Managing Human Resources for the Achievement of Quality Secondary Education in Rivers State

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ABSTRACT
This work examined the management of human resources for the achievement of quality secondary education in Rivers State. Education is the pivot on which the prosperity and future of any community, state or nation depends. It is the human resources who are the key factors that will combine other resources such as material resources, time resources and liquid resources in order to achieve the goals of educational objectives. The human resources are the most valued asset in any organization and they individually and collectively contributes to the achievement of organizational objectives and therefore, should be managed appropriately rewarded or compensated. In the school setting the teachers are the most valued resources since they are the major change agent that helps to transform the illiterate students to an educated and enlighten persons useful to himself and the society. The human relations movement theory propounded by Mary Parker Pollet in the 1930s-1950s was used to guide the study. The work revealed that teachers commitment can be improved through various motivational strategies and packages. Training and re-training of teachers in workshops, seminars and conferences will expose them to the latest pedagogical skills to help them perform better. Consequently, the study revealed that the supply and efficient utilization of teachers were grossly inadequate. Based on the conclusion, therefore, it is recommended that managing human resource and the efficient utilization of teachers should be encouraged and there must be job security and satisfaction while carrying out their duties. And it was recommended that salaries and fringe benefits must be reasonably adequate and regular, the government should empower the ministry of education, the schools board to work effectively in addressing the major challenges that militate against educational human resource management in Rivers State. This will lead to quality secondary education in the state and beyond.

Keywords: Human Resources, Achievement, Quality and Secondary Education.

INTRODUCTION
The place of human beings in the life of every organization becomes necessary since in their absence, no other resource will be able to use itself in the productive process. Okorie (2009), ascertained that every organization is peopled and it is such that convert inputs into outputs. In other words, remove human beings from the organizations and you see that there will be no life in it. So human agents and their skills, knowledge, attitudes, competences, etc, are all useful in organization. Noe and Wright (2004) in Maduagwu and Nwogu (2006) stated that “human resources refers to the organizations employees which are described with reference to their training, experience, judgment, intelligence, relationship and insight. This implies that teachers and employees of our educational institutions are the assets and hence cannot be interchanged or easily replaced as spare parts but they are a source of survival for the educational institutions.
The school is an organization that strives to meet the goals of the society that established it. According to the Federal Republic of Nigeria (2004), “Schools are established to meet the needs of the individual members and that of the society, and education is an instrument per excellence for the pursuance and attainment of national goals. Every nation expects to attain economic and social development”. In doing that, the school and educational organisations have to be placed at the fore-front because, it is through them that the manpower that will bring about such development to the nation is realized. Human resources in the school system have been known to be at the centre of emphasis. According to Ibadin (2010), it is the problem of quality of the teachers in the school organizations, and how to get enough quality of qualified and experienced teachers for the fast growing system that have become very imperative. With the growth rate in education, the number of teachers ought to increase as the number of students increases. However, in increasing the number of teachers, their skills, competencies, attitudes, knowledge and many other comes into play prominently

At the secondary school level, teachers and principals as human resources are important, given the teaching job they do. The business of the school is to educate, and the most important resource in the school is the teacher and other human resources (ie. Support staff) within the school that help to transform the illiterate students to an educated and enlighten person useful to himself and the society, it is important to note that the students are raw materials (so to say) in the hands of the teachers ready to be processed and transformed into finished products.

They are liken to the crude mineral deposit which are in its natural form, until it has been extracted and refined by the petroleum engineer to get Kerosene, Diesel, Gas, Petrol etc. (Maduagwu Nwogu 2006). Akinsolu (2010) opined that everybody cannot provide educational instruction, it thus requires well trained teachers who can plan and deliver instructions in the way it can ease the attainment of goals of education. Thus, it is impossible for unqualified teachers to implement the instructions for the students. So human resource management in its responsibility, ensures that it is only teachers who are rigorously trained and prepared that should be allowed to partake in the instructional process.

THEORETICAL FRAMEWORK

This study is anchored on the human relations movement theory as was propounded by Mary Parker Follet, and Elton Mayo and (1930-1950) they contributed greatly to the fundamental idea behind the human relations approach to management. They asserted that people’s need are the decisive factor in achieving organizational effectiveness. The human relations principles stipulate that good human relations are indispensable in good administration. They posited that human beings are not machines, so they have feelings, can think and act in accordance with the work situation and environment.

Therefore the school administrator must learn the best way to relate with his staff members. He must also be aware of the importance of teamwork and to have listening ears and carry the staffs along in planning strategies and decision making. The application of this principle would go a long way in reducing conflict, tension and would improve productivity through proper and efficient staff utilization as well as creating an environment that will promote staff retention in service.

