



Enhancing Teachers' Job Performance through Effective Human Resource Development Practices in Public Secondary Schools in Rivers State, Nigeria

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Abstract

This study empirically investigated the extent to which effective human resources development practices could enhance teachers' job performance in public secondary schools in Rivers State, Nigeria. Five research questions and their corresponding null hypotheses were formulated in line with the objectives of the study to guide this research. Descriptive research design was adopted and the population of the study was 8,452 secondary schools teachers in Rivers State, Nigeria. The sample size comprised 265 teachers drawn through cluster sampling technique. A researcher developed questionnaire titled Teachers' Performance through Effective Human Resource Development Practices Inventory (TPEHRDPI) was used for data collection. Mean, standard deviation and rank order were used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance. Findings revealed that development of human resources is essential for educational institutions to have motivated teachers and ensure high performance. The study, therefore, recommended that in-service trainings and development programmes should be organized regularly for teachers. Also, training needs analysis should be conducted before training programmes are designed for teachers in public secondary schools in Rivers State, Nigeria.

Keywords: challenges; implementation strategies; job satisfaction; performance theories; training

Introduction

The performance of any institution to a large extent depends on effective human resource, although other factors are essential in the attainment of institutional goals. For every educational institution, it is a basic requirement to have quality teachers in order to improve upon the knowledge, skills and general performance of its students. Teacher education, training, and development are means for professional advancement which deals with all developmental functions directed at the maintenance and enhancement of their professional competence. The quality of teachers that work in a specific educational system helps in the

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attainment of positive learning outcomes in schools. Dolores and Ernest (2018) aptly opined that performance of teachers is partly hinged on their preservice training in addition to the in-service training given to the teachers. Pre-service teacher training programs (PSTP) are very crucial in order to upgrade teachers' skills, knowledge, competence and performance as well as to enable them to be more effective. In-service training programs (ISTP) on the other hand are necessary to re-orientate teachers to new goals and values, to train them in new teaching and learning methods, to prepare them to cope with curriculum change, and to provide them with the knowledge and skills to teach new learning areas of knowledge since information and new skills emerge in short period of time.

Teaching may be hard work because it is heart work and the key players are teachers though more control and pace of learning are in the hands of learners while teachers' roles are as guide on the side. This in no way has not limited the teachers' job specification neither has it eliminated the duties the teacher performs daily, hence training and development for the teaching profession remain vital. Training and development consequently have become the most important factor in the organizational world today not just in business but in every facet, because it increases the efficiency and the effectiveness of both employees and the organization (Raja, Furqan & Khan, 2011).

Development of human resources is essential for any organization that would like to be dynamic and growth-oriented. Unlike other resources, human resources have rather unlimited potential capabilities. The potential can be used only by creating a climate that can continuously identify, bring to surface, nurture and use the capabilities of people. Human Resource Development (HRD) system aims at creating such a climate. A number of Human Resource Development (HRD) techniques have been developed in recent years to perform the above task based on certain principles. This unit provides an understanding of the concept of Human Resource Development (HRD) system, related mechanisms and the changing boundaries of Human Resource Development (HRD). The aim of human resource development (HRD) system is to develop the capabilities of each employee (teacher) as an individual in relation to his or her present job and future roles, cordial relationship, team spirit and collaboration among different units of the organization, and the overall health and self-renewing capabilities, which, in turn, increase the enabling capabilities of individuals, teams, and the entire organization. Subsequently, to achieve such objectives, HRD systems may include various process mechanisms or sub-systems which include performance appraisal, potential appraisal and development, feedback and performance counseling, career planning, training, organization development, rewards, employee welfare and quality work life. These mechanisms of human resources development are geared toward providing an employee (teacher) with the skills required to enable, maintain and improve on the current job performance. Performance of teachers mainly depends on, but not limited, to the teacher's characteristics such as knowledge base, sense of responsibility, and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management. If teachers through effective human resource management take care of these factors, their performance can be enhanced to the optimum level (Rao & Kumar, 2004).

