

ASSESSING THE MANAGEMENT OF HUMAN RESOURCES IN SECONDARY SCHOOLS BY MALE AND FEMALE PRINCIPALS IN RIVERS STATE OF NIGERIA

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ABSTRACT

This study investigated human resources management for effective teaching and learning in secondary educational institutions by male and female principals in Rivers State, Nigeria. The purpose was to identify the human resources available for effective teaching and learning and determine the degree of utilization of the available human resources in secondary schools in Rivers State of Nigeria. A sample of one hundred and twenty (120) (74 male and 46 female principals) randomly drawn from a population of two hundred and forty-five (245) public secondary schools in Rivers State participated in the study. A 52-item human resources management for effective teaching and learning questionnaire for school principals was used in data collection. The questionnaire was validated and the reliability index was 0.78. The data collected was analyzed using simple percentages and z-test. The results indicated that 57.17% of the human resources are available with exception of the science teachers; 79.10% of the available human resources were adequately utilized, though 32.69% of mathematics and science teachers were over-utilized. It was, therefore, recommended that Government should employ qualified teachers particularly for mathematics, chemistry, physics, and other science subjects.

Keywords: Management, human resources, secondary schools

INTRODUCTION

Human Resource Management refers to the recruitment, deployment, training, transfer, safety and retirement of employees from a school system. It is concerned with people at work and their relationships within the school system. Human resource management aims to achieve both efficiency and justice in the school system. It enables each employee to make his best contributions to success of the school. It seeks to provide fair terms and conditions of employment and thus enables employees to experience job satisfaction.

Human resources in the secondary school system refer to the principal, teachers, students and the non-academic staff (which includes clerks, messengers, cleaners etc). The success of any educational programme depends, to a considerable extent on the availability and utilization of skilled manpower of all types and grades in the entire school system. Therefore, all the activities of any school system are initiated and determined by the persons who make-up the school. School plants, offices, machine, and other material resources are unproductive without the direction of human efforts (Nwafor, 2006; Momoh, 2008; Adeyeye, 2008; Olajuwon, 2010).

Management involves getting work accomplished through the co-ordinated efforts of other people. School managers are therefore, most likely to be judged not just on their own performances, but also on the results achieved by subordinates. Therefore, effectiveness of male and female school principals in management of human resources in the teaching and learning process may be assessed by such factors as:

- 1) The strength of motivation and morale of staff and students,
- 2) The success of their training and development, and
- 3) The creation of a school environment in which staff and students work willingly and effectively. Other indicators of schools effectiveness include relationship with subordinates,

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decision-making, problem-solving, institutional maintenance and strategies for handling conflicts in the school. In addition, some possible indicators of ineffectiveness in the school may include: (1) Absenteeism; (2) The incidence of sickness (3) Accidents at work (4) Poor time-keeping, and (5) The level of labour turnover (Mullins, 2006).

Effectiveness refers to the output, the capacity to achieve the stated objective in terms of abilities, behaviour, and habits as well as observed behaviour in the teacher or subordinate being rated (Nwafor, 2012). Secondary schools in Rivers State of Nigeria have for years been experiencing various problems in an attempt to achieve effective administration of educational resources for the realization of stated educational objectives. Hence the need to study the problems of human resource management in secondary schools cannot be over-emphasized.

Human resources play an indisputable role in maintaining and promoting quality education in the school system. They contribute largely to the tone of the school. The school plant is vital and complementary to human resources in determining the quality of education in every school (Nwachukwu, 1988). Despite the key role of human resources in ensuring quality education, some problems still militate against the provision of human resources, the effective utilization of available ones and active involvement of principals in human resource management for effective teaching and learning in Rivers State secondary schools.

The main purpose of this study was to identify the human resources available and their level of utilization by male and female principals for the teaching and learning process in secondary schools in Rivers State. It was further hypothesized that there is no significant difference between male and female principals on utilization of available human resources for the teaching and learning process in Rivers State secondary schools.

METHODOLOGY

The design of the study was the descriptive survey intended to identify human resources available and their level of utilization by principals of secondary schools in Rivers State. The population consisted of all the 245 principals of two hundred and forty-five (245) public secondary schools in Rivers State.

A sample of 200 principals representing 82% of the population was randomly selected to participate in this study. The instrument used for this study was a well-designed questionnaire which was divided into sections, A and B. Section A contains personal information while section B contains 48 items designed to elicit information on human resources available and their level of utilization in Rivers State secondary schools. The 48-item questionnaire was framed on a four-point likert-type variety scale based on: Very Available (VA) = 4 points; Available (A) = 3 points; Rarely Available (RA) = 2 points and Not Available (NA) = 1 point.

