



# **Human Resources Development Strategies For School Improvement In Colleges Of Education In Anambra State**

**Agu Jude Chukwuemeka & Charity Amajuoyi**

**Educational Management  
Department of Educational Foundations  
Faculty of Education**

**Chukwuemeka Odimegwu Ojukwu University, Igbariam Anambra State, Nigeria**

## **ABSTRACT**

The study examined the analysis of human resource development strategies for school improvement in colleges of education in Anambra state. A total of 4 research questions were formulated to guide the study. The population comprised of all the 500 non-teaching staff from both Federal college of education (Technical) Umunze and Nwafor Orizu College of Education Nsugbe in Anambra State. The sample size was 250 respondents. The instrument for data collection was a questionnaire that was validated by 3 experts from Nnamdi Azikiwe University Awka. The reliability coefficient was 0.83 and the data was analyzed through mean rating. The study found out among other things that Colleges of Education use in-service training, on the job training, induction training and role play training as strategies for human resource development for improvement of schools in Colleges of Education in Anambra State. Based on the findings it was recommended among others that schools, higher institutions and most especially colleges of Education should promote human resource development in their schools in Anambra State. Colleges of Education should acquire knowledge on strategies for human resource development for improvement of their schools in Anambra State. Again the government should organize special programmes for human resource development of staff of college of education in Anambra State.

**Keywords:** In-Service Training Strategies, Job Training Strategies and School Improvement

## **INTRODUCTION**

In the world we live in, human beings organize themselves into nations, societies, ethnic groups, communities etc. in each nation, human beings act in line with the development of that nation, they establish enterprises, industries, organizations and contacts to satisfy human needs and aspirations. An organization consist of human beings who work together to accomplish a pre-determined set objectives Nwangwu (2012). They constitute the human resources of the organization. They include the foundation owners or the entrepreneurs of the institution, the director, the management and supervisors who make up the management employed by the owner(s), and the rank and file workers employed by the management. According to Udeze (2012) the procurement of productive human resources is critical to the success of every organization, whether profit and non-profit making organization. His opinion however, goes to show that the growth of any organization depends on the development and utilization of human resources in such an institution. The efficiency of an organization depends to a large extent on how effectively human resources are utilized. Management must therefore work with employees and develop programmes and policies that will enable it obtain the best result from them. This is because, for an organization to attain its desired objectives, it must seek and obtain the willing co-operation of the people it has to work with Novit (2009). Today, colleges of education are being forced to work in an increasingly competitive environment and this places emphasis on the role of management in making the most effective use of human resources in order to meet the set objectives. Development in technology and communication

systems has added to the complexity of organizations and to the consequential need for efficient information management system.

Livy (2014) gives a simple definition of the concept of human resources as the practice of managing people at work. Human resources development according to Ifeanacho (2011) could therefore be defined as the field of study that encompasses all the activities that are performed from the identification of human resources for employment to the full utilization of people and planning for their retirement. The human resource management functions involve recruiting, selecting, developing, organizing, participation, communications, motivation and remuneration of employees.

The field of management posed very many problems that affect human resources development. Some of the problems are to be discussed in this research as in the cases of lack of proper processes of selection, recruitment, placement, interview, training, motivation, leadership, communication and other environmental factors that affect human resources development.

For the most efficient possible use of workers' skills, management must be able to decide on how, when and where the services of each individual worker is to be used. Flexibility in the placement for a worker is important as the need to put the person in the right position or job. Too frequent shifting of workers may have negative impacts on his relations with other workers. This is why management must be careful in selecting the strategy for developing their human resource. According to Nwangwu (2012), the strategies for developing human resource includes on and off the job training, vestibule training, refresher courses and conference training. Udeze (2012) opined that among the strategies for developing human resource includes in-service training, induction training, on the job training and role playing. While in-service training is study programmes workers engage in while doing their works, on the job trainings are programmes organized for the worker in his working place to acquire more skills. Induction training on the other hand are programme of training given to newly employed personnel whereas role playing is training that allows the trainer to assume the positions in the office for which are to be trained for development purposes. For the purpose of this study, the researcher is going to focus on Udeze's strategies for human resource development.

