Management of Human Resource Development Programmes for Improved Quality of Teachers in Public Junior Secondary Schools in Rivers State of Nigeria

Adasigwung, Victor N. & Amadi Eric

Department of Educational Management and Planning Rivers State University, Nkpolu-Oroworukwo, Port Harcourt, Nigeria
(+2348033429713); Adasivictor2@yahoo.com

Department of Educational Management and Planning Rivers State University, Nkpolu-Oroworukwo, Port Harcourt, Nigeria
(+2348035452254); Amadi.eric@ust.edu.ng; joesac2000@gmail.com

ABSTRACT
This study examined human resource development programmes for improved quality of teachers in public junior secondary schools in Rivers State. A sample of one thousand, two hundred and fifty-four (1,254) teachers (i.e. 25%) obtained by stratified random sampling technique from a population of 5,019 teachers were studied. The instruments were a structured 4 point likert scale type questionnaire with a reliability index of 0.67 and document analysis. The hypotheses were tested by z-test analysis. The result revealed that Human Resources Development Programmes (HRDPs) available are dominantly workshops and seminar. Despite guideline or policies governing the management of the programmes, negative criteria like relationship with nominating officers were employed by field officers, leading to recycling of favoured teachers. Improved skills and improved knowledge ranked higher while increased job satisfaction and morale ranked lower as benefits of HRDPs. It is recommended, from the results that trainings for longer periods in addition to seminars and workshops be funded and properly entrenched and the programmes better managed for more benefits.

Keywords: Management of HRDPs, Policies governing HRDPs, Benefits of HRDPs, Public Junior Secondary School, Rivers State.

INTRODUCTION
It is the human capital that drives all other factors of production to achieve desired results. Skills and every form of ability needed to manipulate other factor of production depend not only on the availability but also on the quality of the human element in the organization. The progress and achievement of any organization/sector has implication on the development of the society. Consistent investment in human capital development is known to correlate highly with level of development all over the world. Effective management of such investments, where and when made, is sine- qua- non for any benefit to accrue therefrom.

It is the teachers and administrator that constitute the main human resources in the education industry. The students are being processed. Teachers are the actual facilitators of the process. It is in this regard that the Federal Government of Nigeria (2014) stated that teacher education shall continue to be given major emphasis in all educational planning and development; since no education system may rise above the quality of its teachers. It is also stated that, “teachers shall be regularly exposed to innovation in their...
profession and in-service training shall be developed as an integral part of continuing education for teachers”.

Antecedents to the present Universal Basic Education (UBE) Programme point to the fact that issues of Human Resources Development (HRD) need to be viewed with greater seriousness. Emergency approaches adopted in effort to remedy the threat of collapse of mass education, by some regional governments in the past and even the National Universal Primary Education (UPE) of 1976, all point to the late realization of the importance of human resource in education.

Gbosi (2003) defined human resource development as the process of increasing the knowledge, skills, talents and capabilities of people with the purpose of making people more efficient in the process of production. The place occupied by teachers in character molding and in nation building cannot be ignored. To get the best from them, their capacity need to be developed through programmes such as workshops, seminars, and other forms of in-service trainings. Human Resources Development is a framework for the enhancement of the capacity of human capital. It is a combination of training and education, in a broad context that ensures the continual improvement and growth of the individual, the organization and the national human resourcefulness (Kelly 2001). The Rivers State Universal Basic Education Law No. 4, 2005, part II section 16 has it that the Board shall be responsible for the approval, training and retraining of teaching and non-teaching staff. This legal responsibility suggests that government also recognize the need to involve staff in career enhancement programmes in addition to pre-service qualifications. Federick and Stephen (2010) reported in their study that Government of Kenya also recognized teacher education not only as a requisite for pre entry qualification to the teaching profession, but also as a critical criterion for upward mobility for serving teachers.

Generally teachers quality is found to correlate highly with student’s achievement (Goldhaber 2008 and Daniel, Magdalenea, Allison and Luong, 2009). Clotfelter (2007) also concluded from their studies that teachers who possess professional teaching standards certificates are on the average more effective than teachers without it.

