

Human Resource Management Practices and Quality of Teaching in Private Secondary Schools in Cross River State, Nigeria

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ABSTRACT

The main purpose of this study was to investigate Human Resource Management Practices and Quality of Teaching in Private Secondary Schools in Cross River State, Nigeria. To achieve the purpose of this study, three null hypotheses were generated to direct the study. Survey research design was adopted for the study. A sample of five hundred and fifty one (551) teachers were selected for the study from the total population of 1872 teachers. The selection was done through the stratified proportionate random sampling technique. Human Resources Management Practices and Quality of Teaching Questionnaire (HRMPQTO) was the main instrument used for data collection. The instrument was face-validated by the supervisors and experts in measurement and evaluation in the University of Calabar. The reliability estimate of the instrument was established through split-half method with reliability coefficient ranging from 0.88-0.94 which is high enough. One-way analysis of variance (ANOVA) was the statistical analysis technique adopted to test the hypotheses were subjected to testing at .05 level of significance with relative degree of freedom. The result of the study revealed that motivation of teachers, selection procedure and staff development, significantly influenced quality of teaching in private secondary schools in Cross River State. Based on the findings of the study, it was recommended, among others, that staff should be adequately motivated through development and promotion to enhance the quality of teaching in terms of personal growth.

INTRODUCTION

In recent times, the outcome of education offered by the private secondary schools in Cross River State has drawn the attention of stakeholders in the educational sub-sector to the deteriorating quality of educational services as reflected in the performance of students in both internal and external examinations. The performance of students in examination has been a source of concern to Nigerians in general and Cross Riverians in particular. Although the factors responsible for this apparent declined in educational performance (educational standard) are multifaceted and include; students poor attitude toward their studies, lack of commitment on the part of teachers, fiscal constraint couple with deteriorating school infrastructures, teachers poor

conditions of service, inadequate/lack of textbooks and laboratory equipment's and teacher's miss-match in teaching subject leading to teacher over/under utilization (Bassey & Archibong in Ekefre & Ogar, (2011).

Other factors responsible for the current educational unproductivity observed among the private secondary school in the state are poor attitude of teachers toward instructional delivery, ineffective utilization of teaching materials, teachers' poor class room management, that is teacher's inability to effectively control students inappropriate behaviors in the class while teaching learning is ongoing, acute lack of productive teaching evaluational techniques as well as general poor attitude to work, problems associated staff acquisition (staff selection and staff orientation), job ineffectiveness among teachers' and staff maintenance that is promotion, working environment, job security, staff development and other form of motivations on the part of the school Proprietors.

The disciplinary situation in some private secondary schools in Cross River State is an apology to the society, in that teachers are not expected to whip children but politely rebuke them. It is quite unfortunate, discipline is said to have worn shameful and shattered face in the society and has permeated the home and school to a large extend, that learners, these days are so permissive and have taken to their ways and not open to the control and directive of a school authority. Some of these students indulge in outright disobedience, disrespect, drinking alcohol, stealing, indecent dressing, fighting and cultism. Teachers in the other hand, are afraid of being sack/dismiss from work should they employ drastic measure in handling these group of students in their classes, giving room for permissive classroom control (Idoli, 2010).

On human resource managements, the ability of the school managers to effectively harness both human and non-human resources toward productive educational outcome has been in the front burner discussion in both academic and non-academic forum for some times now. These deficiency and failure on the part of school managers to properly organize, plan, budget for, forecast, take responsibility for their action and in action and take profitable decision on matters affecting their subordinates (employees) might affect the overall accomplishment (productivity) of their institutional goals.

Similarly, in any given industry, staff acquisition, motivational development, maintenance and suitability of working environment, cannot be under estimated, in the light of this challenging and competitive school proprietorship business. Also indiscriminate dismissal of teachers, not paying them salaries at all or on time by the school managers, would have adverse effect on their morale as well as negative effect on their teaching commitment and job satisfaction.