In the last ten years, colleges of education in Anambra State have put into use a wide range of programmes and practices aimed at improving utilization of their human talents Ifeanacho (2011). These colleges spend large sums of money each year as human resources development activities, excluding the value of time spent by individuals and management away from their places of work for the purpose of training and development programmes. Yet not much has been achieved in the area of human development in Anambra Colleges of Education as workers still avoid handling challenging jobs and perform poorly generally. In this study therefore the researcher decided to carry out an assessment of human development strategies for school improvement in Colleges of Education in Anambra State.

### **Statement of problems**

In this study the researcher tried to assess the human resource development strategies in colleges of education in Anambra State. A good organization must have adequate qualified human resource that will help to achieve the demands of an organization. Then the human resource recruited must be developed with the right strategies to get the best out of them. It has been discovered that the issue of human resource development has turned out to be one of the issues facing staff productivity in Anambra State. And though some effort is being made in this regard but the best of the staff is yet to be harnessed maybe because of the way human resource development is handled in the colleges. To assess the strategies used in human resource development for school improvement in colleges of education in Anambra State with a view of improving it is the main reason the researcher embarked on this study.

### **The Purpose of Study**

The main purpose of the study is the assessment of human resources development strategies for school improvement in colleges of education in Anambra State. Specifically this study will

1. Determine in-service training strategies for school improvement for school improvement for colleges of education in Anambra State.

2. Determine on the job training strategies for school improvement for school improvement for colleges of education in Anambra State.

### **Significance of the Study**

The findings of the study if implemented will be beneficial to the Provosts, lecturers, non-academic staff, students, and government and future researchers.

The findings of this study will be beneficial to provosts of colleges of education as it will expose them to the strategies for developing their human resources.

The lecturers on the other hand through the findings of this study will begin to improve their involvement in human resource development programmes in their colleges.

The non-academic staff will also benefit from the studies in that they too will now begin to take human resources development programmes in their colleges very seriously.

Students also will benefit from the findings of this study as they will discover the influence of human resources development on the performances of both their teaching and non-teaching staff in their colleges.

The government also stands to benefit from the study as the findings will help them with vital information that will enable them make policies that will promote human resource development programmes in their colleges of education.

Future researchers who intend to undertake related study on strategies for human resources management development will find the study very useful as literatures reviewed as well as findings from the study will present them with vital information that will adequately guide their research.

### **Scope of the Study**

The study covers the strategies for human resources development and the all the two colleges of education in Anambra State—namely Federal college of education Umunze and College of Education Nsugbe and it will also cover the following human development strategies namely: in-service training, on the job training, induction training and role playing training strategies.

### **Research Question**

The following research question will guide the study:

1. What are the in-service training strategies for school improvement in colleges of education in Anambra State?
2. What are the on the job training strategies for school improvement in colleges of education in Anambra State?

## **Review of Literature**

### **Conceptual Framework**

#### **Human resources**

Nzewi (2015) defined human resources as all the human beings that function to aid achievement of goals in every organization. Harbison (2011) stated that human resources are developed in many ways. He maintained that the most obvious ways to developing the resources is through formal education beginning with first level education containing various forms of post primary education and post-secondary education. Human resources as the wealth of the nation can further be expressed in terms of level of developments and effectiveness of utilization of human energies, skills and knowledge for specific use. According to Izuwa (2010), human resources in education is conceptually different. To him they are seen to include teachers, non-teaching staff, learners, professionals and skilled people in the society that contribute to the achievement of organizational goals. According to Harrison (2008) human resources are the total energies, skills, talents, and knowledge of people which potentially can or should be applied to the production of goods and services. Livy (2014) gives a simple definition of the concept of human resources as the practice of managing people at work. The researcher sees human resources may be said to be knowledge, capacities and skills people needed for effective participation in the labour force.

#### **Human resource development**

Development of human resource remains the most dispensable factors for enhanced performance and productivity in every organization (Udeze, 2012). Human resource training and development have been

used interchangeably and taken to be closely related though they do not mean the same thing. Glueck (2012) opines that development is the process by which managers gain the experience, skills and attitudes to become or remain successful leaders in their enterprises. Onwuchekwa (2013) on the other hand defined training as a systematic process of altering the behaviour, knowledge, and/or motivation of employee in a direction to increase organizational goal achievement. In other words training and development is a system of teaching skills and knowledge to accomplish definite objectives. In practical terms it involves the efforts made by the employer to provide opportunities for the employee to acquire the relevant and needed job-related skills, experience and knowledge to remain relevant in their organization.