Onyeike (2004) carried out a study on human resource development of academic staff in Nigerian Universities in the South/East Geo-political zones. Results of the study indicated that academic staff do not participate adequately in human resource development; and different strategies are adopted in human resource development. Among the recommendations made was that the National Universities commission (NUC), the government; organized private sector; and university authorities should encourage academic staff participation in human resource development activities so as to enable them update their knowledge and skills.

Frederick, Ngala and Stephen (2009) conducted a study on Teachers’ perceptions of staff development programmes as it relates to teachers’ effectiveness in primary schools in Kenya. The sample consisted of 100 teachers. Survey design was used. Questionnaire was the instrument used. Finding of the study indicated that the most popular staff development programmes are taking higher education and training, participating in workshops, seminars and conferences among others. Their key recommendations include granting paid study leave and allocating more funds and time to serving teachers to enable them participate in staff development programmes. These studies did not however, include the issue of policies governing implementation and influence of HRDPs on teachers’ performance.

The perceived plummeting output of our educational system in spite the deliberate provision for teacher training from the 2% of consolidated federal government revenue for the UBE Programme, suggests a more critical look at how the HRD programmes are also managed. The quality of our teachers who benefit from them raises questions about the effectiveness and efficiency of such exercises.

In this same vein, Rivers State in the introduction to the summit on education 2008, that led to the declaration of state of emergency on education, remarked “Part of the concern of Government is how to make sure that those who are being paid to educate our students are doing their job and doing it well”.

The competence of teachers depend not only on their pre-service training but also on on-the job training they receive. Therefore, it is right to say that every teacher in the system requires some form of developmental programme which must be managed properly. It is against this backdrop that the major
focus of this study is the examination of the management of human resource development programmes for improved teachers’ quality.

Statement of the problem
Despite the apparent necessity of HRD for effectiveness of school personnel, especially teachers, there seem to be insufficient opportunities and improper management of the few. Many wonder how the junior secondary school teachers could cope with the demands of modern day teaching and the ever changing curricular innovations. They stand disadvantaged in the face of ideas and skills needed to operate as professional in this technological age.

Rivers State recently employed about thirteen thousand (13,000) teachers, some of who are not professionals. Opinions also abound that human resource development programmes available to teachers are not adequate and the policies guiding their implementation are bereft of justice and equity.
To ensure quality education which the State is yearning for, the optimal volume and proper management of HRDPs which has great implication on the quality of teaching need to be examined and addressed. It therefore necessary to also examine the availability of human resource development programmes, policies guiding their operation, and their influence on the performance of teachers.

Purpose of the Study
This study is on HRDP for improved quality of teachers in the UBE junior secondary Schools in Rivers State. Specifically, the study investigated HRDPs available, Policies that govern their application, and tried to ascertain the influence of HRD on teachers’ performance.

Research Questions
The following research questions guided the study:
1. What are the available Human Resource Development Programmes to UBE public school teachers in Rivers State?
2. What are the Policies that govern the application of Human Resource Development Programmes to UBE public school teachers in Rivers State?
3. What is the influence of Human Resource Development Programmes on teachers’ performance in the UBE public school of Rivers State?

Hypotheses
The following hypotheses were tested at 0.05 significance level.
1. \[ H_0 \] There is no significant difference between the mean ratings of inexperienced and experienced teachers on the level of HRDP available to the teachers of UBE public junior secondary school teachers in Rivers State.
2. There is no significant difference between the mean ratings of male and female teachers on the Policies that govern the application of HRDP to teachers of UBE public junior secondary school teachers in Rivers State.
3. There is no significant difference between the mean ratings of male and female teachers on the influence of HRDP on teachers’ performance in UBE public junior secondary school teachers of Rivers State.

