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INFLUENCE OF HUMAN RESOURCE MANAGEMENT PRACTICES ON TEACHERS' EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS, EDU LOCAL GOVERNMENT AREA, KWARA STATE

BY

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Abstract

The apparent poor performances and reduced productivity of secondary school teachers in Edu Local Government Area of Kwara state calls for a serious concern. This is attributed to poor implementation of human resources management practices. This study examined the influence of human resource management practices on teachers' effectiveness in Senior Secondary Schools in Edu Local Government Area, Kwara State. To facilitate the conduct of this study, four specific purposes, and research questions each were raised, and four hypotheses were formulated. The study employed a descriptive survey design. The population of the study consisted of 219 senior secondary school teachers. The sample for the study comprised 140 teachers selected using the Research advisor sampling technique. A 20- items questionnaire titled Human Resource Management Practices and Teachers effectiveness Questionnaire (HRMPTEQ) (r=0.78). Mean and standard deviation were used to answer the research questions, while linear regression was used to test the hypotheses formulated at 0.05 of level significance. The findings of the study revealed that human resources management practices influenced teachers' effectiveness (teacher training ($F(96) = 1.083$, $P < 0.05$), reward

system ($F_{(96)}$= 350, $P < 0.05$). Findings also showed that teachers were not provided adequate training, and the reward system was Inadequate. Based on the findings it was recommended that employers of labor should ensure effective human resources management practices in order to enhance teachers' effectiveness in senior secondary schools in Edu Local Government Area, Kwara State. The government through the ministry of education should sustainably provide adequate training and retraining programmes for teachers, attractivereward systems, and resources to enhance teachers' effectiveness in the performance of their duties.

Keywords: Human resource management practices, Teacher's effectiveness, Training, Reward

Introduction

Organizations face many challenges in today's modern competitive business environment in terms of hiring human resources. To overcome such challenges, there is a need for comprehensive human resource management practices to help organizations compete favorably. Human resources are the backbone of most organizations, as their functional activities and strategic initiatives help leaders work cooperatively with subordinates, thereby increasing profitability. Proper human resource management, demonstrated by organizational leaders, motivating workers, enhancing relationships, and coordinating with the physical infrastructure to meet the goals of the company (Abbah, 2014). According to Wilton (2019), human resource management is a procedure for effectively utilizing organizational resources through managing people-related activities to accomplish organizational goals. The discipline of human resource management encompasses the selection, development, and retention of instructors through successful procedures.

Furthermore, human resource management practices are vital for development of schools and achievement of improved teachers' job performance. Human resources are the most significant component determining job performance, (Eneizan & Alsakarneh, 2021). In the case of school administrators, human resources management is at the core of management due to the requirement to obtain willing contributions from employees (Nzewi, 2014). Ensure that the workforces of organizations are effectively and efficiently utilized in such a way that the employer derives the maximum benefits from their abilities and, similarly, the employees obtain both material and psychological rewards from the services rendered. Human resource planning, teacher training and development, staff supervision, induction and orientation of staff, promotion, remuneration, and teamwork are all examples of human resource management practices. However, this study focused on training and reward.

However, training and development are aspects of human resource strategies that improve employees' competence, knowledge, and abilities, enabling them to work more effectively. A crucial factor in an organization's effectiveness is training and development. It is one of the most often used methods for raising employee productivity and organizational effectiveness at work (Koko & Nabie, 2019). Training is a learning activity focused on acquiring certain knowledge and abilities for a job or task, whereas development entails bringing about and maintaining change (Ampomah, 2016). According to Blanchard and Thacker (2013), when teachers receive proper training, they develop professionally through experience, which enhances their capacity to have an impact on students and provides them with equitable and educational exposure. The school system can gain more advantages from teacher training. These advantages include, but are not limited to, a decrease in the cost of study leave, qualified teachers, higher-quality exams, better classroom management, and an improved capacity for dealing with stress at work. Studies contrasting training and education show that even with higher levels of certification in education, trained teachers outperform untrained ones in terms of student achievement (Amoah, Dzakadzie, & Agbayisah, 2022). Therefore, it may be more effective and efficient to train instructors to teach than to encourage them to pursue formal education in order to raise their academic achievement.

