
HUMAN RESOURCE MANAGEMENT AND TEACHER'S RECRUITMENT IN SECONDARY SCHOOLS IN IMO STATE NIGERIA

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ABSTRACT

This study investigated Human Resource management and staff recruitment in Secondary Schools in Imo State, Nigeria, the study adopted a descriptive survey. Two research questions and two hypotheses were formulated for the study. The population of the study was 2937 teachers from the 112 public senior secondary Schools in Imo State. The Sample was made up 296 teachers. The sample was chosen using stratified random sampling technique. A rating scale was titled, Human Resource management and teachers Recruitment in public secondary schools (HRMATRS)". The rating scale for both teachers and principals was used to collect data for this study. The scale has 10 items. The instrument was duly validated by specialists in educational administration and planning and Educational Measurement and Evaluation. Cronbach alpha statistic was used for the reliability of the instrument which was obtained on an index of 0.94. It was found among others that the quality of staff recruitment of teachers in senior Secondary Schools in Imo state determines the human resource management approach which principals adopt in their various secondary Schools in Imo state, Nigeria. Based on the findings, it was recommended that government and principals should be employing qualified teaching personnel to teach in senior secondary schools.

KEYWORDS

Human, Resource, Management, Staff, Recruitment, Secondary, and Education

INTRODUCTION

Human resource management is a critical aspect of general administration. It determines the level of efficiency and effectiveness of any organization. It also determines the level of productivity and achievement of the organizational aims and objectives. In educational institutions, human resource management is a gateway to achieving educational goals (Onuoha, 2018). As the management of human beings in education, it determines the degree or level of educational attainment of goals and objectives. It determines the instructional objectives and achievement. It also determines the level of the overall academic achievement by both students and the government. Most importantly, human resource management determines the quality of teachers employed and their improvement or development (Dickson & Enock, 2024).

Educational managers have of recent expressed concern about the quality of staff that drive the educational vehicle of the government at all levels of our educational system. Nwosu, (2016), observed that the attainment of instructional objectives lies at the school gate-meaning that the calibre of staff that handle instruction is determined by staff recruitment behaviours adopted by the government and managed by the principals. If teachers and other staff of the secondary schools were not properly and professionally employed, the student's academic achievement will be at the receiving end. Academic performance could hardly be realized when the right Calibre of staff were not employed to man the various departments in the school system, teachers and the non-teaching staff who contribute immensely towards the realization of academic goals.

Arguably, the learning of any loopholes unfilled during recruitment poses a danger to instruction and also to the entire management bodies in the educational sector. The government and the principals and indeed the students will brunt immeasurably. Human resource management according to Tiwari (2012) it involves all the activities which is aimed at improving employee's personal goals and the organizational goals. Human resources Practices include recruitment, staffing, orientation, training and developments retention and outsourcing (Urich, Bockbank and Johnson (2008). To Saxene and Tiwari (2009), human resource management includes the following practices: training on developments employer/employee relations, career development, compensation and benefits. Nwiyi (2013) stated that human resources are the most essential resources in any organization and must be seen to be more important than all other resources put together. In this regard, the greatest resource or impediment of any organization is its human resources.

Organizations, function more efficiently if the people who work in them are properly managed and encouraged to develop professionally. Through this, the organization

achieves its mandated tasks and goals (Ulasi 2011). Anyaogu, (2016), maintained that without effective and efficient management of human resources, no organization can achieve its performance potentials, notwithstanding how best designed the organization is. This is predicated on the fact that human resources use their talents, abilities, intelligence and knowledge to achieve organizational goals. It therefore, becomes most expedient that to achieve organizational goals, human resources should be well organized, staffed, co-ordinated, directed and properly motivated for the purpose of performing their duties.

No doubt, to achieve these practices by human management, the process starts from recruitment and selection practices. Through this, human management will help the people employed to focus on the policies and systems of the organization. Human resource helps people within the organization to achieve their purposes and the organizations purposes. In all, human resources management is primarily concerned with ensuring recruitment, selection, training and developing people and rewarding people in the organization. From the above human resources management remains a very strategic and comprehensive approach to managing people (Ulasi, 2011). It helps people employed to contribute effectively and productively to the overall accomplishment of the organization's goals. To Nwakpa (2017) human resource management is directed at attracting, developing and maintaining the workforce. Thus, human resource management is concerned primarily with the recruitment, staffing, training and retraining, placement, promotion, motivation and rewards, transfer and discipline.

Anyaogu (2016) summarized those human resources management brings people together to achieve the goals of one another. The production of goods and services which human resources activities involved is dependent on the recruitment criteria and approach. Hence, Onah (2008) was of the view that without skilled and well-motivated workforce, operating within the sound human resources, development of any organization will be impossible. It is the effective management of people at work, for good performance. Without it, the goals of the organization would be a mirage.