METHODOLOGY
The design adopted for this study is a descriptive survey method. The population comprised of 5,019 teachers from all public junior secondary school in the three senatorial districts of Rivers State. The sample is one thousand, two hundred and fifty four (1,254) teachers obtained by Stratified random sampling technique, as the research respondents. This represents 25% of the population.
A modified four (4) point Likert rating Questionnaire tagged “Human resources development and quality questionnaire” (SDFDQ), document analysis and observed facilities were major instrument used in this study.
Content validity was established and the questionnaire also had a reliability coefficient of 0.67. The research questions were analyzed using frequencies, mean and standard deviation while the hypotheses
were tested with z- test statistics. Since a four point Likert type scale was used for data collection, the weighted mean $2.50 \ (4+3+2+1=10/4=2.50)$ was deemed as the criterion for agree or disagree.

RESULTS

**Research Question 1:** What are the Human Resources Development Programmes (HRDP) available for teachers in the Junior Secondary Schools (JSS) in Rivers State?

**Table 1:** Mean Ratings, Standard Deviation and Rank Order of teachers on HRDP available for Teachers JSS in Rivers State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Item</th>
<th>X</th>
<th>SD</th>
<th>Rank Order</th>
<th>Criterion</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Orientation of staff</td>
<td>2.31</td>
<td>1.52</td>
<td>3rd</td>
<td>2.5</td>
<td>Not available</td>
</tr>
<tr>
<td>6</td>
<td>Workshop/Seminar</td>
<td>2.84</td>
<td>1.69</td>
<td>1st</td>
<td>Available</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>On the job training</td>
<td>2.36</td>
<td>1.54</td>
<td>2nd</td>
<td>Not available</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Off-the-job training</td>
<td>2.27</td>
<td>1.51</td>
<td>4th</td>
<td>Not available</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aggregate Mean &amp; Standard Deviation (SD)</td>
<td>2.45</td>
<td>1.6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 shows 4 items related to basic HRDPs considered in the questionnaire with aggregate mean of 2.45 and Standard Deviation (SD) 1.6. The Table shows HRDP carried out the most is workshop/Seminar with a mean of 2.84 which is above the criterion mean of 2.5 and thus the first (1st)

**Research Question 2:** What are the criteria that govern the management of HRDP for teachers of JSS in Rivers State?

**Table 2:** Mean Ratings, Standard Deviation and Rank Order of JSS teachers on the criteria that govern the application of HRDP for teachers.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Item</th>
<th>X</th>
<th>SD</th>
<th>Rank Order</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>HRDP is largely based on relationship with nominating officer</td>
<td>2.50</td>
<td>1.58</td>
<td>4th</td>
<td>Agreed</td>
</tr>
<tr>
<td>11</td>
<td>HRDP is based on teachers ability to bargain on for it</td>
<td>2.51</td>
<td>1.58</td>
<td>3rd</td>
<td>Agreed</td>
</tr>
<tr>
<td>12</td>
<td>Participation in HRDP is based on age (years of service) of nominee</td>
<td>2.49</td>
<td>1.57</td>
<td>6th</td>
<td>Disagreed</td>
</tr>
<tr>
<td>13</td>
<td>HRDP is carried out to satisfy the training needs of the teachers and the school system</td>
<td>2.88</td>
<td>1.70</td>
<td>2nd</td>
<td>Agreed</td>
</tr>
<tr>
<td>14</td>
<td>HRDP is based on assessed areas of non-skill need</td>
<td>2.49</td>
<td>1.52</td>
<td>5th</td>
<td>Disagreed</td>
</tr>
<tr>
<td>15</td>
<td>HRDP is carried out to make teachers know what their expected performance standard are</td>
<td>3.11</td>
<td>1.76</td>
<td>1st</td>
<td>Agreed</td>
</tr>
<tr>
<td></td>
<td>Aggregate Mean &amp; Standard Deviation (SD)</td>
<td>2.67</td>
<td>1.62</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 shows the criteria that govern the application of HRDP for teachers. The results as indicated by aggregate mean of 2.67 (above 2.5 criterion mean) and Standard Deviation of 1.62 show there are criteria that govern the application of HRDP. Four items (10, 11, 13 & 15) had ratings above 2.5 and ranked 1st, 2nd, 3rd and 4th while two (12&14) ranked 5th and 6th are below, indicating agreement and disagreement respectively.
Question 3: What are the influences of HRDPs on teachers’ performance in JSS in Rivers State?