Rewards systems are a key component of motivation in human resource management. Any educational system's ability to expand overtime depends largely on the level of teacher motivation (Mutua, 2015). According to Appova and Arbaugh (2018), teacher motivation refers to all efforts made to keep instructors' content, motivated, and committed so that they provide their all-out effort in the classroom, benefiting society as a whole as well as students, parents, and the community at large. Scholars have held a variety of opinions about the relationship between rewards and performance; some think there is a direct connection between the two, while others think that performance can be increased without necessarily employing rewards. Kiprop (2018) and Muguchu (2013) both made the case that rewards encourage teachers to perform better in the classroom. Additionally, Munga (2013) considered that incentives encourage teachers to stay in the profession, whereas Gatere (2015) thought that incentives promote teachers' effectiveness. According to Muhammad and Owais (2015), recognition and rewards are crucial tools for boosting employee morale in every firm. Since teachers' commitment to their work is essential to the school's achievement of objectives, principals might utilize incentives to inspire personnel. Employees differ in their requirements and ideas of rewards. Some workers believe that money cover their demands, while others desire material rewards like automobiles and accommodation, while others choose vacations, and still others choose non-material rewards.

The degree of teachers' effectiveness in the classroom can be influenced by human resource management practices. Tickle, Chang, and Kim (2011) affirmed that teacher effectiveness can be evaluated by looking at how well students perform academically, how well teachers manage classroom activities, how well they are prepared to teach, how punctual they are in general, and how well they participate in extracurricular activities.

Teachers' effectiveness is paramount because they are the backbone of most educational activities. Thus, the success and failure of educational activities highly depend on their performance and are directly linked to the process and product of education. Therefore, the effectiveness of teachers becomes imperative for the improvement of education (Okunola, 2009). For instance, when the effectiveness of teachers is poor, it may reflect negatively on the achievement of students in particular and the educational system in general. Perhaps this could be the reason for the constant dismal performance of secondary school students in National Examinations like the Senior Secondary Certificate Examination (SSCE), National Examination Council (NECO) Unified Tertiary Matriculation Examination (UTME), and so on. In the researcher's opinion, teachers' effectiveness is what teachers get out of an activity for what they put into education. Effective teaching is indicated by certain behaviors exhibited in particular situations that lead to positive student outcomes. Essentially, it is when approaches to teaching increase students' knowledge and facilitate their learning.

Statement of the Problem

Human resource management practices enables employees to contribute effectively to the overall institutional direction toward achieving the organization's goals and objectives. Effective human resource management practices will ensure adequate training, proper staff relation, reward and supervision which are likely to motivate employees towards achieving organizational goals. Ineffective and inefficient human resource management practices in organizations, only lead to poor performances and reduced productivity, which has been the case of secondary schools in Edu Local Government Area of Kwara State. Human resources management practices seem to be poorly implemented in secondary schools in the Local Government Area, observable in the lack of training, poor staff relation, poor reward system and poor principal supervisory skills. These problems are in-line with the view of Olalube (2006) and Oluwaseun, (2016).

The researcher observed that human resource management practices are not given the desired attention by the government and relevant stakeholders in the educational sector, which negatively affects the teacher's effectiveness and also, this accounts for poor performance amongst secondary schools in Edu Local Government Area of Kwara State.

Some principals lack the competency of listening, using clear, brief and straight forward language in communicating with staff and this result into confusion, tensions and conflicts in secondary schools. The tensions and conflicts adversely affect interpersonal relationship between principals and teachers. The cases of absenteeism, persistent lateness and other forms of professional misconduct may indicate lapses in the demonstration of skills to control the teachers' activities.

Poor reward system for the teachers has resulted in teachers' poor attitude to work, poor record keeping, careless marking of the attendance register, absenteeism, lack of dedication to duties and irregular attendance of classes, all of which affects the quality and standard expected in secondary schools and putting the realization of the national policy objectives on secondary education in jeopardy.