In the present complex and ever changing economic war among organizations, training and development play big roles in ensuring that organizations remain dynamic, sustainable and viable. Thus an organization that wants to survive the swift completions among similar organizations copes with problems of technical change and adapt to the ever changing business climate must ensure proper training and development of its work force. Human resource development therefore connotes all the programmes required for improving the skills and knowledge of the worker.

### **School Improvement**

Student's achievement is the top priority for all schools and student's success depends on a sustained effort by an independent team to meet that objective hence the need for school improvement. School improvement is mainly concerned with the process through which schools can raise standards, the changes they can make and the strategies they can use to improve student's outcome (Flippo 2012). At one level school improvement is a way of schools achieving organizational development and growth. Haprock 2011 defined school improvement as distinct approach to educational change that aims to enhance student's outcomes as well as strengthening the schools capacity for managing change. Continuous school improvement on the other hand refers to the process of implementing a planned strategy and measuring the effectiveness in student's outcome over an intended period of time. According to Robbin (2015), the ultimate goal of any school improvement is to enhance and facilitate better learning for students, including levels of achievement and wellbeing. For this reason, direct outcomes, the collection and analysis of data are essential to all school improvement efforts. School improvement therefore involves leadership, teachers, cultures, resources, pedagogy and the broader school community all working in ways that lead to better student's outcomes.

### **Theoretical Framework**

In this theoretical framework, the researcher discussed the scientific management theory of W. Taylor.

#### **Scientific Management Theory**

The scientific movement or scientific management theory is usually associated with W. Taylor (1856-1915), who got honoured with the title of the term "father of scientific management". This theory was based on industrial experiences and it sees man as tool needed in industry and management. The philosophy behind the theory is principle simply the economy of time and effort. That is, if you can find a standard way of doing things you will save a lot of time and energy. Taylor's theory is related to this study in that Taylor in his theory advised that management should plan whatever they do in the organization, train their workers to acquire the basic skills for doing the jobs before assigning them to work according to the plan.

### **Theoretical Studies**

#### **Training/Education of Employees**

Training according to Nwangwu (2012), is not same thing that is done once to new employees, it is used continuously in every well-run establishment. Every time you get someone to do the way you want it done, you are training. Every time you give a direction or discuss a procedure you are training. Heckman (2010) indicates that training and educating management who are responsible for leading others in terms

of increased awareness and understanding of their behavior as well as that of others leading to the growth and productivity of organization.

Ogundele (2013) believes that the success of an institution depends on the effectiveness of the employees. He observes that a set of objectives will not be achieved if there are no competent employees to achieve such objectives. He argues that human resources development could be effected by the employees concerned through trial and errors but better by the institution through a well-planned training scheme or programme. He also maintained that the question should not be whether or not to train but the type of training to be employed.

The professor in his contribution also highlights the use of job analysis and job specifications as well as job appraisal for the determination of those to train and the types of training that would be employed. He concluded that human resources are rather scarce production factor which must be intelligently handled. Flippo (2012) believes that no one is perfectly fit at the time of hiring and that an organization has a choice of whether to develop employees or not. He divided the training into two:

**Operative Training:** He describes this as the training aimed at developing skills of operative workers.

**Organizational Development:** This is designated to the development of organizational units as entities in order to permit the acquired skill to be practiced.

#### **Examination of Training, Development and Education**

According to Happock (2011), training is a process by which employees systematically acquire basic skills knowledge and attitude for efficient performance of their duties. The need for training exist where there is a lay between employees' actual performance and the desired performance. Training needs may also arise where employees' skill becomes out of tune with existing technology which obviously calls for skill updating. For example, the installation of computers and other sophisticated office equipment and machines may necessitate updating the skills of employees to enable them operate these facilities optimally.