Table 3: Mean Ratings, Standard Deviation and Rank Order of JSS teachers on the influence of HRDPs on teachers’ performance in JSS in Rivers State

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Item</th>
<th>X</th>
<th>SD</th>
<th>Rank Order</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Improvement in skills, knowledge/talents</td>
<td>3.26</td>
<td>1.81</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Agreed</td>
</tr>
<tr>
<td>17</td>
<td>Prepare teachers to take higher level of work</td>
<td>3.06</td>
<td>1.75</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Agreed</td>
</tr>
<tr>
<td>18</td>
<td>Increased job satisfaction/morale</td>
<td>2.87</td>
<td>1.69</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Agreed</td>
</tr>
<tr>
<td>19</td>
<td>Higher level of productivity on the job</td>
<td>3.10</td>
<td>1.76</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Agreed</td>
</tr>
<tr>
<td>20</td>
<td>Improvement in ability to employ new technologies</td>
<td>3.03</td>
<td>1.74</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Agreed</td>
</tr>
<tr>
<td></td>
<td>Aggregate Mean &amp; Standard Deviation (SD)</td>
<td>3.06</td>
<td>1.75</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The aggregate mean of 3.06 and standard deviation of 1.75 which is above the criterion mean of 2.5 shows that the factors named in questionnaire items 16,17,18,19 and 20 are the influence of HRDPs on teachers’ performance. All the factors are ranked as 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> in with the mean ratings responses.

**Test of Hypotheses**

**Hypothesis 1:** There is no significant deference between the mean ratings of experienced and inexperienced teachers on the available human resource development programmes in secondary schools in Rivers State.

Table 4: Z-test analysis of the significant deference between the mean ratings of experienced and inexperienced teachers on the available human resource development programmes in secondary schools in Rivers State.

<table>
<thead>
<tr>
<th>Variables: Teacher</th>
<th>No.</th>
<th>Mean</th>
<th>SD</th>
<th>Z-Cal</th>
<th>Z-Crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experienced</td>
<td>585</td>
<td>2.38</td>
<td>1.54</td>
<td>0.22</td>
<td>1.96</td>
<td>Accept H&lt;sub&gt;01&lt;/sub&gt;</td>
</tr>
<tr>
<td>Inexperienced</td>
<td>533</td>
<td>2.36</td>
<td>1.53</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Degree of freedom (DF) =116; Level of significant = 0.05

Hypothesis 1 which states that there is no significant deference between the mean ratings of experienced and inexperienced teachers on the available human resource development programmes in junior secondary schools in Rivers State is accepted since Z- calculated value of 0.22 is less than Z- critical value of 1.96.

**Hypothesis 2:** There is no significant deference between the mean ratings of male and female teachers on the criteria govern the application of human resource development programmes in junior secondary schools in Rivers State.

Table 5: Z-test analysis of the significant deference between the mean ratings of male and female teachers on the criteria governing the application of human resource development programmes in secondary schools in Rivers State.

<table>
<thead>
<tr>
<th>Variables: Teachers sex</th>
<th>No.</th>
<th>Mean</th>
<th>SD</th>
<th>Z-Cal.</th>
<th>Z- Crit.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>585</td>
<td>2.75</td>
<td>1.66</td>
<td>0.09</td>
<td>1.96</td>
<td>Accept H&lt;sub&gt;02&lt;/sub&gt;</td>
</tr>
<tr>
<td>Female</td>
<td>533</td>
<td>2.75</td>
<td>1.65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Degree of freedom (DF) =116; Level of significant = 0.05

Hypothesis 2 which states that there is no significant deference between the mean ratings of male and female teachers on criteria that govern the application of human resource development programmes in junior secondary schools in Rivers State was accepted since Z- calculated value of 0.09 is less than Z- critical value of 1.96.
Hypothesis 3: There is no significant deference between the mean ratings of male and female teachers on the influence of human resource development programmes on the performance of teachers in junior secondary schools in Rivers State.

