

Human Resource Management and Students' Academic Performance in Public Secondary Schools in Ondo State, Nigeria

¹Alabi, Festus Oluwole & ²Alabi, Ade Peter

^{1&2}Department of Educational Management, Faculty of Education,
Adekunle Ajasin University Akungba-Akoko, Ondo State, Nigeria

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Abstract

Many human resource management problems are facing public secondary schools such as inadequate principals' supervision of teachers, low level of teachers' capacity building and poor students' academic performance among others. The study examined the impacts of human resource management variables such as (principals' supervision of teachers, and teachers' capacity building and teachers' workload) on students' academic performance. The study adopted a descriptive research of the survey type and ex-post-facto type. The sample consisted of 320 respondents (20 principals and 300 teachers). The respondents were selected using multi-stage sampling procedure. Two self-developed questionnaires entitled: Human Resource Management Questionnaire for Teachers (HRMQT) and Students' Academic Performance Proforma (SAPP) of WASSCE results for the period of three years (2016-2018) were used to collect data for the study. The reliability of the instrument was ensured using test retest technique and the reliability coefficient of 0.78 was obtained for HRMQT. Three research questions were raised and one hypothesis was formulated for the study. The research questions were answered using descriptive statistics of frequency count, percentage and mean while the hypothesis was tested using multiple regression analysis. The hypothesis was tested at 0.05 level of significance. The findings revealed that the regression model is statistically significant in terms of the variables examined, ($F=3.526$, $p<0.05$). It was revealed that the best predictor of students' academic performance was principals' supervision of teachers followed by teachers' capacity building. It was concluded that human resource management variables such as supervision and capacity building contribute significantly to students' academic performance. Based on the findings, it was recommended that State Ministry of Education and relevant professional association should improve the education standard by organizing periodic capacity development programmes such as seminars and refreshers courses for the principals in order to enhance their competence in instructional supervision. The school principals should put in more efforts on teachers' supervision so as to improve instructional tasks of teachers to enhance students' academic performance in public secondary schools.

Keywords: *Human resource management, Students' academic performance, Principals' supervision of teachers, Capacity building.*

Corresponding Author: Alabi, Festus Oluwole

Background to the Study

The poor performance being recorded by secondary school students in internal and external examinations in some states of the federation despite parental investment in educating their children is highly worrisome. Performance is the rating of achievement and the degree to which task or assigned duty is discharged and accomplished. In the view of Ricarda, Meibner, Weidinger and Wirthwein (2017), academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals. To measure academic performance, there must be parameter in order to assess the extent to which students are progressing academically.

Lassa in Akinsolu (2010), claimed that teaching cannot be provided by just anybody, it requires a teacher who plans and delivers the lessons or instruction in a way that objectives can be achieved. Education is considered a vital tool in human capital development, which makes human resource management to occupy centre stage in the programme and activities of educational institutions. The need to persistently advance human knowledge, skills and values to achieve the overall educational goals make human resource management very important in secondary schools. Among the different human resources in schools, educators and school management teams play very important roles in delivering quality education in the classroom. Human resource management is the process by which the school principal coordinates, supervises and ensure optimal utilization of teachers' potentials (knowledge, skills and experience), for quality service delivery in a bid to achieve the set educational goals in secondary school.

However, so many problems still plague our educational system in Nigeria, which make the issue of human resource management a matter of great concern to school administrators and other stakeholders in the school system. This study is anchored on System Theory propounded by Ludwig Von Bertalanffy (1934). This theoretical framework which explains the inflow of inputs (teachers and students) from the environment to the school system. The teachers interact with the students through teaching-learning process and turn out students as output back into the environment. The roles of the teacher in the production of quality learners who achieve educational goals is very vital and require effective management of the human resource (teachers) by the principals in order to ensure effective curriculum instruction that will lead to good academic performance of students in secondary schools.

Statement of the Problem

The quality of students' academic performance in public secondary schools in Ondo State is observed to be relatively low. This situation has become a matter of concern to stakeholders in the education sector and the society at large. The poor performance of students in examination seems to be attributed to the level of human resource management by school administrators who are responsible for the coordination and supervision of teachers' affairs. Report of academic performance of students in the Senior School Certificate Examination (SSCE) conducted by West Africa Examination Council (WAEC) in Nigeria was poor.

The trends in students' academic performance in Nigeria reflected the following percentage points: 30.99% passes was recorded in the year 2011 and 38.81% pass in 2012, also 36.57% pass was recorded in 2013 and 31.28% pass in 2014 while 38.68% pass was recorded in 2015 and 52.97 percent pass in 2016 and also 59.22% and 49.98% pass respectively in the year 2017 and 2018. The levels of performances indicated that the percentage of students who obtained credit passes in five subjects and above, including English Language and Mathematics in the Senior School Certificate Examinations conducted by the West African Examinations Council, was below 53 percent (Owadiae, 2011; Owadiae, 2012; Eguridu, 2014; Eguridu, 2015; Adenipekun, 2016; Adenipekun 2017; Adenipekun 2018). The relatively low level of academic achievement could be a reflection of the level of human resource management by school administrators who are responsible for the coordination and supervision of teacher affairs.

