriptive survey research design. The population of the study consists of 1,213 (male) and 1,208 (female) teachers giving the total population as 2,421 selected from 56 public senior secondary schools in Emohua, Obio/Akpor and Port Harcourt local government areas of Rivers State. The sample size of this study comprises 757. Simple random sampling technique was used. The instrument was titled, "Motivation and Teachers' Job Performance Questionnaire (MTJQP)". Thus, 757 copies of questionnaire were administered and retrieved 585 copies for the analysis of the research questions and test of hypotheses. Mean scores were used to analyze the research questions while Z test was used for the hypotheses. The study findings indicated that motivation influences teachers' job performance in respect of building positive attitudes and beliefs towards teaching and learning. It is true that when the teachers are properly motivated they will perform their job effectively.

Nyasha (2016) investigated the impact of job satisfaction on job performance in Bikita district public secondary school teachers in Zimbabwe. A mixed method approach to the study was adopted where both questionnaires and structured interviews were used. Twenty-five rural secondary school teachers and ten secondary school heads, including their deputies were used as respondents. The research findings showed that most of the teachers travel long distances to and from work and such long distances will eventually de-motivate teachers to an extent that some of them would end up developing negative attitude such as absenting themselves from work, arriving late for work and dismissing early from work. Therefore, unavailability of transport in rural secondary schools de-motivates teachers from working.

Supervision is the process of improving all elements and conditions surrounding teaching and learning to produce better learning and to effect improvement in the work of teachers (Uwe & Godwin, 2019). Ijaduola (2000) examined the relationship that exists between supervisory climate and teacher - student performance in schools. A Significant relationship between frequency of supervisory visits and teacher performance was observed. In the same vein, Adeyemi (2008) ascertained the degree to which the performance of teachers in secondary schools in Delta State depends on the capacity of school principals to maintain and enforce adequate



supervision. The results show that teacher's performance in secondary schools is significantly dependent on the capacity of the principals to effectively conduct adequate and valuable supervision which validates the importance of discipline, record keeping and teaching aids. Teachers' supervision should be intensified to enhance their job effectiveness.

The reviewed literature showed that there are some gaps resulting from location, variables, and methodology which the present study may fill. It is noted that the majority of the cited studies were conducted in other countries and some parts of Nigeria. Also, the studies reviewed did not use the variables selected for this study. The methodology, instruments, and procedures the previous studies used differs from those of the present study. More so, while the reviewed study focused on regular secondary school teachers, the current study fills the gap in special need schools in Calabar Municipality by engaging special education teachers. Finally, while some studies have examined the causes of the problem among teachers in special schools (Obiero, Mwebi, & Nyang, 2017), there seems to be a lack of research on job satisfaction of teachers of students with special needs. Arising from these observed gaps, the researchers considered it important to investigate whether there is any relationship between human resource management techniques and job performance of teachers in special need schools in Calabar Municipality, Cross River State, Nigeria.

STATEMENT OF THE PROBLEM

Teachers of special needs students under a normal condition are expected to provide instructions to learners with diversified abilities, interests, and educational needs and manage them within the classroom and the school environment among others. The problem of this study arises from the fact that most teachers in special education secondary school Calabar, tends to display poor job performance. For example, most teachers are often seen going to school late, some absent themselves from classes and other engage in business ventures during official school hours to the detriment of the special needs students. Over the years, these development has been an issue of concern to the government and has prompted educational researchers to steadily make relentless efforts at identifying factors that might account for the observed poor teachers' job performance.

The Cross River State government has initiated several measures including the supply of textbooks, employment of more teachers, renovation of classroom facilities, especially through the Universal Basic Education (UBE) platform and retraining programme for teachers with the aim of updating their knowledge and equipping them with certain skills need to teach their various subjects. In spite of these efforts by the government, special education teachers in Calabar, are still underperforming in their professional roles. There seems to be no improvement in the conduct of the students, their classroom activities, interpersonal relationships and terminal examinations. Based on this, the researcher is wondering whether human resource management techniques have any relationship with teachers' job performance. Therefore, the problem of this study put in form of a question is: what is the relationship between human resource management techniques and job performance of teachers in special need schools in Calabar Municipality, Cross River State?

PURPOSE OF THE STUDY

The main purpose of the study was to examine the relationship that exists between human resource management techniques job performance of teachers in special need schools in Calabar Municipality, Cross River State, Nigeria. Specifically, the study sought to find out if:

- i. Principal's discipline technique predicts job performance of teachers in special need schools.
- ii. Principal's motivation technique predicts job performance of teachers in special need schools.
- iii. Principal's supervision technique predicts job performance of teachers in special need schools.

STATEMENT OF HYPOTHESIS

The following null hypotheses were formulated to guide the study.

- i. Principal's discipline technique does not significantly predict job performance of teachers in special need schools.
- ii. Principal's motivation technique does not significantly predict job performance of teachers in special need schools.
- iii. Principal's supervision technique does not significantly predict job performance of teachers in special need schools.