Statement of Problem

Arguably, development of human resources in educational institutions seems to be an area of research relegated to the background. It seems obvious that the human resources development

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is a field suited for business organisations set out for tangible profits and in most of the educational institutions where traces of its human resource development practices are found, they are not up to expectation. The recurrent alleged uneven recruitments, promotions, lack of staff training, inadequate teachers' welfare, unclear job specification and descriptive and arbitrary retirement practices in public secondary school in Rivers State, Nigeria is a source of public concern. Moreover, the lack of a human resource development practices has led to the recede in professionalism and lack of zeal in the teachers which invariably have affected performance. It is against this background that this study is carried out. Hence, determining the extent to which effective human resources development practices could enhance teachers' job performance in public secondary schools in Rivers State, Nigeria is the thrust of this study.

Aim and Objectives

This study is aimed at determining the extent to which effective human resources development practices could enhance teachers' job performance in public secondary schools in Rivers State, Nigeria. Specifically, the study sought to;

1. examine various human resources development practices available for teachers' training for better job performance in public secondary schools in Rivers State
2. identify the human resource development strategies that are preferable by teachers in public secondary schools in Rivers State
3. to determine the extent to which human resources development practices enhance teachers' job performance in public secondary schools in Rivers State
4. examine the challenges of human resources development practices in public secondary schools in Rivers State
5. examine implementation strategies for effective human resource development practices in public secondary schools in Rivers State.

Research Questions

The following research questions raised and answered guided this study:

1. What are the various human resources development practices available for teachers' training for better job performance in public secondary schools in Rivers State?
2. What are the human resource development strategies that are preferable by teachers in public secondary schools in Rivers State?
3. To what extent do human resources development practices enhance teachers' job performance in public secondary schools in Rivers State?
4. What are the challenges facing human resources development practices in public secondary schools in Rivers State?
5. What are the implementation strategies for effective human resource development practices in public secondary schools in Rivers State?

Hypotheses

The following null hypotheses were tested at an alpha level of 0.05:

H0₁: There is no significant difference between the mean response scores of male and female teachers on the various human resources development practices available for teachers' training for better job performance in public secondary schools in Rivers State

H0₂: Significant difference does not exist between the mean response scores of male and female teachers on the human resource development strategies that are preferable in public secondary schools in Rivers State

H0₃: Significant impact does not exist between human resources development practices and teachers' job performance in public secondary schools in Rivers State

H0₄: There is no significant difference between the mean response scores of male and female teachers on the challenges facing human resources development practices in public secondary schools in Rivers State

H0₅: The mean response scores of male and female teachers on the implementation strategies for effective human resource development practices in public secondary schools in Rivers State will not differ significantly.

Literature Review

Human Resource Development

Many authors used the term Human resource development (HRD) to indicate training and development, career development, and organizational development as an organization's asset in the learning of its people as part of an HRM approach (Vinesh, 2014). HRD depends on the convictions that organisations are human-made elements that depend on human ability so as to set up and accomplish their objectives and that HRD experts are in support of individual and group, work forms and authoritative dependability. HRD is the process of optimizing the production and utilization of the workforce. HRD is concerned with:

(a) Staffing issues: employment, mix and number of personnel, deployment by region, by level of care, by type of establishment, by gender;

(b) Education and training: coherence between competencies and needs of the services, programs and curricula, learning strategies, availability of competent teachers and trainers, of adequate infrastructures;

(c) Performance management: maintenance and improvement of the quality of services, setting of standards, information and management systems, management practices;

(d) Working conditions: staffing and posting, job and workload description, promotions and career mobility, incentives, mode and level of remuneration, other conditions of service, management of personnel and labor relations. Human resource development (HRD) is a process of developing and unleashing human expertise through organization development (OD) and personnel training and development (T&D) for the purpose of improving performance (Swanson & Holton, 2001): HRD is a series of activities that support behavioral change and learning opportunities for employees (Haslinda, 2009). HRD activities aim to develop employee skills and resilience to the current and future demands of the organization.