In Ondo State, the performance of students who obtained credit passes in five subjects, including English Language and Mathematics in WAEC Examination were 24% in 2010, 33% in 2011, and 22.9% in 2012. 29% in 2013 and 33.80% in 2014, 32.89% in 2015, 38.89% in 2017 and 2018 respectively in all public secondary schools. This implied that the human resource management is yet to yield the desired result in secondary schools.

Purpose of the Study

The study examined the relationship between human resource management and students' academic performance in public secondary schools in Ondo State, specifically the study:

1. Investigated the level of instructional supervision carried out by principals in public secondary schools in Ondo State;
2. Examined the level of capacity building for teachers' in public secondary schools in Ondo State;
3. Find out the level of students' academic performance in Senior School Certificate Examination in public secondary schools in Ondo State between 2016 and 2018 academic sessions.

Research Questions

The following research questions were generated to guide the study.

1. What is the level of instructional supervision carried out by principals in public secondary schools in Ondo State?
2. What is the level of capacity building for teachers' in public secondary schools in Ondo State?
3. What is the level of students' academic performance in Senior School Certificate Examination in public secondary schools in Ondo State?

Research Hypothesis

One hypothesis was formulated to guide the study:

1. There is no significant relationship between human resource management and students' academic performance in public secondary school in Ondo State.

Significance of the Study

Government agencies such as Ministry of Education, Teaching Service Commission and other education department will also benefit from the findings of this study by revealing those avenues where they can contribute to the recruitment of more teachers, contribute to teachers' capacity building and improving on students' academic performance Human resource manager (principal) will find the result of this study beneficial because it will provide relevant information on instructional supervision of teachers and various ways of building teachers capacity for student academic performance.

Delimitation of the Study

This study was delimited to public secondary schools in Ondo North Senatorial District of Ondo State. Human resource management was also delimited to principals' supervision of teachers and their capacity building on the academic performance of students in Senior Secondary School Examination (SSCE) with credit including English Language and Mathematics between 2016 and 2018 academic sessions.

Methodology

This study adopted descriptive research of the survey type and *ex-post facto*. Existing data (WAEC result) will be used to establish the relationship between human resources management and students' academic performance. The population for the study comprised all principals and teachers in the 91 public secondary schools in Ondo North Senatorial District of Ondo State, Nigeria. The multi-stage sampling procedure was used to select the samples of this study. In the first stage, Ondo North Senatorial District, comprising six local government was clustered into three zones of two local government each (Ose/Owo, Akoko South and Akoko North) out of which one local government was selected from each zone through simple random procedure for the second stage. In the third stage, proportionate sampling technique was used to select 55 percent (55%) public secondary schools from the total public secondary schools in the selected three Local Governments, resulting in seven out of three secondary school in Ose local government, four out of eight in Akoko south east and seven out of three available in Akoko north west. Two self-constructed research instruments were used for this study. The questionnaires are: Human Resource Management Questionnaire for Teachers (HRMQT) and Students' Academic Performance Proforma (SAPP). Part A of the questionnaire comprises ten items about Principals' supervisory duties and Part B comprises eight items on Teachers' capacity building It was designed to answer research questions and also to test research hypotheses using Likert rating scale of Strongly Agree (S.A.) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (S.D.) = 1. The questionnaire for teachers was validated by colleagues in the Department of Educational Management of Adekunle Ajasin University after which a reliability of test-retest method was carried out. The result obtained was 0.78 correlation coefficient indicating the instrument was reliable. The administration of the questionnaires was carried out with the aid of a research assistant. Out of 300 copies administered, 293 copies of the questionnaires representing 97.7 percent was retrieved. The data collected were analyzed using descriptive statistics and inferential statistics. The research questions were answered using descriptive statistics of frequency count, percentage and mean. In finding out the level of principals' human resource management in the areas of supervision,

capacity building and teachers' workload, any mean below 2.50 is considered low, between 2.50 and 3.49 is moderate and any mean from 3.50 and above is high. The hypothesis was tested with Multiple Regression analysis at 0.05 level of significance.

Results

Answering of Research Questions

Research Question One: What is the level of instructional supervision carried out by principals in public secondary schools in Ondo State?

In providing answer to this question, data collected from part A of the questionnaire titled HRMQT were collated and presented on Table 1.