Human resource management galvanizes and navigates the direction of the organization by employing, training, retraining, directing, coordinating and rewarding human resources who are catalysts of the organizational goals and objectives. Their qualification, professionalism and orientation are therefore very critical towards the realization of the organizational set vision and mission. Teachers and indeed other staff of secondary schools play a significant role in the determination of the quality of education of any nation. The federal Republic of Nigeria, aware of the importance of teachers' quality stated that no education system can rise above the quality of its teachers (FRN 2013). The teacher's and other staff are the main actors for the

realization of educational goals and the realization of these goals may largely depend on how the teachers are recruited and managed. Hence, special attention should be given to the recruitment procedures for teachers and other major actors in our secondary School system (Dickson, 2024).

Anyacha (2016) defined recruitment as the process of searching for prospective employees and stimulating them to apply for jobs in an organization. It deals with identification, creations stimulation and striking a balance between internal and external sources. For the goals of any organization to be achieved, qualified and competent staff should be recruited. The Human Resources management should be able to create awareness for the process of such recruitment by identifying people who are qualified academically and professionally. This should be done through the internal and external platforms. Such qualified staff should be stimulated to apply and stay on the job by motivating them to stay in the organization. The process of recruitment could not be complete without selection procedures. Selection is the process of ascertaining the qualification, experiences, skills, and knowledge of an applicant with a view of appraising his suitability to the job. This process involves writing the job descriptions establishing the selection criteria, writing the job vacancy, receiving and filing applications, formulating the interview techniques, selecting the applicants to be interviewed, checking referees, interviewing applicants, selecting the best candidates, notifying and sending out successful letters and employing the selected applicants (Ikwuegbu 2006).

Employment and Recruitment of teachers and other non-teaching in the secondary school should also be adopted the above listed procedures. If the procedures are corrupt, the recruitment process too should be corrupt and the result will be the recruitment of unqualified staff to carry out the process of instruction in the school. The Long term effect would be the non- attachment of educational objectives. The quality of teachers determines the quality of education in the country. And the quality of education should be measured by the quality of teachers recruited to deliver instruction to the students. Government policies and programmes could be superlative and fantastic; objectives could be well defined, yet if teacher's quality is poor, the pogrammes and policies of the government in education could be hardly achieved. The process of realizing the objectives of education starts with the teacher from recruitment and ends with the teacher in the classroom. Teachers as purveyors of Knowledge and custodian of instruction determine the success or failure of educational objectives (Dickson et al., 2024).

Secondary School education is the second system of education in Nigeria. It is the education after the primary School System. The Secondary school education admits children between the ages of 11-12 years old. It is divided into two major parts viz.

the Junior Secondary School (JSS) and the Senior Secondary School (SSS). Each of the two sections has duration of three years. The terminal examination for the junior secondary school students is the Basic Education Certificate Examinations (BECE). While the terminal examination for the senior secondary school students is the West Africa School Certificate Examination's (WASCE) and the Senior School Certificate Examination (SSCE) conducted by the National Examination Council.

The attainment of these national objectives for our secondary school leavers depends largely on the calibre of staff recruited in the school. The teaching staff should be able to drive these lofty objectives to the classroom so as to realize them. The teacher who supposedly should help the students to realize those lofty dreams which would lead to academic achievement should be recruited qualified staff. He should be discovered during the process of recruitment and selection processes. The processes must be transparent in their recruitment process to avoid mistake of recruiting half-baked teachers who cannot translate government policies into concrete actions. Nwosu, (2012), added that the teacher to drive these aims and objectives must be morally sound. He/she should not be involved in bribery and corruption. He/she should not leak examination questions or aid cheating in both internal and external examinations. As a moral torch bearer, he should not be involved in indecent behaviours with the female students. These teachers of excellence should be discovered during the recruitment process (Dickson, 2024).

In Imo state, there has been public outcry about the behaviours of teachers and their attitudes to work ethics. It has been observed that teachers go to school very late and leave school at will. Others who go to school do not perform their statutory duties and functions. While some absent themselves from duties, others who come to school leave students to their fate. More worrisome is the fact that some of these teachers who shun class only help the students to cheat during the external examinations by either dictating the answers to them or write the answers on the chalkboard. Others had been involved in indecent and immoral acts with the students such as sexual harassment, bribery and corruption, favouritism and even drunkenness during official hour. All these negative attitudes to teaching profession being displayed brazenly by our teachers are worrisome. Could these attitudes be as a result of poor recruitment process? Could it be also poor measures by the Human Resource Management of the Ministry of Education in Imo state? To put it in a question form: What is the process of recruitment of staff in our public secondary schools by the Human Resource Management of the Imo state government, Nigeria? This is the problem the researcher has examined.

