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Relationship Between Human Resource Management And Teacher Effectiveness In Some Selected Secondary Schools In Cross River State, Nigeria

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ABSTRACT

The paper examined the relationship between human resource management and teacher effectiveness in some selected secondary schools in cross rivers state, Nigeria. Five research questions and five research hypotheses guided the study. A descriptive Survey Research design was adopted for the study. Population of the study was 340 participants consisting of school administrators and teachers from 15 public schools in Cross Rivers State, Nigeria. A sample size of 169 participants was obtained using Research advisor (2006) while purposive and stratified random sampling techniques were used to draw the sample size of the study. A questionnaire titled "Relationship between Human Resource Management and Teacher Effectiveness Questionnaire" was used to obtain data for the study. Data collected was analyzed using frequency counts, mean and standard deviation while Pearson Product Moment Correlation Co-efficient was used to test the hypotheses generated at 0.5 level of significance. One of the findings from the study revealed that there was a strong positive relationship between training & development and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria. The study recommended among others that: The management should make adequate provision for teacher development opportunities to enable teachers update their skills and competence.

Keywords:

Human Resource,
Management, Teacher
Effectiveness,
Recruitment, Selection,
Training and
Development.

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A. Introduction

Human resource is the most valuable asset of any organization. They are asset required to effectively implement plans and policies for optimum functioning and the attainment of specific goals and objectives of the organization. Human resource in any organization is made up of people, their abilities, knowledge and skills which when properly coordinated and managed determine the success of the organization (Emechebe, 2006). Human resources are indispensable in the manipulation of all other factors of production. Indeed, in any setting the attainment of goals and objectives depends largely on how productive the human resource is, this is because it's the human resource that is responsible for putting all other resources to proper use and without human resource the utilization of all other factors of production for the attainment of organizational objectives will be in vain. Human resource in relation to the school setting involves the skills and professional expertise of the workforce in educational institutions such as the school administrators, teachers and non-teaching staff. The contributions of those human resource towards effective teaching and learning are unquantifiable. Resource management implies the coordination of all necessary resources (manpower, materials and money) in the right quantity and quality for the attainment of organizational objectives.

Thus, resource management in education is the proper coordination of the resources made available to the educational sector for the purpose of producing quality graduates in the system (Ekundayo, 2006). Management has been described as primarily getting things done through people (Nwanko, 2014). Human resource management according to Omeba (2014) refers to a set of organizational activities directed at attracting, developing and maintaining an effective workforce. Human resource management deals with the establishment of procedures for employment and condition of service for efficiency and high productivity. Omeba (2014) sees human resource management as the process of procurement or recruitment, staffing, welfare, maintenance, training and retraining, placement, promotion, relationship, compensation or rewards, transfer and discipline of staff. Thus, the process of recruiting and selecting the right staff, motivating them and maintaining them in order to achieve the goals of the organization is the function of human resource managers. Recruitment involves all those activities undertaken with the intention of attracting and securing the right candidate for the job. Recruitment policies includes internal and external advertisement. This is followed by processing and selection of the successful applicant that meet the job description. The procedure is to assess and come up with credible qualified candidate through adequate and careful selection using both structured and unstructured interviews as part of the selection process. The aim of selection is to identify the best candidate for the job and employ him for

the job. Placement is deploying the newly appointed staff to a unit or department that he/she will work.

The overall intention of recruitment and selection process is therefore, to attract and employ the right quality and quantity of staff that meets the specific needs of the organization. Placement is the process of allocating employees to certain jobs that march their skills and responsibilities. Through placement, an organization such as school attempt to create an effective environment in which there is a good match between management needs and employees' qualification (Lhaden, 2016). However, Haruna (2022) is of the opinion that placement of teachers in Nigerian schools is lopsided. According to the author while some urban schools are overstaffed some of the rural schools have inadequate quantity of teachers

Human resource management in relation to school setting refers to the management of teaching and non-teaching staff so that the staff will do their work willingly and to the best of their ability in order to achieve the overall aims of the school (Armstrong, 2012). This implies that when staff are properly recruited, selected, inducted, assigned responsibilities, motivated through provision of good welfare services and other reward systems, monitored, appraised and promoted when due, they will become more committed and dedicated to the growth and development of the organization. The study of Wanbua and Genga (2008) indicated that there was a positive correlation between teachers' performance and recruitment and selection. Haruna (2022) opined that without an adequate skilled manpower and well-motivated workforce development is not possible.