METHODOLOGY

The study adopted a descriptive survey research design. A total of Sixty (60) teachers were purposively selected from three main special schools in Calabar Municipality of Cross River State. The main instruments used for data collection was a questionnaire titled: "Human Resource Management Techniques and Teachers' Job Performance in Special Need Schools Questionnaire (HRMTTJPSNSQ)", designed by the



researchers. The Questionnaire was divided into sections A and B. Section A was designed primarily to obtain demographic data from respondents. Section B comprised 24 items designed to elicit information on respondents based on the variables under investigation. Principal discipline strategy was measured using items 1 – 6; Principal motivation strategy was measured with items 7 – 12; Principal supervision strategy was measured using 13 – 18; while teachers’ job performance was measured using items 19 – 24. The items were all arranged on a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree. The instrument was validated by three experts from the department educational management and the department of Educational Foundations, Faculty of Education, University of Calabar, Calabar, and trial tested for reliability purpose. Cronbach Alpha coefficient was used to establish the reliability of the instrument and a coefficient of .71- .85 was obtained which indicates that the instrument was internally consistent in measuring what it was designed to measure.

The instruments were administered to the respondents in the school by the researchers. This task was accomplished in two days. To obtain quality and reliable data, teachers were used to assess their principal’s human resource management techniques, while students from senior secondary classes were selected to assess their teachers job performance. At the end of the process, all the copies of the instruments were retrieved, sorted, and coded for analysis. Inferential statistics of simple linear regression statistical analysis with the help of SPSS v24 was used to test the three null hypotheses formulated to guide the study at .05 levels of significance.

RESULTS AND DISCUSSION

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

Hypothesis one

Principal’s discipline technique does not significantly predict job performance of teachers in special need schools. The result of the analysis of data using simple linear regression statistics is presented in Table 1.

Table 1: Simple linear regression analysis of principals’ discipline technique as predictor of job performance of teachers in special need schools.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.843 ^a	.419	.409	2.326

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	p-value
1	Regression	383.927	1	383.927	142.008	.000 ^b
	Residual	156.807	58	2.704		
	Total	540.733	59			

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.470	1.191		2.074	.000
1 Discipline Technique	.849	.071	.843	11.917	.000

a. Predictors: (Constant), Discipline Technique

b. Dependent Variable: Teachers’ Job Performance

The result of the analysis as presented in table 1 above revealed a correlation coefficient (r) of .843 with the coefficient of determination (r^2) of .419. This result means that there is a high positive relationship between the discipline technique of the school principals and teachers’ job performance. The table further revealed that the discipline technique contributed 41.9% to the job performance of teachers in special need schools in Calabar municipality. The table also shows that the independent variable (discipline technique) statistically significantly predicts the dependent variable (teachers’ job performance.), F 142.008, p (.000) < .05. Referring to the coefficients in table 1, the unstandardized coefficient for discipline technique is .849. This means for every point increase in teachers’ job performance scores from the questionnaire items, there is a .849 increase in discipline technique scores from the questionnaire instrument used. Arising from this result, the null hypothesis which stated that principal’s discipline technique does not significantly predict the Job performance of teachers in special need schools was rejected.



Hypothesis two

Principal’s motivation technique does not significantly predict job performance of teachers in special need schools. The result of the analysis of data using simple linear regression statistics is presented in Table 2.

Table 2: Simple linear regression analysis of principals’ motivation technique as predictor of job performance of teachers in special need schools.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.834 ^a	.695	.690	1.687

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	375.764	1	375.764	132.111	.000 ^b
	Residual	164.970	58	2.844		
	Total	540.733	59			

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.978	1.020		4.880	.000
	Motivation Technique	.686	.060	.834	11.494	.000

- a. Predictors: (Constant), Motivation Technique
- b. Dependent Variable: Teachers’ Job Performance

The result of the analysis in table 2 above revealed a correlation coefficient (r) of .834 with the coefficient of determination (r²) of .695. This result means that there is a high positive relationship between the motivation technique of the school principals and teachers’ job performance. The table further showed that the Motivation technique contributed 69.5% to the job performance of teachers in special need schools in Calabar municipality. This also revealed that the independent variable (Motivation technique) statistically significantly predicts the dependent variable (teachers’ job performance.), F 132.111, p (.000) < .05. Referring to the coefficients in table 2, the unstandardized coefficient for discipline technique is .686. This means for every point increase in teachers’ job performance, there is a .686 increase in motivation technique scores from the questionnaire instrument used. Given this result, the null hypothesis which stated that principal’s motivation technique does not significantly predict the Job performance of teachers in special need schools was rejected.

Hypothesis three

Principal’s supervision technique does not significantly predict job performance of teachers in special need schools. The result of the analysis of data using simple linear regression statistics is presented in Table 3.