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The overall objective of HRD activities is to achieve high performance (Haslinda, 2009). Haslinda (2009) provides for specific examples of development activities to include training and development, feedback and appraisal, career planning and development, and change management. Human Resource Development (HRD) as a concept was first made popular by Leonard Nadler (Nadler, 1969) in a conference in United State of America. He gave the definition of Human Resource Development (HRD) as “those learning experiences which are organized, for a specific time, and designed to bring about the possibility of behavioral change”. Human Resource Development (HRD) is the framework for helping employees develop their personal and organizational skills, knowledge, competencies and abilities. Human Resource Development (HRD) includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance and organizational development. Human resource development according to T. V. Rao (1986), is a process and not merely a set of mechanisms and techniques. Some of the tools such as training and development, performance appraisal, performance counseling, organizational development is used to initiate, promote and facilitate the HRD process continuously by planning in a proper way, by allocating the resources in explicit way and by exemplifying HRD philosophy that values human beings and finally promote employee development. Rao opines that it is very much obvious for the top-level management to understand that the employees are organizations vital resource. In the case of educational institutions, teachers are at the heart of providing quality education to students. They facilitate students' learning and ensure that they thrive academically so that they fulfill their potential and find meaningful careers. Teachers and the quality of their teaching are now widely recognized as the most critical of many significant factors that combine to create overall quality of education (UNESCO, 2004), it is incumbent on top school management heads to also recognize the vital roles teachers play to the attainment of educational set goals.

Human resource development has been considered as one of the most important area of research. The aim of the human resource development policy is based on the development of the human resource. The role of development of human resource is to improve the quality of life. The areas of professional practice that define Human Resource Development practice are generally categorized into three – learning; performance and change.

Human Resource Development Practices

The impact of human resources development on performance depends upon worker's response to HRM practices, so the impact will move in direction of the perception of HRM practices by the employee. Wood (1999) and Guest (2002) have stressed that a competent, committed and highly involved work force is the one required for best implementation of business strategy. Huselid (1995) has found that the effectiveness of employees will depend on impact of HRM on behavior of the employees. HR practices in selection and training influence performance by providing appropriate skills. Their research has found that HR practices have powerful impact on performance even if measured as productivity.

Huselid (1995) stressed that by adopting best practices in selection, inflow of best quality of skill set will be inducted which will add value to skills inventory of the organization. He also stressed on importance of training as complement of selection practices through which the organizational culture and employee behavior can be aligned to produce positive results. Cooke

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(2000) has included efficiency and effectiveness as ingredients of performance apart from competitiveness and productivity. Training is the tool to develop knowledge and skills as means of increasing individual's performance (efficiency and effectiveness). Singh (2004), whose observations are more relevant in our cultural context, argues that compensation is a behavior mechanism which aligns employees with business strategy of the firm.

Human Capital

Human capital can be defined as the skills, general or specific, acquired by an individual in the cause of vocational and technical education and on-the-job training in the industrial work place (Enyekit, Amaehule & Teerah, 2011). To corroborate this definition, Becker (1992) argued that investments in education and training are the most relevant types of investments in human capital. He further opined that human capital is linked to economic growth, from individual to national levels. It therefore follows that human capital development has to do with the education, skill levels, and problem-solving abilities that will enable an individual to be a productive worker in the global economy of the twenty-first century. The concept of human capital refers to the abilities and skills of human resources of a country, while human capital development refers to the process of acquiring and increasing the number of persons who have the skills, education and experience that are critical for economic growth and development of a country's economy (Okojie, 2014). Also, Ejere (2011) posited that human capital refers to the human factor in the production process; and consists of the combined knowledge, skills or competencies and abilities of the workforce. Of all factors of production, only human beings are capable of learning, adapting or changing, innovating and creating (Boztosun, Aksoylu & Ulucak, 2016). Human capital formation or development, following Harbison (1973), can be seen as the deliberate and continuous process of acquiring requisite knowledge, skills and experiences that are applied to produce economic value for driving sustainable national development. The significance and relevance of human capital development in the achievement of meaningful and sustainable economic growth and development have been widely acknowledged in various studies. In the absence of substantial investment in the development of human capital in any country, sustained economic growth and development would only be a mere wish, never a reality. Therefore, the place of human capital development in economic growth cannot be overemphasized. Human capital development is a key prerequisite for a country's socio-economic and political transformation. Among the generally agreed causal factors responsible for the impressive performance of the economy of most of the developed and the newly industrializing countries is an impressive commitment to human capital formation (Adedeji & Bamidele, 2003; Barro, 1991).