In the school setting, the teacher is the most important resource in promoting teaching and learning process. Even though other factors such as the curricular, class-size, funding, family background and community involvement all contributes to students' academic achievement and overall school success, teacher remains the most significant factor. Thus, teacher effectiveness plays a major role in enhancing the teaching and learning process. Effective teachers are the avenue of affective teaching that consistently achieve their goals that are either directly or indirectly related to students learning and the strategies adopted for achieving this purpose need orientation and reorientation with changing needs and priorities in teacher education (Parihar, 2011).

Effective teachers have thorough knowledge of the subject content, closely monitor their students' learning difficulties and achievements, provide regular feedback, take care of students' individual differences using appropriate strategies and also inspire students love of learning. There are certain factors that enhance teacher effectiveness. Those factors include teacher training and development, condition of service, appraisal and reward systems. Training and development connote providing opportunities to improve on skills and

competence required to enable teachers improve current performance and skills needed for high position of responsibility or future jobs. Thus, the need to provide opportunities for teachers to attend workshops, seminars, conferences among other training programmes in order to update them on current trends in teaching methodologies and latest discoveries in their disciplines. The findings from the work of Eze (2016) confirmed that training and retraining enhances teachers' productivity to a large extent.

Similarly, Ajayi, Gunu, Oni and Tsado (2013) examined the impact of training and development on organizational performance using participants from some selected banks as a case study. Findings from that study revealed that there is a positive correlation between training & development and organizational performance. The findings revealed further that, organizational commitment to training and development, frequency of training and reward systems accounts for high productivity. Thus, the need to motivate dedicated and committed staff through provision of training and retraining opportunities for outstanding performance

Teacher welfare is another important milestone in human resource management in formal institutions of learning. Provision of adequate welfare services to teachers is instrumental to the success of schools in achieving its objectives. Teachers' welfare refers to the better condition of service and wellbeing both at work and off work. Teachers are entitled to a salary/wage, leave allowances and benefits, good working condition amidst other opportunities. Employees often views their welfare packages as reflection of how management views their contribution to the organization.

The concept of welfare is concerned with the total wellbeing of employees both at school and at home (Armstrong, 2012). Also, Dessler (2008) maintains that organizations provide welfare facilities to their employees to keep their motivation level high. Igbogi and Ajuru (2018) found that effective management staff training, good financial benefits and regular promotion to have significant positive influence on productivity. Thus, the authors concluded that welfare and commitment are determinants of productivity of secondary school teachers. Similarly, Subroto (2013) concluded that salary influenced teachers' performance and quality of education. Therefore, when teachers are motivated and satisfied their performance increases enhancing their productivity. In confirmation, Sampson, Alfred and Konnie (2019) conducted a study on welfare management practices that affect teachers job performance. Findings from their study shows a significant positive impact of good working condition on teachers' job performance. The study further revealed that flexible working hours, safe environment, proper lightening and ventilation, manageable class size, support from head teacher and availability of positive teaching and learning atmosphere

influences teacher effectiveness.

The attraction and retention of professionally qualified teachers is pivotal to academic success, but that alone cannot guaranty quality education without proper management of human resource. However, in recent times a significant amount of teachers more especially the new entrants are leaving the teaching profession within the first five years. This problem cannot be divorced from the fact that educational system more especially secondary schools are bedeviled by so many challenges ranging from inadequate funding, political interference in the recruitment, selection and placement process, teachers' welfare and condition of service, promotion without implementations, lack of adequate staff training and development opportunities, low salary compared to other professions among others.

Another issue of major concern is shortage of qualified teachers more especially in the rural areas and a significant number of teachers do nit have the basic teaching qualification. Also, the high turnout of graduates from tertiary institutions with less opportunity for employment has made the teaching profession a dumping ground for graduates of all disciplines. Thus, a significant number of teachers seems to be uncommitted and dedicated to their jobs. This implies that teachers' morale is quite low. Although the benefits of having effective teachers are many but what attract and retain them on the job or leads to teacher attrition are the major issues that needs investigation. Thus, the focus of this paper is to find the relationship between human resource management and teacher effectiveness in secondary schools in Cross Rivers State, Nigeria.

Research Questions

The following questions were raised to guide the study:

1. What is the relationship between recruitment and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria?
2. What is the relationship between placement and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria?
3. What is the relationship training & development and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria?
4. What is the relationship between teacher welfare and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria?
5. What is the relationship between promotion and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria?

Research Objectives

The specific objectives of the study are to determine:

1. Relationship between recruitment and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria.

2. Relationship between teacher placement and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria.
3. Relationship between training & development and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria.
4. Relationship between teacher welfare and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria.
5. Relationship between promotion and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria.

