

**Human Resource Management for Secondary School
Effectiveness in Taraba State, Nigeria**

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Abstract

This study examined human resource management for secondary school effectiveness in Taraba state. Two research questions guided the study. The population comprised 3,225 teachers from 304 public secondary schools in Taraba state. 300 teachers constituted the sample, using simple random sampling technique. However, 10 item rating scale questionnaire constructed by the researchers, titled human resource management for secondary school effectiveness questionnaire (HRMSSEQ) was used for data collection. Descriptive research design was adopted for the study. Simple percentages were used in answering the research questions. Findings of the study revealed that job enrichment programmes for teachers influences secondary school effectiveness and training/ retraining programmes for teachers improves school effectiveness. It was, therefore, recommended among others that the school management should once in a while create job enlargement programmes or job enrichment programmes for teachers to enlarge their scope and as well as organizing training /retraining programmes for them to aid school effectiveness.

Keywords: *Human resource management, job enrichment programmes, training/retraining, school effectiveness.*

Introduction

Any instruments or tools that can be used for any job must be sharpened to be able to work very effectively to accomplish the purpose in which it is made for. In the

school settings like secondary education, effectiveness cannot be ascertained without developing human resources (knowledge, skills, attitudes and capabilities). Secondary school education effectiveness in this context refers to the active and functioning activities of the school by men, women, young and old, that is the principals, teachers, students (non-academic staff inclusive)

The perception of human resource management has over the years been seen or understood variously by experts. Jones and George (2006), defined human resource management as all the activities educational managers engage in, to entice and retain staff and to ensure that they perform at a high level and contribute to the achievement of organizational goals. Therefore, Human resource management is the methods of interacting and maintaining human resources so as to achieve the purpose and to meet the goals of the organization. Emanghe (2016), viewed human resources as knowledge, skills, creative abilities, talents, and attitudes acquired and as well as referred to human resource management as a process of making the efficient and effective use of human resources so that the set goals of an organization are achieved, whereas Ekpiken and Ebuara (2015), defined human resource management as a planned and rational approach to the management of an organization's most valued asserts (human resources). According to the authors, human resources: not capital, not income, or material resources constitutes the ultimate basis of the wealth of nations. Hence, capital and material resources are passive factors of production while human resources are the active agent who accumulate wealth, exploit material resources, and build social, economic and political organization as well as national development. Therefore, secondary school education and other institutions effectiveness pigeonholes on human resources management to achieve the set goals.

Human resource management may be referred to as the process of recruiting, selecting and retraining the best people and placing them in jobs where their talents and skills can be best utilized .and as well as motivating them through incentives, job training and retraining, and job enrichment programme in order to achieve both institutional and individual objectives. (Akpakwu, 2012). In this study, the researchers considered job training / retraining, and job enrichment programme variables as human resource management for secondary school education effectiveness in Taraba state, Nigeria.

The term training refers to the acquisition of knowledge, skills and competencies while retraining in the other hand, involves the renewal or updating of worker's skill, knowledge, attitude, work habits and competencies to enable them perform their assigned responsibilities creditably (Imhabekhai, 2001). Training is a very important aspect of staff development. Eze, (2016) perceived training as the development of specific skills and attitudes needed to perform a particular job or series of jobs in order to be effective in teaching and administrative work, to maximize the productivity of the individual and improve the overall organizational efficiency, as well as a continuous assistance or coaching given to teachers in order to

make them have current knowledge of the job content, scope and relationship within the organization. The author also considered retraining on the other hand, as an on-the-job training used by organizations to bring about development and improved effectiveness or competency in teachers. The retraining programmes help the teachers to adapt with the frequent policy changes in education system in Nigeria.