Methodology

This study adopted a descriptive research design of the survey type. This approach was adopted because the researcher intends to determine the extent to which effective human resources development practices could enhance teachers' job performance in public secondary schools. The population of this study consisted of all the 247 public senior secondary schools in the 23 local government areas of Rivers State with 8452 principals and teachers of these schools. The sample size of 265 (120 males and females 145) which represent 3.11% of the entire population

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was drawn using cluster sampling technique. The 247 schools which represent 100% of government owned secondary schools in Rivers State were used. The instrument for data collection was a researcher developed questionnaire titled ‘teachers’ performance through effective human resource development practices’ (TPEHRDP). The instrument was validated by three experts, two in measurement and evaluation and one in education management. A reliability coefficient of 0.81 was obtained for instrument using Cronbach Alpha through the test retest method which indicated that the instrument was 81% reliable. The research questions were answered using mean, standard deviation and rank order while the null hypotheses were tested at 0.05 level of significance using the z-test statistics. Tables were constructed in respect of the demands of the respective research questions, hypotheses and a criterion mean of 2.50.

Results

Research Question One: What are the various human resources development practices available for teachers’ training for better job performance in public secondary schools in Rivers State?

Table 1: Mean and Standard deviation of various Human Resource Development Practices available for teachers’ training for better job performance in public secondary schools in Rivers State

S/N	Item	Mean	SD	Decision
A	Training and Development			
1	My school conducts extensive training programs for its teachers and staff in all aspects of quality.	2.11	0.48	Disagreed
2	Teachers in each job normally go through training programs every year	2.23	0.52	Disagreed
3	Training needs are identified through a formal performance appraisal mechanism	2.51	0.29	Agreed
4	There are formal training programs to teach new teachers the skills they need to perform their jobs.	2.63	0.23	Agreed
5	New knowledge and skills are imparted to teachers periodically to work in teams	3.11	0.20	Agreed
6	Training needs identified are realistic, useful and based on the strategy of the school	2.94	0.36	Agreed
B	Teachers’ Performance Appraisal			
7	Performance of the teachers is measured on the basis of objective quantifiable results	3.14	0.24	Agreed
8	Appraisal system in my school is growth and development oriented	3.22	0.19	Agreed
9	Teachers are provided performance-based feedback and counseling	2.34	0.39	Disagreed
10	Appraisal system has a strong impact on individual and team behavior	3.16	0.24	Agreed
5	The purposes of the appraisal system are clear to all employees	2.56	0.36	Agreed
C	Teachers’ Career Planning			
11	Individuals in my school have clear career paths	2.58	0.32	Agreed
12	Teachers’ career aspirations within the school are known by his/ her school heads	2.48	0.44	Disagreed
13	Individual and school growth needs are matched in the school goals	2.51	0.37	Agreed
14	Each teacher is aware of his/her career path in my school	2.98	0.23	Agreed
D	Teachers’ Participation and Engagement			