Table 1: Level of Instructional Supervision carried out by Principals

S/N	ITEMS	SA	A	D	SD	X
1.	The principal identifies and clarifies the goals to be achieved for teachers in the task assigned	F 55 % 18.8	201 68.6	23 7.8	14 4.8	3.01
2.	Principal checks and ensures adequate preparation of lesson notes by teachers on daily basis	F 47 % 16.0	138 47.1	96 32.8	12 4.1	2.75
3.	Principal checks and ensures adequacy of scheme of work and record of work on weekly basis	F 55 % 18.8	123 42.0	104 35.5	11 3.8	2.76
4.	Principal monitors teachers' attendance on daily basis	F 63 % 21.5	117 39.9	101 34.5	12 4.1	2.79
5.	Principal evaluates teaching and learning activities on daily basis	F 50 % 17.1	116 39.6	107 36.5	20 6.8	2.67
6.	Principal provides regular feedback to teachers after classroom monitoring and evaluation of lessons	F 46 % 15.7	126 43.0	99 33.8	22 7.5	2.67
7.	Principal organizes and monitor extra-lesson in order to cover the scheme of work	F 51 % 17.4	127 43.3	91 31.1	24 8.2	2.70
8.	Principal issued queries to the teachers on any act of irregularity	F 85 % 29.0	154 52.6	43 14.7	11 3.8	3.07
9.	Principal supervises teachers when they carry out their duties	F 53 % 18.1	152 51.9	71 24.2	17 5.8	2.82
10.	Principal rule time-book to check if teachers come late to the school	F 62 % 21.2	158 53.9	60 20.5	13 4.4	2.92
Grand Mean						2.82

Analysis presented on Table 1 shows that 206 respondents representing 87.4% agreed that principal identifies and clarifies the goals to be achieved for teachers in the task assigned while 37 respondents representing 12.6% disagreed. Also, 166 (56.7%) respondents agreed that principal evaluates teaching and learning activities on a daily basis while 127 (43.3%) respondents disagreed. The grand mean of principals' instructional supervision is 2.82; hence a moderate level of principals' instructional supervision is reported.

Research Question Two: What is the level of capacity building for teachers' in public secondary schools in Ondo State?

In providing answer to this question, data collected from part B of the questionnaire titled HRMQT were collated and the result is presented on Table 2.

Table 2: Level of Capacity Building for Teachers in Public Secondary Schools

S/N	ITEMS	SA	A	D	SD	X
1.	The principal gives coaching and mentoring to teachers in the performance of duties	F 29 % 9.9	143 48.8	95 32.4	26 8.9	2.60
2.	The principal allows teachers to go for in-service training regularly	F 26 % 8.9	102 34.8	146 49.8	19 6.5	2.46
3.	The principal organizes seminars, conferences, workshops on regular basis	F 20 % 6.8	95 32.4	143 48.8	35 11.9	2.34
4.	The principal assists teachers financially whenever they are to attend in-service training	F 24 % 8.2	89 30.4	140 47.8	40 13.7	2.33
5.	Principal usually holds class conference with teachers	F 29 % 9.9	86 29.4	136 46.4	42 14.3	2.35
6.	The principal recommends teachers whenever they are due for in-service training	F 37 % 12.6	77 26.3	154 52.6	25 8.5	2.43
7.	The principal encourages teacher to attend seminars, workshops and conferences	F 31 % 10.6	105 35.8	131 44.7	26 8.9	2.48
8.	The principal organizes workshop by more experienced teachers in the school	F 24 % 8.2	91 31.1	148 50.5	30 10.2	2.37
Grand Mean						2.42

Table 2 shows the level of teachers' capacity building. From the items, only item one has a mean that exceeds 2.50, items two to eight have means below 2.50. In furtherance, the grand mean of 2.42 indicates a low level of teachers' capacity building in public secondary schools in Ondo State, Nigeria.

Research Question Three: What is the level of students' academic performance in Senior School Certificate Examination in public secondary schools in Ondo State?

In providing answer to this question, data collected from students' academic performance proforma (SAPP) were used. Students' performances in English language and mathematics for three consecutive academic sessions, 2015/2016, 2016/2017 and 2017/2018 were collated and the result is presented in Table 3.