Esuong, Ekpan and Osika (2010) observed that, the continued exodus of teachers from one school to another or out of the profession are as a result of ineffective/poor human resources management, and that, this development negatively affect the continuity of Nations' school administrative powers, goals as well as students holistic achievement. According to Esuong et al (2010) the rate to which teachers' losses occurred in Cross River State School system both in public and private schools is alarming and extremely too high and that each year thousand teachers leave their teaching position for another job. Also that 72% of the faculty of education graduates are lost to other profession each year when compared with graduates from other faculties. These indeed are majorly attributed to in human treatment by school managers leading to teachers' job dissatisfaction.

Bush and middlewood in Esuong et al (2011) found that teachers motivation significantly facilitates their job commitment and that in the absent of proper motivational strategies, the work becomes tedious and unattractive which consequently result in poor/low productivity.

The researcher has also observed with dismay that only negligible (2%) of private secondary schools, sent their teachers for advancement training with payment. Udo (2010), Saraki (2011), Umara (2012) found no oral or statistically evidence of any private schools having encouraged and send their teachers to in service training with full salaries. These are all problems posed by ineffective human resource management, which in effect incapacitate the progressive educational advancement as postulated by the National policy in Education.

In fact Nwaka and Ofojebe (2010) stated that teachers are critical resources for effective implementation and realization of the educational policies and objectives at the practical level of classroom. Therefore teachers are considered the main human resource elements in the Cross River State private secondary schools arrangement. In a concise terms is it conceivable that motivation of teachers, the selection procedure for teachers, general staff development, general teachers' promotion, staff orientation and working environment influence positively or negatively the quality of teaching learning in schools?

Similarly, teacher quality tends to be the hallmarked for efficient and effective evaluation of students work, classroom management and their use of instructional resources/materials. The researcher observed that given the actual performance level of students in all the external exams like WAEC, NECO, JAMB and school base exams results in most private schools in Cross River State, does not any way reflect or commensurate the financial commitment of parents. And that the massive movement teachers from one school to another post retrogressive challenge in terms of quality teaching and staff insecurity which is a direct consequent of mismanagement of the human resource in private secondary schools.

Statement of problem

It has been observed with kind interest the instructional development in most of the private secondary schools established in Cross River State, Nigeria. Esuong and Aniah (2015) observed that most private school teachers are non-professionals, as such lack the basic knowledge of effective instructional presentation, such as lesson plan and lesson note development. This is typically observed on routine supervision of school statutory records, a critical examination of these teachers' statement of specific objectives and learning evaluation questions convince education supervisors/inspectors of these teachers' non-professional status. Their inability to provide for learners activities, choice of instructional materials, ineffective use of chalk/white board, not being able to relate introduction to the relevant entry behaviour, while some could not exhibits accurate knowledge of the subject matter. Some lack the ability to provide for individual differences during teaching and learning process, it is also very obvious that sometimes some students are not being carried along both in the planning and in the actual lesson delivery (that is disproportional involvement of students in the lesson). Only very few employ good motivational techniques and a good number of private school teachers do not use relevant illustration for transfer of learning.

Esuong and Aniah (2015) concluded that, a lot need to be done for private school teachers in the areas of: relating evaluation questions to behavioral objectives, and asking of questions to reflect the various domains and levels of blooms taxonomy well as evenly

distribution of questions to students and sequential giving of assignment and proper documentation of continuous assessment records. It is also noted that, most private schools environment does not worth to be a school and it does appear that the proprietor of some of these schools are only interested in making money for themselves at the detriment of the staff and students. In fact, most of the so called academic successes recorded by some of these schools are through fraudulent means in a nut shell and the condition of service in most of these schools has nothing to be desired of. A closer view of most private secondary schools in Cross River State share lack of required learning infrastructure and facilities and to say the least the school plant and other necessary logistics are in a complete state of decay. Consequently, most of these challenges would be attributed inefficient human resource management.