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15	Teachers in my school are allowed to make decisions related to cost and quality matter	2.86	0.43	Agreed
16	Teachers in my school are asked by the school head to participate in process related decision	2.81	0.53	Agreed
17	Teachers are provided opportunity to suggest improvements in the way things are done in the school	2.50	0.63	Agreed
E	Job Satisfaction			
18	The duties of every job and teacher are clearly defined in my school	2.78	0.23	Agreed
19	Each duty in my school has an up to date description	2.55	0.60	Agreed
20	The job description for each job contains all the duties performed by individual teacher	2.87	0.43	Agreed
F	Job Compensation			
21	Job performance is an important factor in determining the incentive compensation of teachers	3.11	0.23	Agreed
22	The compensation for all teachers is directly linked to his/her performance based on the recommendation of the school head	2.51	0.45	Agreed
23	In my school, incentive is used as a mechanism to reward higher performance	2.50	0.48	Agreed
G	Job Selection			
24	The selection systems followed in my school for positions are highly scientific and rigorous	2.67	0.42	Agreed
25	Selection system in my school selects those having the desired knowledge, skills and attitudes	3.12	0.36	Agreed
H	Interpersonal Relationship			
26	The intentions of the school about what needs to be done and what needs to be changed are communicated to staff	3.03	0.12	Agreed
27	My school manages its relationships with staff with professionalism	2.89	0.31	Agreed
I	Teacher Welfare			
28	My school meets the needs of teachers for a healthy, safe and supportive work environment.	2.51	0.62	Agreed
29	Incentives are given to high performing staff in my school	2.59	0.43	Agreed
	Grand Mean	2.82	0.38	Agreed

Source: (Field survey, 2020)

Table 1 showed that the average mean score of respondents was 2.82 with a standard deviation of 0.38. Judging by the results, table 1 revealed that all the items except item 1 & 2 had mean above the criterion mean of 2.5. Thus, respondents were in agreement with various human resources development practices available for teachers' training for better job performance in public secondary schools in Rivers State.

Research Question Two: What are the human resource development strategies that are preferable by teachers in public secondary schools in Rivers State?

Table 2: Mean, mean set, standard deviation (Sd) and rank order of the human resource development strategies that are preferable by teachers in public secondary schools in Rivers State

S/N	Items	Male Mean	Female Mean	Total Mean	SD	Rank	Decision
1	Job Definition	2.80	2.97	2.89	0.19	8th	Agreed

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2	Performance Appraisal System	2.56	2.71	2.64	0.05	9th	Agreed
3	Training and Development	3.17	3.09	3.13	0.03	1st	Agreed
4	Reward and recognition system	2.51	2.74	2.63	0.16	10th	Agreed
5	Employee Engagement	2.98	2.87	2.93	0.12	7th	Agreed
6	Interpersonal Relationship	3.02	2.98	3.00	0.14	5th	Agreed
7	Employee Welfare	3.19	3.02	3.11	0.16	3rd	Agreed
8	Recruitment and Promotion	3.10	3.15	3.13	0.04	1st	Agreed
9	Knowledge management	3.01	2.90	2.96	0.11	6th	Agreed
10	Shared Responsibilities	3.19	2.98	3.09	0.09	4th	Agreed

Source: (Field survey, 2020)

Table 2 revealed that the average mean set scores of male and female respondents' ranges between 2.63 (SD= 0.16) and 3.13 (SD= 0.04). The table also showed that all the items had mean above the criterion mean of 2.5. with training and development ranking the highest. Thus, respondents were in agreement on human resource development strategies and in terms of preference, teachers favour training and development, efficient recruitment and promotion process and employee' welfare.

Research Question Three: To what extent do human resources development practices enhance teachers' job performance in public secondary schools in Rivers State?