Musset (2010), also looked at training and retraining as a way to update, develop and broaden the knowledge that teachers had acquired during the initial teacher education and/or provide them with knowledge and technology-based society needs to reduce mistakes and improve innovations in the teaching profession. This can be done through in service training, conferences, workshops, seminars and demonstrations etc, which improves the effectiveness of teachers. Ngala and Odebero (2010), opined that training and retraining are seen as a vehicle to improve on teachers teaching effectiveness. They further noted that teachers getting involved in staff development programmes, particularly pursuing higher education could motivate them into taking their teaching roles more effectively. This becomes imperative because at times it seems that the training received in teacher institutions might have little or no relevance with the practice in schools. There is, therefore, the need to address this mismatch that appears to exist between training received in colleges and universities and actual work place performance, this may help teachers in the practice to be abreast with the changes in the field of education orchestrated by modern technology.

Training and retraining will upgrade teachers' qualifications, career prospects or to improve their teaching and has a direct effect on productivity of workers. Eze (2016) identified the functions of in service training to include: increased productivity, improvement of quality of work, improved skills, knowledge, understanding and attitudes. With the knowledge, skill and ability that are relevant to the professional life of a teacher, as well as improved the personality of the teachers such that their attitudes are reshaped, their habits are reformed and their personality is reconstituted.

Enamul, Mahabuba and Kanesean (2012), collaborated that there is significant impact of training\retraining on teachers' professional development activities on school improvement, that maximum school improvement can be achieved if schools put more emphasis on teachers' collaboration, in service training and classroom observation. Bassey, Bassey, Ojua and Ottong (2011), supported that there is a significant relationship between the two variable, that is training\retraining of teachers and their productivity, which is manifested in terms of their punctuality, organizing extra lessons for students, timely submission of examination grades and finally in participation in extra curricula activities in school.

Job enrichment is another aspect of human resource management for school effectiveness. Wikipedia (2011), defined job enrichment as a method of motivating employees when a job is designed to have interesting and challenging task which can

require more skills and can increase pay. In other words, school administrators should mapped out a method for redesigning jobs and a motivation technique that aims at making work more interesting and challenging for the teachers that consist of giving more responsibilities than what originally applied to the job, creating opportunities for professional growth and recognition. In view of this, Vijay & Indradevi (2015), stressed that Job enrichment and job enlargement made the employees' feel that the organization actually owns them, hence, improved their performance. Performance of Employees can be done by increasing their satisfaction level and satisfaction level can be enhanced by enriching and enlarging their jobs in the organization. Saleem, Shaheen & Saleem (2012) are of the same view that job enrichment also enhances the motivation level and the performance of the employees on the work place and their propensity to achieve the goals is also becomes more possible.

Magaji, Akpa & Akinlabi (2018), in their studies, confirmed that an enriched job offers more autonomy and freedom in carrying out the related responsibility and adds variety and challenge to an employee's daily routine. According to them, besides the pecuniary remuneration associated to work, an enriched job renders self-fulfillment, actualization and contentment of fragment job. Shakeela Wasim & Rashada (2012), identified four factors of effectiveness in an organization, which school is inclusive to include; job autonomy, organizational support, training and justice in the organization. In other words, these factors improve the employees' performance, if job is to be enriched. This is because job autonomy can play an important role in enhancing the performance of the employee in the organizations as well as creates a sense of responsibility among the employees of the organization, the employees can give extra ordinary effort to the productivity of the organization when the organization gives them full support, the training given to the employees improve their performance by the way of development in their skill and the organizational justice when achieved in its true sense, it may affect the employee performance, their commitment level in the organization and also their level of efforts towards achievement of their goals.

Shakeela Wasim & Rashada (2012), identified two different categories of justices in an organization, to include distributive justice and procedural justice. Distributive justice in an organization is how the returns of the organizations are distributed among the employees and among the owners of the organization or the employers, such distributive justice as pay system, compensation system, performance evaluation and promotion of the employees on equal basis or fair justice and when the employees feel that the organization or the employer is distributing its returns among the employees on fair basis or fair justice, is what is referred to as procedural justice in an organization. In the education system where the distributive justice and procedural justice are seem to be in one-way direction, it turns to affect or demoralizes school effectiveness.

This scenario of non-job enrichment and training/retraining programmes for secondary school teachers in Taraba state, turns to ineffectiveness of school, hence pave ways to half-baked and unqualified secondary school leavers that have become nuisance to the society. It is against this background that the researchers were motivated to carry out study on human management for school effectiveness in Taraba state, Nigeria.