LITERATURE REVIEW

The quality of education depends on the quality of the teaching staff (teachers). Teachers form the fulcrum of education, Okunammir (2020). The process of maintaining standard also lies with the teacher. To ensure and maintain standard, qualified and competent teachers must be employed to teach the subjects which they specialized in. Human resources management should in the Ministry of Education is saddled with the responsibility of recruiting, training, retraining, discipline and welfare of teachers Anyaogu, (2016). Regrettably, the ministry has abandoned this sacred responsibility either for political discourse or for corruption related reasons. Whichever, be the reason, it has impacted negativity on education and standard in general. When human resources management live up to their responsibilities, it will impact positively on the standard of education in Imo State, Nigeria.

Fulcher and Davidson (2007), when the process of test administration is elaborated in the testing of related texts, the only concern is the delivery system which is usually associated with test taking processes or the physical environment. The goal of examination administration is to obtain the best possible sample of students' behaviour under standard conditions. There is therefore the need for strict adherence to the test manuals that provide instructions to the test, and the guidelines that are highlighted. The test administrator should thus ensure that test takers work within conditions that maximize opportunity for optimum performance (Joint Committee on Testing Practices (JCTP), 2011). Examination administration does not only involve the stage when the questions are given to examinees, but rather it has several other stages, which starts from test development.

Test development is a good, thoughtful and sound application of established principles of test construction. Before the real work of test construction, the test constructor takes some broad decisions on the major objectives of the test in general terms, and on the population for whom the test is intended, and also indicates the possible conditions under which the test can be used alongside its importance. In the 1980s, language investigators and scholars preferred to develop high quality tests for practical objectives (Bachman & Palmer, 2016). According to Saville (2020), test development is observed as a process including a number of logical stages. These stages initiate with test design and item writing and then move through the administration and reporting the outcomes. The final step of this assessment cycle is the evaluation step.

Examination administration is necessary for all types of tests According to Hughes (2019), test administration is a variety of procedures for giving a test to an individual or a group of persons and also for gathering empirical information in order to assess the qualities of test usefulness and make inferences about test takers' abilities. And according to Fulcher's (2020), getting a right test administration involves two issues. First, it involves replicating the meticulous conditions that the test designers set out in

the delivery specifications, which are conditions upon which the test was originally piloted and field tested; second it involves ensuring that these conditions are replicated for all test takers so that no one experiences taking the test in a condition that provides either advantages or disadvantages in favour of others.

And for a better administration of the test, Fulcher suggested that one has to be conscious of controlling the extraneous/ irrelevant variables. These variables can be considered as simply any factors that affect test scores which are not related to what the test is intended to measure. He also said that a good test is like an experiment, in the sense that it has to eliminate or at least keep constant all extraneous sources of variation. For our tests should reflect only the specific type of variation in knowledge or skill that we are interested in, now. But, he however added that in administering tests extraneous sources of variation cannot completely be eliminated because it is not simple to control all variables (Fulcher, 2020). In spite of this limitation, it is helpful to try to keep them constant. This increase the chances of the test takers performing to the best of their abilities; and it minimizes the chances of their being distracted or cheating, in order to satisfy the examination administration principles.

RESEARCH OBJECTIVES

1. Ascertain the nature of Human Resources Management and teacher's recruitment in Imo state secondary schools.
2. Ascertain the nature of Human Resources Management and behaviours of teachers in secondary schools in Imo state Nigeria.

RESEARCH HYPOTHESES

1. There is no significant relationship between human resources management and teacher's recruitment in secondary schools in Imo State.
2. There is no significant relationship between human resources management process and teachers' behaviour in secondary schools in Imo state, Nigeria.

RESEARCH QUESTIONS

1. What is the nature of relationship between Human Resources Management and teachers' recruitment in secondary schools in Imo state, Nigeria?
2. What is the nature of human resources management between teachers' behaviours in secondary schools in Imo State, Nigeria?

RESEARCH METHODOLOGY

The study adopted correlational design. The population of the study comprised of principals from 112 public secondary schools in Imo state. This sample was drawn using stratified random sampling techniques. A rating scale was used as the instrument

for data collection. The researcher constructed rating scale titled “human resource management and teachers recruitment scale” (HRMTRS). The rating scale has 10 items in two clusters. In analyzing the data, t-test associated with regression was used for hypotheses. The findings from the study revealed that Human Resources Management relates positively to a high extent with recruitment and behaviours of teachers in Imo state public secondary school.