**Development-** Development is more embracing than training and is designed specifically to help both the existing and potential managers and supervisors to develop and enhance their decision making and inter-personal skills. It therefore emphasizes personal development, growth and advancement. Development comprises training to acquire skills relevant for the performance of a specific job and also education to increase general knowledge and understanding of the total environment.

Development of employees therefore, can be succinctly defined as those entire job and organizations related activities as well as other extracurricular activities undertaken to expose employees to comfortably and conveniently perform additional duties and assume challenging positions in the organizational hierarch (Harbison 2011). Education –Essentially, education implies those development oriented activities aimed at broadening the mental horizon of the employee to enable them understand their social environment better and be able to make meaningful input into the system.

#### **Nature of Training and Development**

There are basically three systems of training and development that can be utilized by an organization. The method of training and development to be adopted however, depends on the caliber of the personnel to be trained and the objectives an organization what to achieve. Thus, training and development be could be categorized into: Employee/operative training; Management development and Organization development

#### **Purpose of training**

The following benefits accrue to organizations that designed training programmes for their labour force:

**Improved Performance:** When employees acquire requisite skills and knowledge, it enables them improve their performance.

**Motivation:** Acquisition of the required skills and knowledge makes an employee confident in his ability to perform.

**Management Succession:-** A systematic training programme helps to ensure that an organization has a reservoir of well-equipped personnel to take over from senior managers as they leave the organization either by death or retirement.

**Attitude Formation:** The attitudes of employees to work, organization's policies, are very likely to affect their performance. Training helps them to acquire desirable attitudes and unlearn undesirable ones.

**Reduced Supervision:** Acquisition of the relevant skill consequent on training on training programme enables employees to discharge their function with unblemished efficiencies.

**Reduced industrial Accidents:** Industrial accidents rarely occur because; employees have fully mastered what they are expected to do to avoid accidents.

**Reduction in Labour Turnover:** An employee who cannot perform is usually frustrated by his failure and is more likely to abandon his job than those who are performing up to the expected standard.

**Better co-ordination:-** Training facilitates co-ordination of men and materials it enables employees to understand the expectations and objectives of the organization.

#### **Why human resource development Programmes Fail**

Many companies have substantial training budgets and large training staff which design, develop and market different programmes. Nevertheless, some of these companies do not get the result they seek.

Some of the failures in human resource development programmes can be attributed to any unsystematic approach to be the reasons for the failure of development programmes.

**Development Efforts do not support Enterprises Objective:-** The purpose of training is to achieve enterprise objectives and develop professional managers. Unfortunately, they usher in little relationship between the training activities and the aims of the firm.

**Emphasis on programmes instead of result:-** Some executive take pride in the large number of employees enrolled in management development courses. Unfortunately, benefits derived from attending these meetings are negligible unless they satisfy a clearly defined training need, too often there is an emphasis on training activities, with little concern about training results.

**Management Development for a selected few:-** There is mistaken notion that management development programme requires placing a few people with high potential in a training programme, while ignoring the rest of the employees. It is of course, difficult to identify the potentials of prospective managers, but to rely on a few trainees is also risky. It is even more risky if the trainees are selected on the basis of friendship or kinship with executives without regard for capabilities.

#### **Empirical Studies**

Anazodo (2014) carried out a study on the development of the human resource and its influence. In these empirical studies, the researcher reviewed the works of people that are related to this work. Ebebe (2016) carried out a study on the training of the human resource and its influence on staff performances in Awka South L.G.A. of Anambra State. Descriptive survey was used in carrying out the study. The population was 300 people while the sample was 150 respondents drawn through simple random sampling technique. The instrument was a questionnaire which was guided by four research questions. The validation was done by 3 experts from Educational Management and Policy Nnamdi Azikiwe University, Awka and the reliability coefficient was 0.71. The data collected was analyzed using mean rating. The findings among other things showed that training improves the performances of staff. This study is related to the present study as it was made on human resource training and development but it was not centered on human resource development strategies.

on employee performances in Onitsha South L.G.A. of Anambra State. Descriptive Survey research design was used and four research questions guided the study. The population of the study was 680 people and the sample was made up of 160 students 40 teachers making it 200 respondents. The instrument was a questionnaire of 17 items validated by 2 experts from Educational Management and policy NnamdiAzikiwe University, Awka. The analysis of data was done through arithmetic mean and the findings among other things showed that staff development is important for improvement of staff performances. This study is related to the present study as it focused on human resource development and its influences on staff but it differed from it in that it did not cover human resource development strategies applicable in colleges of education.