Statement of the Problem

The importance of human resource management for secondary school education cannot be over emphasized, because human resource management is a planned and rational approach to the management of an organization's most valued asserts. Human resources are the active agent who accumulate wealth, exploit material resources, and build social, economic and political organization as well as national development. Therefore, human resource management is the methods of interacting and maintaining human resources so as to achieve the purpose and to meet the goals of the organization.

However, it has been observed that secondary school education in Taraba state gave less attention to the human resource management in terms of training/retraining and job enrichment programmes of teachers for effective performance in schools, hence, quality of secondary school education is in the decline due to its ineffectiveness. Human resource management in secondary school education of Taraba State is a serious concern to education stakeholders such as educators, students, parents, government, and the general public. This can be perceived as secondary school education quality is declining at fast rate due to the ineffectiveness of the teachers. This scenario have pave ways to half-baked and unqualified secondary school leavers that become nuisance to the society. Therefore, the researchers pose a question as to what extent does human resource management influence secondary school effectiveness in Taraba state.

Purpose of the Study

The purpose of the study was to examine how human resource management influenced secondary school education effectiveness in Taraba state, Nigeria. Specifically, the study sought to:

1. Find out how job enrichment programmes influence secondary school education effectiveness in Taraba state.
2. Ascertain how training/retraining influence secondary school education effectiveness in Taraba state.

Research Questions

The following research questions guided the study:

1. How does job enrichment programmes influence secondary school effectiveness in Taraba state?

2. To what extent does training/retraining programmes influence secondary school effectiveness in Taraba state?

Methodology

The researchers adapted descriptive research design for the study. The population of the study comprised 3225 teachers in 304 public secondary schools in Taraba state (TPPMB, 2019/20200). The sample of the study consisted of 300 Teachers selected from 304 secondary schools, using simple random sampling technique through the hat and draw method. The instrument used for the data collection was 10- item questionnaire tagged “Human Resource Management for Secondary School Effectiveness Questionnaire” (HRMSSEQ) was faced validated by two experts. To ascertain the reliability, a pilot test was carried on 30 Teachers outside the area of study. The data obtained was subjected to Cronbach Alpha Reliability Estimates that yielded coefficients of .744 and .861 which was considered the instrument good for the study. The questionnaire contained two sections. Section A was for personal data while section B sought information on the variables of the study. The response format of HRMSSEQ was coded using a 4 point modified likert type scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). The data was analyzed using descriptive statistics (Frequency and percentage).

Results

Research Question 1: How important are job enrichment programmes designed for secondary school effectiveness?

Table 1: Teachers’ responses on managements’ role in creating job enrichment programmes for secondary school effectiveness in Taraba State, Nigeria.

Job enrichment	SA	%	A	%	D	%	SD	%
	F		F		F		F	
My school has created various task that helps broaden the scope of our job	17	5.7	49	16.3	130	43.3	104	34.7
My school does not create autonomous work teams with responsibility and authority	88	29.3	134	44.7	44	14.7	34	11.3
If job enrichment is made, I can be more effective	197	65.7	92	30.7	8	2.7	3	1.0
Job enrichment programmes adds value to teachers teaching effectiveness	111	37.0	124	41.3	45	15.0	20	6.7
Job enrichment has given me abilities to do my job effectively	99	33.0	132	44.0	50	16.7	19	6.3

This section presents the responses of teachers on the management's role in creating job enrichment programmes for secondary school effectiveness. The data

were analysed to identify whether management of human resources such as job enrichment and training would enhance teacher's effectiveness in secondary schools, as shown in table 1; teachers were asked in questionnaire to indicate their responses on managements' role in creating job enrichment programmes for secondary school effectiveness. The data obtained on the statement that school has created various tasks that helps broaden the scope of teacher's job revealed that only 5.7 percent of the teachers strongly agreed that their school has created various task that helps broaden their scope of our job to improve school effectiveness. About 16.3 percent agreed to the statement; 43.3 percent disagreed that their school has created various task that helps broaden their scope of job to improve school effectiveness while 34.7 percent of the teachers indicated that school management never created various task that helps broaden the scope of our job to improve school effectiveness. These high percentage values of 43.3 and 34.7 revealed that school management rarely creates various task that helps broaden teachers' scope of their job to enhance school effectiveness.