Table 3: Level of Students' Academic Performance in Public Secondary Schools

Year	No. of Students' Registered	A1–B3		C4 – C6		D7 – E8		F9		X
		F	%	F	%	F	%	F	%	
2015/2016	911	54	5.9	454	49.9	298	32.7	105	11.5	2.50
2016/2017	1032	82	7.9	388	37.6	396	38.4	166	16.1	2.37
2017/2018	1223	103	8.4	576	47.1	317	25.9	227	18.6	2.45
Grand Mean										2.44

Table 3 shows the performance of students in WASSCE for 2015/2016, 2016/2017 and 2017/2018 academic sessions. In 2015/2016 session, out of a total of 911 students who sat for English language and mathematics, 54 students representing 5.9% had between A1 and B3, 454 (49.9%) had between C4 and C6, 298 (32.7%) had between D7 and E8, while 105 (11.5%) had F9. Moreover, in 2016/2017 academic session, 82 (7.9%) students had between A1 and B3 in English and mathematics, 388 (37.6%) had between C4 and C6, 396 (38.4%) had between D7 and E8 while 166 (16.1%) failed. Also, out of 1223 students who wrote English and mathematics examinations, only 103 students representing 8.4% had between A1 and B3, 576 students representing 47.1% had between C4 and C6, 317 students representing 25.9% had between D7 and E8 while 227 students representing 18.6% had F9. Finally, in arriving at the level of students' academic performance, the grand mean of the students' performance is less than 2.50, this implies that the level of students' academic performance in English studies and mathematics in WASSCE for 2015/2016, 2016/2017 and 2017/2018 academic sessions in public secondary schools in Ondo North Senatorial District of Ondo State, Nigeria was low.

Testing of Research Hypothesis

Research Hypothesis: There is no significant relationship between human resource management and students' academic performance in public secondary schools in Ondo State. To test this hypothesis, data collected on the variables of principals' administrative skill and that of teachers' productivity were pooled to arrive at Table 4.

Table 4: Multiple Regression Analysis on the Relationship between Human Resource Management and Students' Academic Performance

Variables	Unstandardized coefficients		Standardized coefficients		Sig.	R	R ²	F
	B	Std. Error	Beta	t				
(Constant)	16.456	4.964		2.066	0.005			
Supervision of Teachers	.154	.163	.287	.448	.035			
						0.746	0.557	3.526
Capacity Building	.188	.237	.23.7	.640	.031			

Dependent Variable: Students' Academic Performance

As shown in Table 4, the results of the regression analysis shows that the coefficient of joint correlation R between human resource management and students, academic performance is 0.746, while the coefficient of determination R² is 0.557. This implies that 55.7% of the occurrence of students' academic performance could be attributed to human resource management in terms of supervision and capacity building in the school system. The contribution of each of the variables of human resource management to the prediction of students' academic performance shows that supervision of teachers was the best predictor of students' academic performance with 28.7% contribution; this was followed by teachers' capacity building with 23.7% contribution. With the F-ratio of 3.526 and p-value of 0.005, the relationship is statistically significant and it is concluded that there is significant relationship between human resource management and students' academic performance in public secondary schools in Ondo State, Nigeria.

Discussion of Findings

The only hypothesis for the study which states that there is no significant relationship between human resource management and students' academic performance in public secondary schools was rejected. Findings revealed that the best predictor of students' academic performance is principals' supervision of teachers, which accounted for 0.287 beta weight (28.7%). This is closely followed by the second variable which was teachers' capacity building with beta weight of 0.237 (23.7%).

The composite relationship between human resource management variables such as principals' supervision of teaches and teachers' capacity building and students' academic performance is positive and statistically significant at 0.05 level of significance. The regression model is statistically significant in terms of its overall (F=3.526, p<0.05). This implies that the two human resource management variables, principals' supervision of teachers and teachers' capacity building are important predictor of students' academic performance in Ondo North Senatorial District of Ondo State. For the fact that there is significant relationship indicates that much are still needed to be done in human resource management variables. This finding is supported with the finding of Babalola (2016), who observed that, school principals should

put in more efforts on teachers' supervision also teacher should be equipped with capacity development programme such as seminars and conferences in order to enhance academic performance of students in secondary schools. Also the finding align with the findings of Adesola (2005), who observed that it is only the effective utilization of human resource management variables such as supervision of teachers and teachers' capacity building that would in turn utilize and improve other resources of education for better performance.

Conclusion

The study affirmed that human resource management variables; that such as principals' supervision of teachers and teachers' capacity building had positive correlation to students' academic performance. Hence, students' academic performance in examination can be attributed to the level of human resource management in the school. Conclusively, there is no doubt that to achieve quality learning that will improve the academic performance of students in schools, it is important that human resource management strategies are put in place to ensure teachers, students and management are guided toward the realization of the goals and objectives of the school in terms of students quality output.

Recommendations

1. School principals should promote capacity building of teachers through intensive and regular in-house seminars/workshops to improve the teachers' knowledge, skill and their competence in various subject of specialization.
2. Principals should ensure that the available teachers are maximally utilized through prompt supervision by department heads.
3. Government should recruit more teachers to public secondary schools in order to meet up with normal student-teacher ratio and to reduce teachers' workload that will bring out quality academic performance in public secondary schools.
4. Lastly, principals should always recommend and allow teachers who due for in-service training as well as ensuring that seminars are organized by more experienced teachers in terms of instructional delivery for quality academic performance.

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