However, to the best of the researchers' knowledge, there has been no study conducted on the influence of human resources management practices on teachers' effectiveness in the Edu local government area of Kwara State. These gaps may also include those resulting from variables, location, scope, and/or methodology. In view of this apparent gap in the available body of research information, the researcher was motivated to examine the influence of human resource management practices on teachers' effectiveness in the Edu local government area of Kwara State.

Research Questions

The study attempted to answer the following research questions.

1. What is the level of teachers training in secondary schools in Edu Local Government Area of Kwara State?
2. What is the level of reward system for teachers in secondary schools in Edu Local Government Area of Kwara State?

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Research Hypotheses

The following hypotheses were formulated and will be tested at 0.05 level of significance.

Ho_1: there is no significant influence of teacher training on teachers' effectiveness in secondary schools.

Ho_2: there is no significant influence of reward system on teachers' effectiveness in secondary schools.

Methodology

This study adopted the descriptive survey research design. The total population for the study was 219 which comprised all the teachers in the senior secondary schools in Edu Local Government Area of Kwara State (TESCOM, Kwara state, 2022). The purposive sampling was used to select seven schools from the 13 schools. The purpose was to use the schools with a large population of students in major towns in Edu Local Government area of Kwara State. The number of students in these seven schools is equal to 140. The instrument for data collection was a 20 item-structured questionnaire titled "Human Resource Management Practices and Teachers Effectiveness Questionnaire' (HRMPTEQ). The instrument provided response to the four research questions. Item 1-10 dealt with research question one, and item 11 – 20 dealt with research question 2 in a 4-point rating scale of "1' Very low (VL), '2' Low (L), '3' for high (H), '4', for Very High (VH). To establish the validity of the instrument, the questionnaire was subjected to face and content validity by three experts. To ensure the consistency of the instrument, the test-retest method of reliability was adopted in establishing a reliability coefficient of 0.74. All 140 copies of questionnaire administered were retrieved and used for the study. The data analysis was done using the mean to analyze the research questions while inferential statistics of linear regression was used to test the hypotheses. The mean score of 0.00 – 1.49 indicate very Low, 1.50 – 2.49 indicate Low, 2.50 – 3.00 indicate High, above 3.00 indicate Very High. Also, the decision rules for the hypotheses was that when the observed probability value is greater than or equal to 0.05 level of significance, the hypothesis was rejected and if it's value is less than the Table value, the hypothesis is accepted.

Results

Research Question 1: What is the level of teachers training in secondary schools in Edu Local Government Area of Kwara State?

Table 1: The level of secondary school teachers training in Edu Local Government Area of Kwara State

S/N	Teachers Training	Mean	SD	Remark
1.	Teachers are given adequate training and development	2.36	0.76	Low
2.	Teachers normally go through training programs every year	2.51	0.76	Low
3.	Training and development enable teachers get more equiped through exposure to impact better on the students	2.03	0.72	Low
4.	New knowledge and skills are imparted to teachers periodically to work in teams	2.20	0.77	Low
5.	Training encourages teachers to acquire professional competencies to meet the demands of their duties.	2.20	0.85	Low
6.	Training needs identified are realistic, useful and based on the strategy of the school	2.16	0.74	Low
7.	New knowledge and skills are imparted to teachers periodically to work in teams	2.28	0.80	Low
8.	There are formal training programs to teach new teachers the skills they need to perform their jobs.	2.09	0.83	Low
9.	Training needs are identified through a formal performance appraisal mechanism	2.11	0.78	Low
10	My school conduct extensive training programs for its teachers in all aspects of quality	2.00	0.68	Low
Weighted average		**2.19**	**0.87**	Low

Decision Rule: very Low: 0.00 – 1.49, Low: 1.50 – 2.49, High: 2.50 – 3.00, Very High: Above 3.00.
Source: Field Survey, 2023

Table 1 shows the reward system for teachers in secondary schools in Edu Local Government Area of Kwara State. The respondents reaction is as follows: Performance-based pay to motivate teachers to perform at their best (Mean=1.95), The rewards for performance instead of experience and formal qualifications to inspire their efforts (Mean= 1.99), Teachers recognition for good performance-motivate teachers (Mean= 1.99), Rewards given to the teachers to encourage hard work promotes good performance (Mean= 1.99), Conditions of service is attractive for teachers (Mean= 1.89), The performance based reward system in the school is appropriate (Mean= 1.92). The weighted mean is 1.96 which is a numeric indicator that the reward system for teachers in secondary schools in Edu Local Government Area of Kwara State is not adequate.