Table 6: Z-test analysis of the significant deference between the mean ratings of male and female teachers on the influence of HRDPs on the performance of teachers in secondary schools in Rivers State.

<table>
<thead>
<tr>
<th>Variables: Influence of HRDP</th>
<th>No.</th>
<th>Mean</th>
<th>SD</th>
<th>Z-Cal.</th>
<th>Z-Crit.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>585</td>
<td>3.11</td>
<td>1.76</td>
<td>0.94</td>
<td>1.96</td>
<td>Accept H&lt;sub&gt;03&lt;/sub&gt;</td>
</tr>
<tr>
<td>Female</td>
<td>533</td>
<td>3.21</td>
<td>1.79</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Degree of freedom (DF) = 116; Level of significant = 0.05

Hypothesis 3 which states that there is no significant deference between the mean ratings of male and female teachers on the influence of HRDPs on the performance of teachers in junior secondary schools in Rivers State was accepted since Z- calculated value of 0.94 is less than Z- critical value of 1.96.

DISCUSSION
The study revealed that human resource development programmes (HRDP) are available for teacher but workshop and seminars are dominant: As shown by an aggregate means of 2.45, 2.84 and standard deviation of 1.60 and 1.69 respectively in table 1. These agrees with federal republic of Nigeria (2014), and Nnabuo (2001) who is of the opinion that staff require workshops and seminars to update their skills and knowledge. The results in tables 2 show, by an aggregate mean of 2.67 and standard deviation of 1.62, that there are criteria which govern the application of HRDPs for teachers in the JSS UBE sector. There is also no difference between the opinion of male and female teachers (table 5) on the policy that govern the application of HRDPs

Opinion of respondents show dominance of negative criteria like relationship with nominating officers and ability of would-be participants to bargain for chances. Analysis of documents from the state UBE office show written criteria for nomination that would have checked the foul practices.

The results as revealed in tables 3 and 6 are that improved skills, knowledge, higher productivity, ability to employ new technologies and preparedness to take higher responsibilities are among the influences of HRDPs on JSS teachers

Improved skills and knowledge ranked highest while increased job satisfaction and morale are the list: first and fifth respectively. Aggregate mean of job satisfaction/morale is 2.87 which is above the criterion mean of 2.5. This shows that, though morale is boosted or influenced by HRDPs; HRDP alone is a comparatively weak factor in boosting job satisfaction and morale.

Educational implications:
The availability of workshops and seminars for JSS teachers is a welcome development. Trainings undertaken by teachers for longer periods, even during holidays, should be properly entrenched, formalizes and regulated as part of the HRDPs of the state to avoid truancy and imbalances.

Officers at the school and local government education authority levels who ignore set criteria to nominate participants based on relationships repeatedly, are engaging in acts capable of defeating the laudable aims of the HRDPs. This also limits the number of benefiting teachers and indirectly students who should gain from the improved knowledge and skills.

Teachers who benefit from HRDPs and are doing their work better should have other forms of motivation that could contribute to boosting their morale and job satisfaction.
CONCLUSION
Human resource development programmes have immense positive influence on teachers’ performance and quality. Effective management, by way of clearly written and adherence to implementation policies will increase the effects and spread of the benefits.

RECOMMENDATIONS
From the foregoing results of the study the following recommendations are made:

- The scope of HRDPs should be increased beyond workshops and seminar
- Other on, off-the job trainings undertaken by teachers should be properly documented and entrenched as part of the HRDPs to check possible truancy and inefficiency
- Criteria for selecting beneficiaries of HRDPs should be enforced to ensure that as many teachers as possible benefit eventually.

REFERENCES
Rivers State Universal Basic Education Law No. 4, 2005.