The second part of section B was structured thus: Over Utilized (OU) = 4 points, Adequately Utilized (AU) = 3 points; Under Utilized (UU) = 2 points and Rarely Utilized (RU) = 1 point. The instrument was validated and had a test – retest reliability index of 0.78. The instrument was personally administered to the 200 principals at the selected two hundred secondary schools in Rivers State. Out of 200 copies of questionnaire distributed to the participants, 120 were properly completed and used for analysis. The data analysis and results are presented in Tables below.

This study answered two research questions with simple percentages. The only null hypothesis formulated for this research was tested and analyzed using Z-test statistics at 0.05 confidence level with 118 degrees of freedom. Table 1 contains answers to the research question one.

Research Question 1

What are the types of human resources available for effective teaching and learning for male and female principals in secondary schools in Rivers State?

Table 1. Percentages of the respondents on the availability of human resources in Rivers State secondary schools

S/No.	Human resources available in your school (teachers)	VA (4)	%	A (3)	%	RA (2)	%	NA (1)	%	Total
1.	English Lang.	24	20.0	52	43.3	40	33.3	4	33.3	120
2.	Mathematics	26	21.7	54	45.0	40	33.3	-	0	120
3.	Physics	6	5.0	38	31.7	48	40.0	28	23.3	120
4.	Chemistry	14	11.7	30	25.0	50	41.6	26	21.7	120
5.	Biology	16	13.3	76	63.3	24	20.0	4	33.3	120
6.	Agric Science	18	15.0	72	60.0	22	18.3	8	6.7	120
7.	Government	40	33.3	50	41.7	22	18.3	8	6.7	120
8.	Economics	38	31.7	72	60.0	6	5.0	4	3.3	120
9.	Literature	12	10.0	42	35.0	42	35.0	24	20.0	120
10.	Geography	8	6.7	60	50.0	42	35.0	10	8.3	120
11.	History	10	8.3	22	18.3	58	48.3	12	10.0	120
12.	Commerce	30	25.0	68	56.7	10	8.3	12	10.0	120
13.	French	2	1.7	12	10.0	34	28.3	72	60.0	120

In Table 1, “Very available” (VA) and “Available” (A) were combined to be “Available” while “Rarely Available” (RA) and “Not Available” were combined to be “Not Available”. To assess the human resources available for effective teaching and learning in secondary schools in Rivers State, thirteen (13) subject teachers were considered.

The data presented show the percentages of the human resources available in secondary schools in Rivers State. The Table (1) shows that most of the human resources were available in secondary schools. They include: English Language, Mathematics, Biology, Agricultural Science, Government, Economics, Geography and Commerce teachers, with total percentages of 63.3%, 66.7%, 75%, 75%, 75%, 97%, 56.7%, and 81.7% respectively. While the rest of the human resources were not available with low percentages. Based on the analysis, 57.17% of the total human resources were available in Rivers State secondary schools. The majority that responded positively indicated that most of the human resources for effective teaching and learning are available in secondary schools in Rivers State.

Research Question 2

How are the available human resources being utilized by male and female principals for effective teaching and learning in secondary schools in Rivers State?

In Table 2, “Over-Utilized” (OU) and “Adequately utilized” (AU) were combined to be “Adequately utilized” while “Under-utilized” (UU) and “Rarely Utilized” (RU) were combined to be “Under-Utilized”. The analysis of the data presented indicates that some of the human resources available were adequately utilized such as Biology, Agric Science, Government, Economics, Literature, Geography and Commerce teachers that were available were indicated ‘adequately utilized’, with 50.0%, 58.3%, 63.3%, 68.3%, 53.3%, 66.7% and 55% respectively. In addition, English Language, Mathematics, Physics and Chemistry teachers were over-utilized. The rest of the human resources were not utilized with low percentages. Based on the analysis, 79.1% of the total human resources available are adequately utilized to enhance effective teaching and learning processes in secondary schools in Rivers State. The human resources under-utilized are more of the History teachers.