Training and Utilization of Human Resources Of Secondary School in Rivers State

In educational Institutions, Ministers, Commissioners of Education, and Directors of School Boards are all managers at different levels. They are concerned with the planning and formulation of educational policies and programmes with the view to achieving expected educational goals. In the present dispensation, matters such as staffing, finance, control of teachers and admission of students are no longer in complete control of the principal. Objectives, goals and policies are formulated by the government and handed over to school managers for implementation. Nevertheless, the school principal remains the manager at the school setting. In the school system, teachers are recruited and selected by the ministry of education. Those recruited are then posted to different schools where their services are needed. The school manager (principal) in turn assigns the teachers to the classes. The principal as the school manager becomes an indispensable tool in the human resource management circle. He becomes duty bound to provide the needed resources for successful accomplishment of relevant assignments. The
principal as the manager of secondary school concentrates on such innovative practices having stated specific goals, to direct the members of his organization to work towards the achievement of goals. He makes sure that the right man is doing the right job, at the right time and in the right place. He apportions this authority taking into considerations such demographic data as sex, age, mental status, years of experience, exposure and subject area of specialization. This is very carefully done to place people in where they can effectively perform happily and without much stress. Energetic young staff are given extra responsibilities such as form teachers, house masters, compound masters, duty masters etc. Experienced teacher with relevant qualifications are given position as, Heads of Department, Teaching supervisors, examination coordinators etc. This helps to make the junior staff to develop through understanding them at work.

The teachers in the school system require considerable level of management technique which must be done with care. This is because the teachers constitute the major determinant of the quality of the educational products. Their quality matters a lot since, it also determines what they impact to the learners. It is in view of this that Akinsolu (2010) stated as below:

*If they are apathetic, uncommitted, uninspired, unmotivated, immoral and anti-social, the whole nation is doomed. If they are ignorant in their disciplines and thus impart wrong information they are only useless but dangerous. Therefore, the kind of teachers trained and posted in schools may well determine what the next generation will be like.* (pp 87).

The forgoing extract has revealed that the teacher is a key factor in the school system, and as such ought to be well trained and retrained for the job he/she does (both for new and old staff). The teacher must not be one who is known for negative behavior, for he/she in likely to pass same on into his/her students. From all indication, the teacher can make or mar the school curriculum, so it becomes imperative to ensure that they are adequately prepared and orderly in job performances. When that is done, Akinsolu (2010) suggested that they (teachers) can then engage in better service delivery to increase productivity.

Human resource management in the field of education is not an aimless endeavour. It is targeted at realizing a number of objectives. According to Adeyemi (2009), the objectives of human resources management in education are as follows:

1. To develop the kind of personnel that would effectively perform the various tasks.
2. To create a climate conducive for maximum productivity.
3. To provide effective leadership
4. To influence members of staff in performing effectively
5. To assess what constitutes the needs of the organization.
6. To meet the need of employees
7. To maintain and improve staff welfare services.

**Decline of Quality Secondary School Graduates in Rivers State**

The decline of good quality secondary school graduates must be provided with corresponding solutions. In recent times, the decline in the quality of our secondary school graduates has given the stakeholders a lot of concern because their performance is nothing to write home about. A very close look at the result of the West Africa Senior School Certificate Examination (SSCE) from 2006-2008 will go a long way in buttressing the issue of the fallen standard of education in Nigeria (see table below).
Statistics (on State Basis) of the Candidates with A Minimum of Five Credits Including English Language and Mathematics in the May/June WASSCE from 2006 to 2008

Percentages of candidates with five (5) credits (including English Language and Mathematics) in the May/June WASSCE in Nigeria from 2006 to 2008 see below

<table>
<thead>
<tr>
<th>State</th>
<th>% that obtained at least 5 credit including mathematics &amp; English language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006 %</td>
</tr>
<tr>
<td>Abia</td>
<td>31.61</td>
</tr>
<tr>
<td>Anambra</td>
<td>4.65</td>
</tr>
<tr>
<td>Akwa Ibom</td>
<td>37.83</td>
</tr>
<tr>
<td>Bauchi</td>
<td>10.65</td>
</tr>
<tr>
<td>Bayelsa</td>
<td>39.90</td>
</tr>
<tr>
<td>Benue</td>
<td>15.55</td>
</tr>
<tr>
<td>Borno</td>
<td>10.92</td>
</tr>
<tr>
<td>Cross River</td>
<td>14.50</td>
</tr>
<tr>
<td>Delta</td>
<td>20.89</td>
</tr>
<tr>
<td>Ebonyi</td>
<td>8.59</td>
</tr>
<tr>
<td>Edo</td>
<td>59.32</td>
</tr>
<tr>
<td>Ekiti</td>
<td>30.38</td>
</tr>
</tbody>
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This astonishing high failure rate at both internal and external examinations have called to question whether or not teachers in the public secondary schools, the most important element in the effectiveness of schools and the quality of a child’s education are competent to teach effectively