Research Hypotheses

The following hypotheses were formulated to guide the study:

H₀₁. There is no significant relationship between teacher recruitment and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria.

H₀₂. There is no significant relationship between teacher placement and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria.

H₀₃. There is no significant relationship between teacher training & development and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria.

H₀₄. There is no significant relationship between teacher welfare and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria.

H₀₅. There is no significant relationship between teacher promotion and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria.

B. Methodology

A descriptive research design was employed for the study. The target population of the study was 340 participants consisting of school administrators and teachers from 15 public schools in Cross Rivers State, Nigeria. Research advisor (2006) table of sample size was used to determine the sample size required for the study which recommended a sample size of 169 participants while purposive and stratified random sampling techniques were used to draw the sample size of the study. A questionnaire titled "Relationship between Human Resource Management and Teacher Effectiveness Questionnaire" was used to obtain data for the study. Data collected was analyzed using frequency counts, mean and standard deviation while Pearson Product Moment Correlation Coefficient was used to test the hypotheses generated at 0.5 level of significance. All analyses were conducted with the help of Statistical Package for Social Science Research (SPSS) 20.0 version.

C. Result

This section presents the results from the analysis and discussion of findings. All hypotheses formulated were tested at 0.5 level of significance using Pearson

Moment Correlation Co-efficient with the help of statistical package for social science Research (SPSS) 20.0 version.

H₀₁. There is no significant relationship between recruitment and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria.

The result from the analysis of this hypothesis is presented in table 1 below:

Table 1: Relationship between recruitment and teacher effectiveness (N=169)

Variables	N	Mean	SD	r-Cal	P-value
Recruitment	169	19.56	2.72		
Teacher Effectiveness	169	18.25	2.98	.254	.001
Decision					Significant

Source: field work 2023.

From the result of table 1. It can be deduced that recruitment and teacher effectiveness are positively related and significant. Pearson's $r = .254$, $p = .001$. This indicated that there is significant positive relationship between recruitment and teacher effectiveness in public secondary school in Cross Rivers state. The p-value is less than the 0.05 level of significance. Therefore, the hypothesis which stated that there is no relationship between recruitment and teacher effectiveness is rejected. This means that there is a positive correlation between teacher recruitment process and teacher effectiveness.

H₀₂. There is no significant relationship between placement and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria.

The result from the analysis of this hypothesis is presented in table 2 below:

Table 2: Relationship between placement and teacher effectiveness (N=169)

Variables	N	Mean	SD	r-Cal	P-value
Placement	169	18.25	2.98		
Teacher Effectiveness	169	18.25	2.98	1.00	.000
Decision					Significant

source: field work 2023.

From the result of table 2, placement and teacher effectiveness were positively related and significant. Pearson's $r = 1.00$, $p = .000$. this shows that there is significant positive relationship between placement and teacher effectiveness in public secondary schools in Cross Rivers State because the p value is less than the 0.05 level of significance. Therefore, the hypothesis which

stated that There is no significant relationship between placement and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria was rejected. This means that placement of teachers has a strong influence on teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria. H₀₃. There is no significant relationship between training & development and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria. The result from the analysis of this hypothesis is presented in table 3 below:

Table 3: Relationship between training & development and teacher effectiveness (N=169)

Variables	N	Mean	SD	r-Cal	P-value
Decision					
Training & Development	169	18.11	2.72		
Teacher Effectiveness	169	18.25	2.98	.268	.001
					Significant

Source: field work 2023

From the result of table 3, training & development and teacher effectiveness were positively related and significant. Pearson's $r = .268$, $p = .001$. this shows that there is significant positive relationship between training & development and teacher effectiveness in public secondary schools in Cross Rivers State because the p value is less than the 0.05 level of significance. Therefore, the hypothesis which stated that There is no significant relationship between training & development and teacher effectiveness in public secondary schools in south-west Nigeria was rejected. This means that training & development of teachers has a strong on teacher competence to effectively carry out their responsibilities in public secondary schools in Cross Rivers State, Nigeria.

H₀₄. There is no significant relationship between welfare and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria. The result from the analysis of this hypothesis is presented in table 4 below:

Table 4: Relationship between welfare and teacher effectiveness (N=169)

Variables	N	Mean	SD	r-Cal	P-value
Decision					
Welfare	169	19.56	2.72		
Teacher Effectiveness	169	18.25	2.98	.268	.001
					Significant

Source: field work 2023.