Hypotheses 1

There is no significant influence of teacher training on teachers' effectiveness in secondary schools in Edu Local Government Area of Kwara State

Table 2: Summary of Regression Analysis on the influence of teacher training on teachers' effectiveness in secondary schools in Edu Local Government Area of Kwara State.

Variable	Mean	SD	N	R	R Square	Adjusted R Square	F	Sig.
Teachers Training	22.06	3.696						
Teacher Effectiveness	28.57	5.140	96	.107	.011	.001	1.083	.009

Dependent Variable: Teacher Effectiveness

Table 2 data shows the regression analysis on the significant influence of reward system on teachers' effectiveness in secondary school in Edu Local Government area of Kwara State. The result indicated that there was positive relationship between the reward system and teachers' effectiveness in secondary schools in Edu Local Government Area of Kwara State (R = .061) while the R-Square is .050 which means that the independent variable (reward system) explained 5.0% variation of the dependent variable (teachers' effectiveness). This indicates a good fit of the regression equation. Thus, this is a reflection that reward system significantly influence teachers effectiveness in secondary schools in Edu Local Government Area of Kwara State ($F_{(96)}$= 350, $P < 0.05$). The hypothesis is therefore rejected in the light of the result, since the significant value is less than 0.05. This implies that staff reward system influence teachers' effectiveness in secondary school in Edu Local Government Area of Kwara State.

Discussion of Findings

The focus of this study was to find out whether teachers job performance has influence on human resource management practices. The hypothesis, which states that there is no significant relationship between training and teachers' job performance, was rejected and illustrated in Table 1. Job training enables employees to perform their job in such a way as to meet up standards. The finding of this study is in-line with Napal Fraile,

Pecalva-Vĩilez, and Mendiyroz Lacambra (2018) that teacher training will help them use instructional materials to give their best and use the skills and knowledge obtained during training to perform better in teaching the students what they need to know. This finding likewise agreed with Tzivinikou (2015) that training is indispensable for teachers teaching technical/engineering-based subjects like technical drawings, building constructions, metal works, basic electronics, molding of concrete blocks, basic technology.

Likewise, the outcome showed that there was positive connection between reward and teacher job performance in secondary schools in Edu Local Government Area of Kwara State. It stands to reason that teachers' attitudes toward their work in secondary schools in Edu Local Government Area of Kwara State's are influenced by the reward system. This study's literature review demonstrates that teachers' job performance is significantly influenced by reward. In accordance with this, Guajardo (2011) observed that the most powerful pay in Africa is rewards. Gungor (2011) also found that workers' productivity is strongly influenced by financial incentives in Turkey. According to Yaomah (2013), there is a significant correlation between productivity and reward in Ghana. This finding shows that people work so that based on what they get in terms of reward, they can be satisfied.

Conclusion

In conclusion, the process of organizing and enhancing individuals' physical, mental, and emotional capabilities for productive work is what is known as Human Resource Management practices in any organizational setting. In this study, effective training, and reward were identified as investments in an organization's human resources with both immediate and long-term returns; however, in educational systems, returns are in the form of improved teacher effectiveness, which typically translates into improved academic achievement for students.

Recommendations

The following recommendations were made based on the findings of this study: The Government, NGOs, school managers, PTA, administrators, educational planners,

curriculum experts or designers, and other stakeholders in secondary education in the Edu local government of Kwara State should give special attention to training and retraining secondary school teachers so that they can do their jobs well. To guarantee teacher productivity and tenure, policies should be developed and periodically reviewed to ensure that teachers' reward systems are attractive and effective. As it keeps teachers on the job and keeps them committed, the salary structure should be reviewed.

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