The data on the teacher's response regarding my school does not create autonomous work teams with responsibility and authority revealed that that only 29.3 percent of the teachers strongly agreed that schools does not create autonomous work teams with responsibility and authority that can improve school effectiveness. About 44.7 percent agreed to the statement; 14.7 percent disagreed that schools does not create autonomous work teams with responsibility and authority that can improve school effectiveness while 11.3 percent of the teachers indicated that schools does not create autonomous work teams with responsibility and authority that can improve school effectiveness. The high percentage values of strongly agreed and agreed revealed that any schools that does not create autonomous work teams with responsibility and authority would impede school effectiveness.

On if job enrichment is made, teacher can be more effective, 65.7 percent of the teachers strongly agreed that if job enrichment is made, teacher can be more effective to improve school effectiveness. About 30.7 percent agreed to the statement; only 2.7 percent disagreed that if job enrichment is made, teacher can be more effective to improve school effectiveness while only 1.0 percent of the teachers indicated that if job enrichment is made, teacher can be more effective to improve school effectiveness. These high percentage values of 65.7 and 30.7 revealed that school enrichment programmes enhances school effectiveness.

Furthermore, the data obtained on the statement that job enrichment programmes adds value to teachers teaching effectiveness revealed that only 37.0 percent of the teachers strongly agreed that job enrichment programmes adds value to teachers teaching effectiveness. About 41.3 percent agreed to the statement; 15.5 percent disagreed that job enrichment programmes adds value to teachers teaching effectiveness while 6.7 percent of the teachers indicated that job enrichment programmes adds value to teachers teaching effectiveness. The percentage values of

strongly agreed and agreed revealed that job enrichment programmes adds value to teachers teaching effectiveness.

On whether job enrichment has given teachers abilities to do their job effectively, the data obtained on the statement revealed that only 33.0 percent of the teachers strongly agreed that job enrichment has given teachers their abilities to do their job effectively to boost school effectiveness. About 44.0 percent agreed to the statement; 16.7 percent disagreed that job enrichment has given teachers abilities to do their job effectively while 6.3 percent of the teachers indicated that job enrichment has given teachers abilities to do their job effectively for school effectiveness. In conclusion, the cumulative percentage of the high percentage values revealed that job enrichment programmes designed for the teachers enhances school effectiveness in Taraba State.

Research question 2: How important are training/retraining programmes designed for secondary school effectiveness?

Table 2: Teachers’ responses on managements’ role on their training programmes for school effectiveness in Taraba State, Nigeria.

Training	SA F	%	A F	%	D F	%	SD F	%
School-based seminar and workshops are organize by the school management to improve teaching	57	19.0	62	20.7	115	38.3	66	22.0
Principal encourages teachers to attend in-service training to improve teacher’s teaching effectiveness	76	25.3	108	36.0	74	24.7	42	14.0
Teachers pay to attend professional development programmes	80	26.7	129	43.0	60	20.0	31	10.3
School management encourages teachers to acquire ICT skills to boost their teaching effectiveness	77	25.7	79	26.3	83	27.7	61	20.3
Subject specialists and resource persons are invited from ministry of education to help teachers improves teaching	34	11.3	32	10.7	132	44.0	102	34.0

As shown in table 2; teachers were asked in questionnaire to indicate their responses on managements' role on their training programmes designed for school effectiveness. The data obtained on the statement that school-based seminar and workshops are organize by the school management to improve school effectiveness revealed that only 19.0 percent of the teachers strongly agreed that school-based seminar and workshops are frequently organized by the school management to improve school effectiveness. About 20.7 percent agreed to the statement; 38.3 percent disagreed that school-based seminar and workshops are organized by the school management to improve teaching while 22.0 percent of the teachers indicated that school-based seminar and workshops are organized by the school management

to improve school effectiveness. These high percentage values of disagreed and strongly disagreed revealed that school-based seminar and workshops are organized by the school management to improve school effectiveness.