Ugboaku (2016) carried out a research on perceived influence of human resource planning on worker's productivity in Awka South L.G.A. of Anambra State. Four research questions guided the research and the study adopted a descriptive survey research. The population of the study was 635 teachers while the sample was 150 selected through random sampling technique. The instrument was a research question validated by two experts from Educational Management and Policy and one from Educational Foundations Nnamdi Azikiwe University, Awka. The reliability co-efficient of the instrument was 0.88 and the method of the data analysis was mean rating. The findings showed that human resource planning affects productivity in Awka South. It was recommended that companies, businesses and schools should plan their human resources well for increasing their workers' productivity. This study is related to the present study in that it focused on the influence of human resource planning on worker's productivity in Awka South but the study differed from the present study in that it was based on the human resource development strategies in Colleges of education in Anambra State.

Mmadu (2014) carried out a research on impact of human resource development on workers development in manufacturing firms in Anambra State. Four research questions guided the research and the study adopted a descriptive survey research. The population of the study was 480 workers while the sample was 120 selected through random sampling technique. The instrument was a research question validated by two experts from Educational Management and Policy and one from Educational Foundations Nnamdi Azikiwe University, Awka. The reliability co-efficient of the instrument was 0.78 and the method of the data analysis was mean rating. The findings showed that human resource development promotes workers development in manufacturing firms in Awka South L.G.A. of Anambra State. It was recommended that companies should be encouraged to develop their workforce to enable them to improve on themselves while doing their jobs. The study related to the present study as it is based on human resource development in an organization but the difference was that the study did not cover the strategies that are used in carrying out the human resource development.

Abang (2017) conducted a research on the influence of human resource development on company's profitability in Ikot-Ekpene L.G.A. of Akwa Ibom State. Five research questions were used for the research and the study adopted a descriptive survey research. The population of the study was 150 respondents while the sample was 30 selected through random sampling technique. The instrument was a research question validated by two experts from Educational Management and Policy and one from Educational Foundations Nnamdi Azikiwe University, Awka. The reliability co-efficient of the instrument was 0.90 and the method of the data analysis was through the use of t-test analysis to test hypothesis at a 0.05 level of significance. The findings revealed that human resource development influences company's productivity in Ikot Ekpene. It was recommended that companies should embark on human resource development of their workers for improving their profitability. The study related to the present study because it is also based on human resource development of workers but it differed from the present study because it was not centered on human resource development strategies for school improvement.

### **Summary of Literature Review**

In the conceptual framework, the concepts of human resources, human resource development and school improvement were reviewed while the scientific management theory was reviewed in the theoretic framework. The conceptual studies reviewed the following: training/education of personnel, examination of development, training and education, nature of training and development, purpose of training and why management staff development fails. The empirical studies reviewed the works of Anazodo (2014) which studied development of human resource and its influence on employee performances in Onitsha North L.G.A., that of Ebebe (2016) which was on training of human resources and its influence on staff performances in Awka South L.G.A and the work of Robbin (2015) which was on the effect of staff development on staff productivity in central Canada. Ugboaku (2016) carried out a similar research on perceived influence of human resource planning on worker's productivity in Awka South L.G.A. of Anambra State. Mmadu (2014) also carried out a research on impact of human resource development on workers development in manufacturing firms in Anambra State while Abang (2017) conducted a research

on the influence of human resource development on company's profitability in Ikot-Ekpene L.G.A. of Akwa Ibom State. It was observed that none of these studies was centered on human resource development strategies and this created a gap. It was this gap created that this study is seeking to fill.

## **RESEARCH METHODS**

### **Research Design**

The research design used for the study was descriptive survey. Survey according to Akuezuilo & Agu (2014) means a method of obtaining information from various groups or persons mainly through questionnaire or personal interview. With descriptive survey research design, the researcher was able to collect information through a questionnaire from a group of people which was analyzed and the results generalized to the entire population. In this study therefore a part of the population was administered the questionnaire and the result was generalized to cover the entire population of the study.