Table 3: Mean and standard deviation scores of respondents on the extent to which human resources development practices enhance teachers' job performance

S/N	Items	Mean	SD	CM	Decision
1	Teachers' proper orientation ensures better job performance	2.54	0.32	2.50	HE
2	Getting familiar with the available facilities such as library, classrooms, laboratories, instructional material enhances teachers' performance	2.56	0.21	2.50	HE
3	Exposing teachers to the three teaching domains ensures standard and improved job performance	3.01	0.11	2.50	HE
4	Workshops Conference and seminars for teacher's development are essential for teachers' performance	3.13	0.09	2.50	VHE
5	Refresher courses regularly organized for teachers enhances effective performance	3.17	0.07	2.50	VHE
6	Training development programmes designed for newly employed teachers enhances job performance	3.14	0.10	2.50	VHE
7	School administrators' performance in rating of teachers and providing them with feedback increases performance	3.17	0.09	2.50	VHE
8	Assigning consulting teachers to new teachers by school heads enhances job performance	3.13	0.12	2.50	VHE
9	Consulting teachers who provide orientation assistance with the curriculum and current issues to new teachers increases job performance	3.11	0.18	2.50	VHE
10	Principals encouraging teachers' participation in decision making in the school increases performance	3.17	0.13	2.50	VHE
11	Providing training designs for teachers improve performance	3.12	0.18	2.50	VHE
	Grand mean	3.02	0.15	2.50	VHE

Source: (Field survey, 2020)



Table 3 revealed that human resources development practices enhance teachers' job performance in public secondary schools to a high extent. The data presented in Table 3 revealed the mean responses of the respondents to all 11 items, ranged from 2.54 to 3.17 which showed that the respondents accepted all the 11 items that human resources development practices enhance teachers' job performance in public secondary schools in Rivers State.

Research Question Four: What are the challenges facing human resources development practices in public secondary schools in Rivers State?

Table 4: Mean and standard deviation scores of respondents on the challenges facing human resources development practices in public secondary schools in Rivers State

S/N		N	Mean	SD	Decision
1	Competition is a major challenge facing HRD practices	265	2.68	0.62	Agreed
2	The emergence of technology and information age is a setback to HRD	265	2.50	0.54	Agreed
3	Diversity in the composition of the workforce is an impediment to HRD	265	2.91	0.41	Agreed
4	The calibre of the workforce impacts HRD negatively	265	2.74	0.52	Agreed
5	The springing up of contingent employees (temporary workers, part-timers, contract or leased workers) is a major challenge of HRD	265	3.01	0.61	Agreed
6	Education organisation restructuring and downsizing is an impediment to HRD	265	3.05	0.35	Agreed
7	Lack of training infrastructure including trainers and training materials are challenges	265	3.00	0.19	Agreed
8	Lack of funds for the human resource development is a setback	265	3.02	0.17	Agreed
	Grand Mean	265	2.82	0.50	Agreed

Source: (Field survey, 2020)

The data presented in Table 4 revealed the mean response scores of the respondents to all 6 items analyzed ranged from 2.50 (SD=0.54) to 3.05 (SD=0.34) which showed that the respondents accepted all the 6 items on the challenges facing human resources development practices in public secondary schools in Rivers State.

Research Question Five: What are the implementation strategies for effective human resource development practices in public secondary schools in Rivers State?

Table 5: Mean and standard deviation scores of respondents on the implementation strategies for effective human resource development practices in public secondary schools in Rivers State

S/N	Items	N	Mean	SD	Decision
1	Recruiting and retaining high quality people with innovative skills and a good track record are strategies for the implementation of effective HRD	265	2.79	0.37	Agreed
2	Using sophisticated selection procedures to recruit people who are likely to deliver quality and high-level performance is a HRD implementation strategy	265	2.86	0.43	Agreed

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3	Developing strategic capability and providing encouragement and facilities for enhancing innovative skills and enhancing the intellectual capital is a HRD implementation strategy	265	3.01	0.19	Agreed
4	Providing financial incentives, rewards and recognition for successful innovation is a strategy for effective HRD implementation	265	2.99	0.39	Agreed
5	Effective communication is a key to HRD implementation strategy	265	3.04	0.17	Agreed
6	Decentralization through delegation and shared responsibility by school heads is a HRD implementation strategy	265	3.01	0.18	Agreed
Grand mean		265	2.95	0.29	Agreed

Source: (Field survey, 2020)

As regards items on Table 5 which sought to find out from the respondents the implementation strategies for effective human resource development practices in public secondary schools in Rivers State, the mean scores for all items exceeded the criterion mean of 2.50. The grand mean score of 2.95 and SD of 0.29 showed that respondents accepted all the strategies for the implementation of effective human resource development practices.