Table 3: Simple linear regression analysis of principals’ supervision technique as predictor of job performance of teachers in special need schools.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.876 ^a	.768	.764	1.470

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	415.373	1	415.373	192.180	.000 ^b
	Residual	125.360	58	2.161		
	Total	540.733	59			



Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.373	.890		4.911	.000
1 Supervision Technique	.760	.055	.876	13.863	.000

- a. Predictors: (Constant), Supervision Technique
 b. Dependent Variable: Teachers' Job Performance

The result of the analysis as presented in table 3 revealed a correlation coefficient (r) of .876 with the coefficient of determination (r^2) of .768. This result means that there is a high positive relationship between the supervision technique of school principals and teachers' job performance. The table further showed that the supervision technique contributed 76.8% to the job performance of teachers in special need schools in Calabar municipality. This showed that the independent variable (supervision technique) statistically significantly predicts the dependent variable (teachers' job performance.), $F 192.180, p (.000) < .05$. Referring to the coefficients in table 3, the unstandardized coefficient for discipline technique is .760. This means for every point increase in teachers' job performance, there is a .760 increase in supervision technique scores from the questionnaire instrument used. Based on this result, the null hypothesis which stated that principal's supervision technique does not significantly predict the Job performance of teachers in special need schools was rejected.

Hypothesis four

Human resource management techniques does not significantly predict job performance of teachers in special need schools.

Table 4: Multiple linear regression analysis of human resource management techniques as predictor of job performance of teachers in special need schools.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.941 ^a	.886	.880	1.050

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	479.010	3	159.670	144.865	.000 ^b
	Residual	61.723	56	1.102		
	Total	540.733	59			

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
(Constant)	1.159	.785		1.477	.000	
1	discipline technique	.338	.077	.335	4.364	.000
	Motivation Technique	.310	.055	.377	5.628	.000
	Supervision Technique	.286	.075	.330	3.810	.000

- a. Predictors: (Constant), Supervision Technique, Motivation Technique, discipline technique
 b. Dependent Variable: job performance

The result of the multiple regression analysis presented in table 4 indicated that human resource management techniques statistically significantly predict job performance of teachers in special need schools. The null hypothesis was rejected given the fact that the obtained P-values of .00 were found to be less than 0.05 alpha level of significance with $F 144.865$. The regression coefficient showed that for a one-point increase in job performance of teachers scores from the questionnaire items, there is a .338, .310 and .286 increase in discipline technique, motivation technique and supervision technique respectively. This result also revealed that human resource management techniques statistically significantly predict job performance of teachers in special need schools.



DISCUSSION OF FINDINGS

The result of the first hypothesis tested revealed that principal's discipline technique significantly predict job performance of teachers in special need schools. This study supports the finding of Mufidah, Sukirman, and Surachmi (2022) which revealed that work discipline made a significant contribution to efforts to improve teacher performance. The findings of Mufidah, Sukirman, and Surachmi, supports the finding of the present study in that when the job performance of teachers' is high, then the school system outcome will impressive as well. This implies that when principals improve on their discipline technique in the school, the teachers will sit up and improve their job performance.

The result of the second hypothesis tested revealed that principal's motivation technique significantly predict job performance of teachers in special need schools. This finding corroborates that of Ndukwu and Edo (2020) which concluded that motivation influences teachers' job performance in respect of building positive attitudes and beliefs towards teaching and learning. Ndukwu and Edo (2020) supported this findings when they found a correlation between motivation, mostly intrinsic motivation and the performance of teachers in public and private secondary schools existed in secondary schools. Teachers often complain of poor wages compared to their counterparts in other sectors of the economy, therefore, when the teachers are properly motivated they will perform their job effectively and happily too.

The result of the second hypothesis tested revealed that principal's supervision technique significantly predict job performance of teachers in special need schools. This study findings agrees with that of Adeyemi (2008) who revealed that teacher's performance in secondary schools is significantly dependent on the capacity of the principals to effectively conduct adequate and valuable supervision which validates the importance of discipline, record keeping and teaching aids. The implication of this is that with the supervision technique, the teachers will wake up to their responsibilities and that will in turn lead to improved teaching and better learning outcomes. Therefore, teachers' supervision should be intensified to enhance their job effectiveness.

CONCLUSION

Based on the findings of this study, it was concluded that; human resource management techniques in terms of discipline technique, motivation technique and supervision technique, significantly predict job performance of teachers in special need schools. Human naturally recent discipline. So when administrators of teachers in special need schools adopts the right discipline techniques, they will get the teachers to work well. Also, when principals adequately motivate the teachers in special need schools by improve the welfare packages they will be more effective in their job performance. In enhancing teachers' job performance, principals who skillfully supervise the teachers will no doubt witness better results than those who do not supervise the teachers. This is because teachers may become idle if they are not properly disciplined when they err, motivated to do more, and supervised to focus on the goals and objectives of the school system.

RECOMMENDATIONS

The following recommendations were made based on the findings of this study:

1. Principals should ensure that all erring teachers are properly disciplined to instill seriousness in others and to create an orderly school atmosphere.
2. Principals should be quick to recognize, compensate, reward and remunerate teachers outstanding performances in order to motivate the workforce to greater productivity.
3. Supervision of teachers should be intensified to enhance their job performance.

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