The data on the teacher's response regarding principal encouraging teachers to attend in-service training to improve school effectiveness revealed that 25.3 percent of the teachers strongly agreed that principal encourages teachers to attend in-service training to improve school effectiveness. About 36.0 percent agreed to the statement; 24.7 percent disagreed that principal encouraging teachers to attend in-service training to improve school effectiveness while 14.0 percent of the teachers indicated that principal encouraging teachers to attend in-service training to improve school effectiveness. On the statement that teachers pay to attend professional development programmes, 26.7 percent of the teachers strongly agreed that teachers pays to attend professional development programmes to improve school effectiveness. About 43.0 percent agreed to the statement; 20.0 percent disagreed that teachers pay to attend professional development programmes to improve school effectiveness while 10.3 percent of the teachers indicated that Teachers pay to attend professional development programmes. These high percentage values of 26.7 and 43.0 revealed that teachers pays to attend professional development programmes for school effectiveness.

Going further, the data obtained on the statement that school management encourages teachers to acquire Information and Communication Technology (ICT) skills to boost their teaching effectiveness revealed that 25.7 percent of the teachers strongly agreed that school management encourages teachers to acquire ICT skills to boost school effectiveness. About 26.3 percent agreed to the statement; 27.7 percent disagreed that school management encourages teachers to acquire ICT skills to boost school effectiveness while 20.3 percent of the teachers indicated that school management encourages teachers to acquire ICT skills to boost school effectiveness.

On whether subject specialists and resource persons are invited from Ministry of Education to help teachers, the data obtained on the statement revealed that 11.3 percent of the teachers strongly agreed that subject specialists and resource persons are invited from ministry of education to help teachers in order to boost school effectiveness. About 10.7 percent agreed to the statement; 44.0 percent disagreed that subject specialists and resource persons are invited from ministry of education to help teachers in order to boost school effectiveness while 34.0 percent of the teachers indicated that subject specialists and resource persons are invited from ministry of education to help teachers. In conclusion, the cumulative percentage of the high percentage values revealed that teacher's training programmes designed for the teachers enhances school effectiveness in Taraba State.

Discussion

The findings of research question one revealed that job enrichment programmes designed for the teachers enhance school effectiveness. Job enrichment is an aspect

of human resource management aimed motivating employees for school effectiveness. This result agrees with Saleem, Shaheen, & Saleem (2012) who noted that job enrichment enhances the motivation level and the performance of the employees on the work place and their propensity to achieve the goals is also becomes more possible. Job enrichment made the employees' feel that the organization actually owns them, hence, improved their performance. Performance of Employees can be done by increasing their satisfaction level and can be enhanced by enriching and enlarging their jobs in the organization.

The findings of research question two revealed that training programmes designed for the teachers boost school effectiveness. A regularly trained teacher is one with skills and expertise to optimally perform his duties. This result is in tandem with Eze (2016) who reported that training is the development of specific skills and attitudes needed to perform a particular job or series of jobs in order to be effective in teaching and administrative work, to maximize the productivity of the individual and improve the overall organizational efficiency, as well as a continuous assistance or coaching given to teachers in order to make them have current knowledge of the job content, scope and relationship within the organization. Training is the acquisition of knowledge, skills, attitude, work habits and competencies to enable the employee perform their assigned responsibilities creditably.

Conclusion

From the result of the study, it could be concluded that job enrichment programmes for teachers enhances school effectiveness. A teacher who has undergone job enrichment programmes is motivated to perform creditably in his assigned duty which ultimately improve school effectiveness. Lack of training programmes for teachers hampers school effectiveness.

Recommendations

Based on the findings of the study, the following recommendations were made:

- (i) The school management should once in a while organize job enrichment programmes for teachers in order to boost their morale for effective and efficient school effectiveness.
- (ii) The school management and education authorities should frequently organize professional development programmes for teachers to update their knowledge as these programmes would boost school effectiveness.

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