From the result of table 4, welfare and teacher effectiveness were positively related and significant. Pearson's $r = .268$, $p = .001$. this shows that there is significant positive relationship between welfare service and teacher

effectiveness in public secondary schools in Cross Rivers State because the p value is less than the 0.05 level of significance. Therefore, the hypothesis which stated that There is no significant relationship between welfare and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria was rejected. This means that welfare services enjoyed by teachers has a strong influence on teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria.

H₀₅. There is no significant relationship between promotion and teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria.

The result from the analysis of this hypothesis is presented in table 5 below:

Table 5: Relationship between promotion and teacher effectiveness (N=169)

Variables	N	Mean	SD	r-Cal	P-value
Decision					
Promotion	169	21.16	4.02	.496	.000
Teacher Effectiveness	169	19.56	3.41		Significant

Source: field work 2023.

From the result of table 5, promotion and teacher effectiveness were positively related and significant. Pearson's $r = .496$, $p = .000$. this finding indicated that there is significant positive relationship between promotion and teacher effectiveness in public secondary schools in Cross Rivers State because the p value is less than the 0.05 level of significance. Therefore, the hypothesis which stated that there is no significant relationship between promotion and teacher effectiveness in public secondary schools in south-west Nigeria was rejected. This means that promotion of teachers has a strong correlation with teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria.

D. Discussion of Findings

First finding of the study indicated a significant positive relationship between recruitment process and teacher effectiveness. This finding is in line with the findings of Wanbu and Genga (2008) which revealed that a positive relationship exists between recruitment process and teacher performance. this implies that recruitment of qualified professional teachers influences the teacher's effectiveness in terms of their ability to enhance students learning and academic achievement leading to the attainment of desired educational objectives.

Second finding from the study equally confirmed a significant positive relationship between placement and teacher effectiveness. This finding also supports the findings of (200) whose work indicated that a positive relationship exists between teacher placement and teacher performance. This means that placement of teacher based on

professional competence or specialization enhances their ability to significantly perform their responsibility more effectively leading to the attainment of desired outcome in terms of promoting high students' academic achievement and overall success of the school.

Third finding from the study revealed a strong connectivity between teacher training & development and teacher effectiveness. This finding is in agreement with the findings of Khan and Abdullah (2020) whose study indicated that there is a strong positive relationship between training & development and teacher effectiveness. This implies that providing training opportunities for teachers has the ability to enhance their capacity in promoting students learning and attainment of desired outcome.

Fourth finding of this study also indicated that a strong positive relationship between teacher welfare and teacher effectiveness. This finding further confirmed the findings of Sampson, Alfered and Konnie (2019) whose work revealed that there exists a significant positive relationship between teacher's condition of service and teacher effectiveness. This indicated that when adequate provisions are being made to provide for teachers needs both on-the job and off-job, they become more satisfied with the work thereby boosting their morale to put in their best towards attainment of educational objectives.

Fifth finding from the study also indicated a significant and positive relationship between teacher promotion and teacher effectiveness. This means that timely promotion is one of the motivational factors that has the potential to influence teacher effectiveness. This is because promotion is a signal that a staff is doing well and reward system that indicates that the commitment and contributions of teacher is being valued and appreciated.

E. Conclusion

It can be concluded that, the findings from this study unravel a strong connection between human resource management and teacher effectiveness. Indeed, human resource management plays a significant role in promoting the efficiency and effectiveness of the organization towards achieving desired goals and objectives. Therefore, for a school as an organization to deliver on its mandate, the teachers who are regarded as significant factor in promoting effective teaching and learning must be properly deployed, assigned responsibility accordingly, properly motivated through training and retraining, provision of good condition of service and elevation. Thus, it is not out of place to argue that, when staff are properly recruited, selected, assigned responsibilities, inducted, motivated through training and development as well as provision of good welfare services and other reward systems, monitored, appraised and promoted when due, they will become more committed and dedicated to the growth and development of the organization.

Recommendations

1. The management should make an effort to ensure that recruitment policies are fully implemented and all guidelines are adhered to in order to ensure that only suitable candidates are recruited so as to ensure that the newly recruited teachers can deliver on their mandate.
2. Adequate measures should be out in place to ensure that teachers are placed based on professional competence and ability to effectively perform their teaching.
3. The management should make adequate provision for teacher development opportunities to enable them update their skills and competence.
4. Promotion of deserving teachers should be done regularly in order to encourage them to continue to put in their best to perform their work more effectively.
5. The management should take teachers welfare more seriously and ensure that good welfare packages are provided in other to boost teachers' morale and become more productive.

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