Challenges of Secondary School Teachers in Rivers State
Some of the challenges facing the Human resources (i.e secondary school teachers) are enumerated as follows:-

- Training of teachers in secondary school.
- Commitment of teachers in secondary schools.
- Utilization of teachers in secondary schools.
- Supply of teachers in secondary schools
- Motivation of teachers in secondary schools

i. Training and Development of Teachers in Secondary School

According to Peretomode and Peretomode (2001) training is a planned organizational efforts concerned with helping an employee (teacher) acquire specific skills, knowledge, concepts, aptitudes, and behaviours to enable him/her perform more efficiently on his present job, that is to improve on the job performance. The success of our education depends on well trained staff. We cannot replace trained staff with any type of instructional material. Professional employees in particular are crucial to the formulation and successful implementation of secondary school education policies and programmes in any country. Abduallah (2009) went further to buttress that poorly trained employees may perform poorly and make costly mistakes. However development that is related to training but broader in nature and in scope. Similarly, Uche (2009) stated that school heads are in charge of training and development of staff and they includes on-the-job training, coaching, counseling, performance appraisal, job rotation and assignment. All these programmes help staff contribute effectively to organizational growth and development.
ii. Determinant of Training Needs and Objectives of teaching
(a). Performances Appraisal: This approach of job appraisal can reveal a worker inadequacy and class management components for appraisal and necessitate a need for training to help the employees overcome the weakness. This training is designed as a corrective or remedial measure.
In order to achieve the goals and objective of educational systems, particularly in post-primary education boards, there is need for staff professional development. Pereromode (2001) explains that employees may become obsolete and rustic if they do not update themselves with new work, methods, skills and knowledge about their work, organization and environment.
We are of the view that staff should be properly assessed to be able to discover the training needs and approach, so that staff would be current with the modern learning instructions and techniques to be able to perform effectively and efficiently in the system. The government should live up to their responsibility to provide enough and current material resources to the public schools so as to ensure better performance of the human resources.
(b) Commitment of Teachers in Secondary Schools
Oyeleke (2012), stresses that a good teacher must be committed to teaching the students and the school in general. He must be committed to the goals, principles and philosophy of the school”. Part of that commitment is regular and punctual classroom attendance and the performance of duties assigned to the teachers. But today, teachers are ineffective, most of them engage in private business and other duties outside teaching especially during the school hours. This is basically viewed as unethical. Akinsanya (2010), stated that “Teachers shall not belong to other organizations which are likely to be detrimental to the progress of the school.
(c) Staff Utilization and Retention of Teachers in Secondary Schools.
According to Nnabuo and Onveike (2007), it is the function of human resource management to ensure that “the right number of people and the right kind of people are at the right place at the right time, doing the right things that are economically useful”. Education has become effective instrument in establishing individuals to contribute to the development of society. In that sense, Uche (2009) stated that there is the need to engage the best staff in the education business. Many people think and believe that money is the major reason why people who are utilized in educational institution stay long in the system. It is also noted that salaries and allowances play important roles in attracting using and retaining best workers in the school organization. Subsequently, the way and manner that the members of staff are regarded by both the human resource administrator and other staff members determine how good the teaching job will go, in the same vein, also determines how long they stay on the job.
Therefore, Job enrichment is one of the factors that ensure staff utilization and retention in an organization. According to Okorie (2009), job enrichment deals with the techniques used to build challenges and varieties into job designs to enable employees find the job more challenging, interesting and rewarding. It allows workers to control their own organizational performance, have them correct their own mistakes and help them to determine their work place and provide more for staff members.
In the same direction, Adeyemi (2009) argued that staff utilization and retention can be effective if school administrator through the ministry of Education and Schools Board adhere strictly to the following guidelines
- Establishment of a clear channel of communication with teachers
- Encouragement of teacher’s participation in the decision making.
- Welcoming and encouraging teacher’s initiatives.
- Being fair in providing opportunities for promotion and service training.
- Assigning reasonable duties and teaching loads to teachers.
To ensure that teachers who are the human resources in schools are well utilized and retained, the above stipulations must be put into practice, many teachers are not really after fat salaries but job security. A retirement job that would make them keep fit with the socio-economic demands at old age. Job security creates job satisfaction. Especially if it has in-built packages of insurance policies, personal development,
health services, academic freedom, social cordiality as well as participation in making decisions that affects them thereafter.