In spite of these efforts, private secondary schools are still confronted by deteriorating quality of teaching as shown in students' performance. This has raised a lot of questions among parents, community and other stakeholders in Nigeria's educational system. The quality of the teaching workforce needs to be improved to achieve the expected educational standard. It may be necessary to determine how teachers' performance management could be enhanced. Human resource management practices play a vital role in achieving the performance of organization. Therefore, it is possible that teachers' quality could be enhanced by implementing human resource management practices in the areas of motivation of teachers, teachers' selection procedure, staff development, promotion and orientation. These need to be built into the school culture itself because it has the potential to help address teaching quality. This is an issue if addressed adequately can speed up the process of societal development. Teachers are very significant in this process. Thus, the question that the study sought to answer was: To what extent is the quality of teaching in private secondary schools influenced by human resource management practice?

Purpose of the study

This study was aimed at examining the influence of human resource management practices on quality of teaching in private secondary schools in Cross River State, Nigeria. Specifically this study was designed to

- 1) Investigate the influence of motivation on quality of teaching in terms of content expertise.
- 2) Investigate whether teacher selection procedure has any influence on quality of teaching in terms of pedagogical knowledge.
- 3) Find out the influence of staff development on quality of teaching in terms of teachers pursuit of continuous learning

Research questions

- 1) To what extent does motivation of teachers influence quality of teaching in terms of evaluation of student work, classroom management and use of instructional materials?
- 2) How does teacher selection procedure influence quality of teaching in terms of pedagogical knowledge?
- 3) To what extent does staff development influence quality of teaching in terms of pursuit of continuous learning?

Statement of hypotheses

The following hypotheses were tested in the study:

- 1) Motivation of teachers does not significantly influence quality of teaching in terms of evaluation of students work, classroom management and the use of instructional materials.
- 2) Teachers Selection procedure does not significantly influence quality of teaching in terms of evaluation of students work, classroom management and use of instructional materials.
- 3) Staff development does not significantly influence quality of teaching in terms of pursuit of continuous learning.

METHODOLOGY

The research design adopted for the study was descriptive survey design. The population of this study consists of all teachers in private secondary schools in Cross River State. The population of teachers in the private secondary schools is 3,192 (1,829 males representing 57.3 percent and 1,363 females representing 42.7 percent) based on statistics obtained from Cross River State Ministry of Education as at 2014/2015 academic session. The instrument used for data collection was a self-constructed questionnaire entitled Human Resource Management Practice and Quality of Teaching in Private Secondary Schools Questionnaire (HRMPQTPSSQ) was used for the study and was divided into three sections; section A, B. C. Section A contains demographic data of the respondent such gender, age, status, subject, academic qualification, types of secondary school location. Section B elicited information on human resources management practice which includes teachers' motivation, selection procedures of teachers, staff development, promotion, staff orientation, working environment, and staff retirement plan. Six items were used to measures each of the variables. It was made of forty-two (42) items and section looked at quality of teaching in private secondary schools in terms of teachers' classroom management, use of instructional materials and evaluation of students class work. The eighteen items (18) in the questionnaire were measured in a four point likert type scale ranging from Strongly Agree, Agree, Disagree, and Strongly Disagree

Results

Hypothesis one

Motivation of teachers does not significantly influence quality of teaching in terms of evaluation of students work, classroom management and the use of instructional materials. The result is presented in table one.

TABLE 1

One-way analysis of variance (ANOVA): Influence of Motivation of teachers on quality of teaching (N=551)

Quality of teaching	Source of variation	SS	DF	MS	F-ratio	p-level
Teacher's classroom	Between groups	565.668	2	282.834	32.242*	.000

management	Within group	4807.217	548	8.772		
	Total	5372.886	550			
Use of instructional materials	Between groups	112.968	2	56.484	35.078*	.000
	Within group	882.411	548	1.610		
	Total	995.379	550			
Evaluation of students class work	Between groups	49.217	2	24.608	10.109*	.000
	Within group	1333.978	548	2.434		
	Total	1383.194	550			

* Significant at .05 level, critical $f=3.00$, $df=2,548$

With these results, the null hypothesis is rejected at .05 level of significance. This implies that Motivation of teachers has a significant influence on each of the three dimensions of respondents' quality of teaching as well as in the evaluation of students class work. The direction of this influence was examined using the Fishers' Least significance difference (LSD) multiple comparison analysis. The result of the analysis are presented in Table 1.