RESULTS AND DISCUSSIONS

Research Question one

What is the nature of relationship between human resources management and teachers’ recruitment in secondary schools in Imo state?

Table 1: The results of the analysis of data are summarized below in table 1

N	R	Decision
300	0.051	High relationship

Table 1 shows the correction coefficient between Human Resources Management and teachers’ recruitment in public secondary schools in Imo state. The result showed that the sample size is 300 and showing that there is a high relationship between Human Resources. Management and teacher’s recruitment in public secondary schools in Imo state Nigeria.

Research Question Two

What is the nature of relationship between the Human Resources Management and teachers behaviours in public secondary schools in Imo state? Nigeria?

Table 2: Summary of correlation co-efficient between Human Resources and Teachers Behaviours

N	R	Decision
300	0.72	High relationship

Table 2 shows the correlation coefficient between teacher’s behaviour and Human Resources Management in Public Secondary schools in Imo state. The result indicated that the sample size is 300 and the correlation coefficient is 0.72. the result indicated $r = 0.72$, implying that there is a high relationship between Human Resources Management and teachers’ behaviour in public secondary schools in Imo State.

Hypothesis

1. There is no significant relationship between Human Resources Management and teachers’ recruitment in secondary schools in Imo state. The results of the analysis of data generated are summarized and presented in table 3.

Constant	N	R	α	df	tcal	t-critical	Sig
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Human Resource Management	300	0.083	0.05	297	30.20	1.96	0.00
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Data presented on table 3 shows the summary of t-test associated with regression. The result indicated df to be 297 and calculated t-value of 30.20 and a t-critical of 1.96 with p value of 0.00, that is the result of the null hypothesis at 0.05 level of significance. Since the p value is less than the criterion significance level, this leads to the rejection of the null hypothesis and on alternate hypothesis established thus: there is a significant relationship between human resources management and teachers recruitment in public secondary schools in Imo State.

2. There is no significant relationship between Human Resources Management and teachers behaviours in public secondary schools in Imo state, Nigeria.

Constant	N	R	α	df	tcal	t-critical	Sig
Human Resource Management	300	0.084	0.05	296	32.10	1.86	0.00

Table 4 above shows the summary of t-test significance of correlation analysis between resources and teachers behaviours in public secondary schools in Imo state, Nigeria. The result indicated df to be 296 and calculated t-value of 32.10 and a t-critical of 1.86 with pvalue of 0.05 level of significance. Since the t-critical of 32.10 is greater than the t-tab of 1.86, at 0.05 level of significance. This implies that there is a significant relationship between Human Resources Management and teachers behaviours in public secondary schools, of Imo state, Nigeria.

This shows that absolute precautionary steps should be taken in ensuring that the right caliber of teaching staff is employed to deliver instruction of high quality to Imo state students. In line with this, Omebe, (2014), maintained that in order to achieve educational goals depends on its workforce. He further maintained that staffing in the education sector should attract the best personnel in teaching and placing their high potentials on jobs where their talents and skills can be maximally utilized.

Anyaogu (2010) also agreed that the problem of education starts from the quality of staff recruited and selected from the education of the future generation of our country, Nigeria. According to Anyaogu, (2016), other problems bedeviling education in Nigeria include poor staff, political influence, recruitment and selection process, God fatherism, bribery and corruption at the government levels. A system where the best brains are pushed out while the “sacred cows” occupy the “golden space” hangs our academic failure in the balance (Onuoha, 2018). To ensure good output in our educational sector, Onuoha (2018) argued that competent and efficient staff should be identified and employed during the process of attraction, recruitment, selection and retention. This will ensure the realization of the educational objectives. Therefore, governments at all levels, educational managers must put square pegs in square holes

so that the students and the society can receive maximum education benefits.

Based on the above findings, it is hereby concluded that there is high relationship between Human Resources Management and teacher's recruitment in public secondary schools in Imo state. The study also found that there is a very high relationship between human resources management and teacher's behaviours in public secondary schools in Imo state, Nigeria. The authors examined the relationship between the nature of relationship between the nature of human resources management and teachers recruitments. It was observed from the statistics that teachers' recruitments positively affect the activities of human resources management. This shows that the primary function of human resources management is to recruit qualified and competent teachers. The researchers find out also that human resources management and teachers behavior related positively. Those shows that human resources management function is to discipline deviant teachers who are found wanting in the discharge of their responsibilities

RECOMMENDATIONS

That there should be transparency in recruiting teachers.

That there shall be stages of interview including written, oral and practice before final employment.

That there shall be consulting officials to assist the human resources management during recruitments.

Those recruitments should be apolitical. There shall be no political interference.

That erring teachers should be sanctioned seriously.

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