Table 2. The Rates of Utilization of Availability Human Resources in Rivers State secondary schools

S/No.	Utilization of Available Human Resources (Teachers)	OU (4)	%	AU (3)	%	UU (2)	%	RU (1)	%	Total
1.	English Lang.	72	60.0	42	35.0	4	3.3	2	1.7	120
2.	Mathematics	66	55.0	44	36.7	10	8.3	-	-	120
3.	Physics	52	43.3	38	31.7	10	8.3	20	16.7	120
4.	Chemistry	54	45.0	38	31.7	12	10.0	16	13.3	120
5.	Biology	42	35.0	60	50.0	16	13.3	2	1.7	120
6.	Agric Science	30	25.0	70	58.3	14	11.7	6	5.0	120
7.	Government	24	20.0	76	63.3	16	13.3	4	3.33	120
8.	Economics	22	18.3	82	68.3	10	8.3	6	5.0	120
9.	Literature	34	28.3	64	53.3	20	16.7	2	1.7	120
10.	Geography	20	16.3	80	66.7	28	15.0	2	1.7	120
11.	History	22	18.3	38	31.7	46	38.3	14	11.7	120
12.	Commerce	28	23.3	66	55.0	20	16.7	6	5.0	120
13.	French	44	36.7	26	21.7	12	10.0	38	31.7	120

Hypothesis 1

There is no significant difference on the type of human resources available for effective teaching and learning between male and female principals in Rivers State secondary schools.

Table 3: Mean (\bar{x}), standard deviation (SD) and Z-test analysis of male and female principals opinions on the types of human resources available for effective teaching and learning in Rivers State secondary schools.

Groups	N	\bar{x}	S.D	d.f	Z-Cal. value	Z-Crit. value	Decision
Male Principals	74	3.65	0.38				
Female Principals	46	3.04	0.67	118	2.01	1.96	Reject H_0

Table 3 shows that the calculated z-value of 2.01 is greater than the critical z-value of 1.96 at 0.05 level of significance for a two-tailed test. The null hypothesis (H_0), which states that there is no significant difference between male and female principals opinions on the types of human resources available for effective teaching and learning, is therefore rejected.

DISCUSSION

The study revealed that most of the human resources are available with the total of 57.18% as against 42.82% that responded "Not Available". Among the 13 subject teachers that were considered to assess human resources available for effective teaching and learning, it was discovered that the following teachers were available: English Language, Mathematics, Biology, Agric Science, Government, Economics, Geography and Commerce teachers, with total percentages of 63.3%, 63.3%, 66.0%, 73.3%, and 83.3% respectively, but the Chemistry and Physics teachers were not available. The same is applicable to French and Literature teachers. For History teachers, the reason could be as a result of many people substituting it for Government. Even in secondary schools, many students rather choose Government in place of History in their public and external examinations. These findings are in line with Ukeje (1986), who stated that success in any educational programme depends, to a considerable extent, upon the availability of skilled manpower of all grades and types in an optimal distribution.

From the findings in Table 2, Biology, Agric Science, Government, Economics, Literature, Geography and Commerce teachers that were available were 'adequately utilized', with 50.0%, 58.3%, 63.3%, 68.3%, 53.3%, 66.7% and 55% respectively. However, some of the human resources available, like English, Mathematics, Physics and Chemistry teachers with percentages of 60%, 55%, 43.3% and 45% respectively were over-utilized.

The Chemistry, Physics, Literature and French, teachers were not available as such; the few available ones, were over-utilized to enhance effective teaching and learning. For the History teachers that were rarely utilized, the reason could be that most students substituted History for Government when choosing the subjects to offer in external examinations. This very situation renders the available History teachers under-utilized.

In line with the above findings, Gbosi (2003) indicated that the provision of these human resources should therefore be matched with optimum utility in order to ensure effective implementation of the schools management. The results of the hypothesis on sex of the principals showed that majority of the principals are males. The finding proved that there is significant difference between opinions of male and female principals on the types of human resources available for effective teaching and learning. The calculated z-value of 2.01 was greater than the table z-value of 1.96. Therefore the null hypothesis was rejected.

CONCLUSIONS

This study discovered that the following teachers were available: English Language, Biology, Agricultural Science, Government, Economics, Geography and Commerce, but the Mathematics, Chemistry and Physics teachers were not available. The study, thus concluded that there is still insufficient human resources (teachers) in the secondary schools in Rivers State, especially in science subjects. Most of the available teachers are adequately utilized. In addition, science teachers of Physics, Chemistry and Mathematics are over-utilized.

RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are made:

1. The available human resources in the secondary schools should be adequately utilized.
2. The rarely utilized History teachers should be sent to capacity building programmes (seminars, workshops etc) to enhance their performance in secondary schools in Rivers State.
3. Government should employ more qualified teachers particularly for Chemistry, Mathematics and Physics subjects whose teachers were over-utilized.

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