(d). Supply of Teachers in Secondary Schools

Common observation in the school system in the state shows that teachers usually prefer to work in urban areas rather than in rural areas. This is perhaps due to the presence of many social amenities and infrastructural facilities in the urban areas. As a result of this, there are short supply of teachers or generally lack of teachers in subject areas like English, Physics, Economics, Biology, Chemistry etc. in the rural areas, whereas in the urban centres like Port Harcourt, there are some schools with teaching strengths of 100 teachers with all the subjects evenly represented. There are also schools with 4-5 English, Mathematics, Biology, Agric Science teachers, while some schools do not have one. The most dangerous trend is that the school boards may not consider these imbalances before they approve or make transfers. Transfers to some extent should be based on Subject balancing (Maduagwu and Nwogu, 2006). These imbalances pose a serious threat in the educational system. Schools that lack teachers in the major subject areas will perform poorly and vice-versa. The allocation of teachers to schools must put this into consideration. Teacher-student ratio, rural urban dichotomy and it must be based on need.

(e). Motivation of Teachers in Secondary School in Rivers State

Motivation is the drive to action. Earlier studies have shown that the prompt payment of salaries, allowances and promotion are the key factors that shape the teacher attitudes towards their work. Irregular payment of salaries is one of the major problems facing the teaching profession in Nigeria. Furthermore, the teachers’ work environment in Nigeria has been described as the most impoverished of all sectors of the labour force. Akinwuimu (2000), found that private school teachers appear more motivated than teachers in public schools, the environment is conducive, salaries are paid promptly and pupil-teacher ratio is well implemented. Furthermore, greater attention should be given to improving work-related conditions of teachers to improve the quality of education. In particular, there should be improvements in the supply of teaching and learning materials and general classroom environment to improve student learning.

Achievements of Good Quality Secondary School Education in Rivers State

Okeke (2007) asserts that management encompasses quality in everything, people, process, service and products, the acceptance and welcoming of change maintains that “all efforts from top management group to the work group at the lowest level of the organizational hierarchy are geared towards striving to do the right things first and at the right time and striving for improvement continuously” At school level, quality is not exclusively determined in financial terms. Good quality is determined by a combination of a numbers of elements namely- material inputs environmental factors and teachers, behaviour in the classroom. Babalola and Ayeni (2009), states that quality management requires the attention of education managers in the input-process-output framework to achieve any success since quality encompasses quality in people, process, service and products.

Effects of Human Resource Management to Education Managers (Principals): In order for teachers to assume quality in their schools, there must be commitment. Otherwise there is tendency that their products will be nothing to write home about. It is from the commitment that teachers can put in their best when the issues of teaching and learning takes place. Coupled with training and development, motivation of teachers, utilization and supply of teachers to various schools, availability of instructional materials in schools etc. all these measures will lead to good quality and quantity secondary education in Rivers State and enhances the performance of students. And when this is achieved, the government, parents, students, employer of labour will all benefit tremendously.

RECOMMENDATIONS

In view of the above, the following recommendations are enumerated below
1. Human resources management should be highly reviewed to embrace serious dimensional upgrading through training and adequate remuneration in the educational sector.

2. Brain-drain from our secondary school educational sector ‘to other areas of the economy perceived as “good reward” yielding should be discouraged. This could be achieved through befitting salary and other operational allowances to the teachers and educational managers.

3. Teachers utilization should be encouraged, teachers workload should not be excessively high to ensure that they are effective in contributing their meaningful quota in attaining the envisaged goals of secondary school education.

4. The state government should empower the ministry of education and the schools board to work effectively in addressing the major challenges that militate against educational human resource management practitioners.

5. Salaries and fringe benefits must be reasonably adequate and regularly met.

CONCLUSION

In conclusion, it is noted that much attention has not been given to managing human resources for the achievement of good quality secondary education particularly in Rivers State and beyond. The deficiencies are traceable to lack of adequate policies and poor implementation strategies. The existing dichotomy between the rural and urban supply of teachers, lack of commitment by government, lack of proper planning and coordination of human resource managing strategies are some challenges that are likely to undermine considerable efforts if not adequately tackled. Human resource management holds some prospects for the future, especially for those who are interested and motivated in that area of teaching and learning in order to ensure the achievement of good quality secondary education in Rivers State and Nigeria.

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