Hypothesis One: There is no significant difference between the mean response scores of male and female teachers on the various human resources development practices available for teachers' training for better job performance in public secondary schools in Rivers State

Table 6: Summary of z test on difference in the mean scores of male and female teachers on the various human resources development practices available for teachers' training for better job performance in public secondary schools in Rivers State

Categories	n	Mean	SD	df	z-cal	z-crit	p	Decision
Male	120	2.69	1.14	263	0.64	1.96	0.05	H ₀₁ Retained
Female	145	2.78	1.05					

Source: (Field survey, 2020)

Table 6 above showed that the z calculated value of 0.64 is less than the z critical value of 1.96 at 0.05 level of significance with the degree of freedom of 263. The null hypothesis was accepted. This means that significant difference does not exist between the mean scores of male and female respondents on the various human resources development practices available for teachers' training for better job performance in public secondary schools in Rivers State

Hypothesis Two: Significant difference does not exist between the mean response scores of male and female teachers on the human resource development strategies that are preferable in public secondary schools in Rivers State.

Table 7: Summary of z test on difference in mean scores of male and female teachers on the human resource development strategies that are preferable in public secondary schools in Rivers State

Categories	n	Mean	SD	df	z-cal	z-crit	p	Decision
Male	120	2.71	1.10	263	0.73	1.96	0.05	H ₀₂ Retained
Female	145	2.83	1.12					

Source: (Field survey, 2020)



Table 7 above showed that the z calculated value of 0.73 is less than the z critical value of 1.96 at 0.05 level of significance with the degree of freedom of 263. The null hypothesis was accepted. This means that significant difference does not exist between the mean scores of male and female respondents on the human resource development strategies that are preferable in public secondary schools in Rivers State.

Hypothesis Three: Significant impact does not exist between human resources development practices and teachers' job performance in public secondary schools in Rivers State

Table 8: Summary of z test on difference in mean scores of respondents on the impact of human resources development practices on teachers' job performance in public secondary schools in Rivers State

Variables	n	Mean	SD	Df	z-cal	z-crit	p	Decision
HRD Practices	265	3.30	1.91	263	2.19	1.96	0.05	H0 ₃ Rejected
Job Performance	265	2.58	1.83					

Source: (Field survey, 2020)

Table 8 above showed that the z calculated value of 2.19 is greater than the z critical value of 1.96 at 0.05 level of significance with the degree of freedom of 263. The null hypothesis was rejected. Hence, significant impact does exist between human resources development practices and teachers' job performance in public secondary schools in Rivers State.

Hypothesis Four: There is no significant difference between the mean response scores of male and female teachers on the challenges facing human resources development practices in public secondary schools in Rivers State

Table 9: Summary of z test on difference in mean scores of male and female teachers on the challenges facing human resources development practices in public secondary schools in Rivers State

Categories	n	Mean	SD	Df	z-cal	z-crit	p	Decision
Male	120	2.70	0.97	263	0.07	1.96	0.05	H0 ₄ Retained
Female	145	2.71	0.95					

Source: (Field survey, 2020)

Table 9 presented above showed that the z calculated value of 0.07 is less than the z critical value of 1.96 at 0.05 level of significance with the degree of freedom of 263. The null hypothesis was accepted. This means that significant difference does not exist between the mean response scores of male and female teachers on the challenges facing human resources development practices in public secondary schools in Rivers State.

Hypothesis Five: The mean response scores of male and female teachers on the implementation strategies for effective human resource development practices in public secondary schools in Rivers State will not differ significantly.