### **Area of the Study**

The study was carried out in Anambra State. Anambra State is a state in the south eastern part of Nigeria. The capital of the state is Awka. It has a population of 4,055,048 people according to the 2006 census. Anambra State is bounded to the east by Enugu State, to the west by Delta State, to the North by Kogi State and to the south by Imo State. Onitsha North is one of the local government areas in the state. It has a lot of markets like Onitsha main market, Ose market and part of bridge head market. The people of Anambra State and Onitsha North are Igbos and great educationists, industrialists, entrepreneurs, civil servants, industrialists and farmers. This area has been selected for this study because of their great interest and achievements in education of their people.

### **Population of the Study**

The target population is the 268 non teaching staff of Federal college of education (technical) Umunze and the 232 non teaching staff from Nwafor Orizu college of education Nsugbe, making it a total population of 500 people from the two colleges of education in Anambra State. Source: Faculty journal of education Nnamdi Azikiwe University, Awka.

### **Sample and Sampling Technique**

A sample of two hundred and fifty respondents was used for the study. The proportional stratified sampling technique was used in the selection in which 50% of the total population of the non-teaching staff in the two colleges of education was selected. This gave a total of 250 respondents.

### **Instrument for Data Collection**

The researcher formulated a questionnaire titled "Assessment of human resources development strategies Questionnaire" (AHRDSQ) which covered the state. The questionnaire was divided into two parts- part A and B. Part A contains instructions in filling the questionnaire while part B was divided into 4 sections which contain the 20 items that was related to each of the 4 research questions. The questionnaire with the 20 items was structured under a 4 point scale of strongly agree (SA) -4points, agree (A) -3points, disagree (D) -2points and strongly disagree (SD) -1point.

### **Validation of the Instruments**

The face and content validation of the instrument was done by three experts, two from Educational Management and Policy department and one from Educational Foundations. They were given the title, purpose of study, research questions with the items under them to check if they are valid and able to measure what they intend to measure. They made corrections and suggestions in the research questions in terms of appropriateness. The final edition of the instrument was obtained after the researcher effected the necessary corrections required.

### **Reliability of the Instrument**

This was determined by a test retest in which the Pearson product moment correlation to ascertain the reliability of the instrument. In this case the same questionnaire was administered twice after two weeks interval to 8 teachers from Enugu State who was not part of the original respondents. When the first and second result was correlated, it yielded a coefficient of 0.88 which the researcher considered reliable since the coefficient was positive and high.

**Method of Data Collection**

Questionnaire was used to collect data for the study. The researcher and two research assistants distributed the questionnaire to the respondents. The researcher waited and collected some of the completed questionnaires from the respondents when they were through with it. However, the researcher also returned back to collect those of the respondents who were not disposed to fill the questionnaire at the spot. It took the researcher 2 weeks to complete this process of collection and distribution of the questionnaire.

**Method of Data Analysis**

Mean rating was used to analyze the questionnaire items. And the decision rule for interpretation of the mean scores of the data is that 2.5 is the cut off mark for accepting an item at the agree level and mean ratings below 2.5 is to be taken as an indication of mean scores within the disagreed level.

The mean criterion was obtained using the 4 point rating scale.

Formula

$$\text{Weighted mean} = \frac{\sum fx}{N}$$

Where  $\bar{x}$  = mean

fx = Sum of scores

N = No of respondents

Example

Strongly Agree (SA) = 4

Agree (A) = 3

Disagree (SA) = 2

Strongly Disagree (SD) = 1

$$\text{Mean} = \frac{4+3+2+1}{4} = 2.5$$

**DATA PRESENTATION AND ANALYSIS**

**Research Question 1:** *What are the in-service training strategies for school improvement for school improvement for colleges of education in Anambra State?*

**Table 1:** Mean response of staff on the in-service training strategies for school improvement for school improvement for colleges of education in Anambra State

S/N	Items	FQ	$\bar{x}$	Decision
1.	The staff is given study leave to go and do in-service training	250	3.52	Agreed
2.	Staff is given approval to do part-time programmes in schools	2503.84		Agreed
3.	Workers are permitted to do relevant ICT programmes	250	3.56	Agreed
4.	Workers are given approval to do Various programmes that could update their knowledge	250	3.16	Agreed
5.	The staff is permitted to acquire more academic certificates in their area	2503.58		Agreed
<b>GRAND MEAN</b>			<b>3.53</b>	<b>Agreed</b>

From the result of the findings from Table 1; items 1,2,3, 4 and 5 from the staff responses all fall within the agreed level of above 2.5. This was why the grand mean of the respondents responses fall within the

agreed level of 3.53. It shows that the items constitute the in-service training strategies for school improvement in colleges of education in Anambra State.

**Research Question 2:** *What are the on the job training strategies for school improvement for Colleges of Education in Anambra State?*

**Table 2:** Mean response of staff on the job training strategies for school improvement for school improvement for colleges of education in Anambra State.

S/N	Items	FQ	$\bar{X}$	Decision
6.	he workers are made to learn from their mistakes	250	3.17	Agreed
7.	The staff learn new approaches to doing their jobs	250	3.22	Agreed
8.	The workers are given opportunities to learn new skills	250	3.84	Agreed
9.	It affords the staff the opportunities to learn from experts	250	3.16	Agreed
10.	It affords the staff the opportunities learn from experts	250	2.23	Disagreed
<b>GRAND MEAN</b>			<b>3.12</b>	<b>Agreed</b>

The result of the analysis of items in table 2 showed that while items 10 of the staff responses fall under the disagreed level of less than 2.5, items 6, 7, 8 and 9 fall under the agreed level of above 2.50. However the grand mean fall under the agreed level of 3.12. Implication of this is that these items constitute the on the job training strategies for school improvement in colleges of education in Anambra State.

#### **Summary of the Major Findings**

From the analysis presented in this chapter, the major findings include among other things that:

1. Colleges of Education use in-service training as a strategy for human resource development for improvement of schools in Anambra State
2. Colleges of Education use on the job training as a strategy for human resource development for improvement of schools in Anambra State

#### **DISCUSSION OF THE FINDINGS**

##### **In-service training as a strategy for human resource development for improvement of schools in colleges of education in Anambra State**

The result of the analysis of the data in research question 1 shows that respondents agreed that in-service training strategies for human resource development includes giving study leaves to staff, giving approval to the staff to do part-time programmes, relevant ICT programmes, engage in school programmes that will update their knowledge as well as engaging in academic programmes that will help them to acquire more certificates. Folayan (2015) observed that Nigerian commitment to the development of human resources has been largely limited to the development of formal education. Harbiso (2011) maintained that the most obvious ways of to develop the resources is through federal education beginning with first level education which covers various forms of post primary and post-secondary education. Nzewi (2015) added that education has helped to solve the problem of human resources from primary, secondary to teacher education and higher institution.

##### **On the job training as a strategy for human resource development for improvement of schools in colleges of education in Anambra State**

The result of the analysis of the data in research question 2 showed that on the job training strategies for human resource development for improvement of schools in colleges of education in Anambra State includes making workers to learn from their mistakes on the job, learn new approaches to the job, train in

operation of new equipments, learning new skills from experts and helping the staff to overcome their initial challenges by releasing necessary information to them. Nwangwu (2012) agreed that one of the strategies for developing the human resource is on and off the job training. Udeze (2012) however was of the opinion that on the job training strategy for human resource development involves programs organized for the worker in his working places to acquire more skills while doing his or her duties. Ogundele (2013) argues that human resource development could be effected by the employees concerned through trial and errors but better by the institution through a well-planned training scheme or programmes.

## **CONCLUSION**

The result obtained from this analysis therefore made the researcher to conclude that the respondents agreed that in-service training and on the job training are all human resource development strategies for improvement of schools in colleges of education in Anambra State.

## **RECOMMENDATIONS**

Based on these findings, it is recommended among other things that:

1. Provosts of Colleges of Education should use in-service training as a strategy for human resource development for improvement of schools in Anambra State
2. Colleges of Education should use on the job training as a strategy for human resource development for improvement of schools in Anambra State

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