Table 10: Summary of z test on difference in the mean scores of male and female teachers on the implementation strategies for effective human resource development practices in public secondary schools in Rivers State

Categories	n	Mean	SD	Df	z-cal	z-crit	p	Decision
Male	120	2.65	0.91	263	0.15	1.96	0.05	H0 ₅ Retained
Female	145	2.63	0.88					

Source: (Field survey, 2020)

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Table 10 presented above showed that the z calculated value of 0.15 is less than the z critical value of 1.96 at 0.05 level of significance with the degree of freedom of 263. The null hypothesis was accepted. This means that the mean response scores of male and female teachers on the implementation strategies for effective human resource development practices in public secondary schools in Rivers State did not differ significantly

Discussion of Findings

On the various human resources development practices available for teachers' training for better job performance, this study revealed that respondents were in agreement with almost all the items. This further showed that public secondary school teachers in Rivers State are well informed on HRD practices required in work environment. This finding emphasized that HRD practices such as recruitment and promotion, performance appraisal, employee engagement, interpersonal relationship, training and development, employee welfare and satisfaction if well understood by members of staff will help such educational organization to face the future challenges on human resource management and also help the organization to develop the human resource.

The inference drawn on human resource development strategies that are preferable by teachers in public secondary schools in Rivers State showed that respondents preferred training and development as well as recruitment and promotion. The study sees training and development as related concepts to organizational performance and thus falls in line with Ng and Siu (2004) that there is positive link between investment in training and performance. Existing literature suggests that training and development provisions are taken as sign by employees that their organization desires to enter into a special exchange with them, thus, creating a strong psychological bond between them and their employer (Garrow, 2004).

Furthermore, human resource development practices have significant impact to a large extent on teachers' job performance. Findings suggest that people are indispensable organizational resource and a source of good organizational performance. It is the individuals working in an organization who become the basis for utilization of other resources. Empirical evidence from research has also shown correlation between HRD practices/climate and employee performance, attitude and behavior (Akinyemi 2011).

Findings of this study also revealed key challenges facing human resource development in public secondary school in Rivers State. Human resource in any organization basically is made up of people from diverse background and with different personal aspiration and goals. The constituents of educational institutions are composed of this, hence there is bound to be a clash of interest. The findings of this showed that respondents were well aware of the challenges.

Finally, the findings of this study showed that respondents were in unison in the acceptance of the strategies for the implementation of effective human resource development practices in public secondary school in Rivers State. However, adequate implementation of human resource development practices should not be left for school managers/administrative heads but a duty for all and sundry for the attainment of educational set goals.

Conclusion

The study emanates from a clear direction on human resource development and its impact on teachers' performance. The reviewed articles facilitated the overview of the issues pertinent to

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this important aspect of any organisation. Other studies have been carried out on the theme, none focused squarely on the two important variables of HRD and teachers' performance and very few research studies have investigated human resource development in the education section.

Conclusively, HRD in any organizational context is simply the process of organizing and enhancing the physical, mental and emotional capabilities of individuals for productive work. Effective training has been identified in this study as an investment in the human resource of an organization, with both immediate and long range returns though in educational systems returns are in the form of enhanced teachers' performance which translates in most cases to improved students' academic achievement.

Recommendations

Based on the findings and conclusion of this study, the following are recommended:

1. Teachers' training and welfare should be top priority in any educational institution and training should be regular and consistent.
2. School management should endeavor to develop teachers as well as other personnel, this will help management in curbing the disparity between the teaching staff and other personnel, thereby leading to good performance and achievement in targeted educational goals
3. In terms of good remuneration to teachers, the government should ensure adequate and prompt payment of salaries and other entitlements.
4. School administrative heads should implement key human resource development strategies to curb the challenge of work place diversity
5. Educational institution heads should ensure open communication channels with teachers and will be willing to delegate and share responsibilities at all times.

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