As are presented in Table 1, the results of the post Hoc test in Table 1 shows that respondents who experience low Motivation of teachers are significantly different in their teacher's classroom management quality of teaching from those who experience moderate and high Motivation of teachers. Also respondents who experience moderate Motivation of teachers are significantly different from those who experience high Motivation of teachers in respects to the dimensions of their quality of teaching.

In terms of use of instructional materials quality of teaching, the result of Post Hoc shows that, respondents who's Motivation of teachers are low, are significantly different in their use of instructional materials quality of teaching than those who's Motivation of teachers is moderate and high respectively. Also respondents whose Motivation of teachers is moderate are significantly different in their use of instructional materials quality of teaching from those whose Motivation of teachers is high.

For evaluation of students class work discipline, respondents whose Motivation of teachers is low are significantly different in their evaluation of students class work quality of teaching from those whose Motivation of teachers is moderate and high respectively.

Hypothesis two

Selection procedure does not significant influence quality of teaching in term of evaluation of students work, classroom management and the use of instructional materials. The dependent variable in this hypothesis is quality of teaching with three dimensions, namely teacher's classroom management, use of instructional materials and evaluation of students class work. The result is presented in table two.

TABLE 10

One-way analysis of variance (ANOVA): Influence of Selection procedure on quality of teaching (N=551)

Quality of teaching	Source of variation	SS	DF	MS	F-ratio	p-level
Teacher's classroom management	Between groups	200.708	2	100.354	10.633*	.000
	Within group	5172.178	548	9.438		
	Total	5372.886	550			
Use of instructional materials	Between groups	21.732	2	10.866	6.116*	.002
	Within group	973.647	548	1.777		
	Total	995.379	550			
Evaluation of students class work	Between groups	25.175	2	12.588	5.079*	.007
	Within group	1358.019	548	2.478		
	Total	1383.194	550			

* Significant at .05 level, critical $f=3.00$, $df=2,548$

Dimension of the quality of teaching was higher than the critical F-value of 3.00, at .05 level of significance at 2 and 548 degrees of freedom as follows:

1. Teacher's classroom management dimension $F=10.633$, $df=2$ & 548 $p<.05$
2. Use of instructional materials dimension $F=6.116$, $df=2$ & 548 $p<.0$
3. Evaluation of students class work dimension $F=5.079$, $df=2$ & 548 $p<.05$

With these results, the null hypothesis is rejected at .05 level of significance. This implies that Selection procedure has a significant influence on each of the three dimensions of respondents' quality of teaching as well as in the evaluation of students class work.

Hypothesis three:

Staff development does not significant influence quality of teaching in term of pursuit of continuous learning. The dependent variable in this hypothesis is quality of teaching with three dimensions, namely teacher's classroom management, use of instructional materials and evaluation of students class work. The result is presented in table three.

TABLE 3
One-way analysis of variance (ANOVA):
Influence of Staff development on quality of teaching (N=551)

Quality of teaching	Source of variation	SS	DF	MS	F-ratio	p-level
Teacher's classroom management	Between groups	226.718	2	113.359	12.071*	.000
	Within group	5146.168	548	9.391		
	Total	5372.886	550			

Use of instructional materials	Between groups	21.524	2	10.762	6.056*	.003
	Within group	973.855	548	1.777		
	Total	995.379	550			
Evaluation of students class work	Between groups	28.321	2	14.161	5.727*	.003
	Within group	1354.873	548	2.472		
	Total	1383.194	550			

* Significant at .05 level, critical $f=3.00$, $df=2,548$

For evaluation of students' class work discipline, respondents whose Staff development is low are significantly different in their evaluation of students' class work quality of teaching from those whose Staff development is moderate and high respectively. Also, respondents whose Staff development is high are significantly different from those whose Staff development is low in their evaluation of students class work. For the evaluation of students class work, respondents whose Staff development were low are significantly different in the quality of teaching than those whose Staff development are high but not in moderate. Also respondents whose Staff development is moderate are significantly different from those of high in their evaluation of students class work.

Discussion of the findings

This section is devoted to the discussion of findings.

4.3.1 Motivation of teachers and quality of teaching

The result of the statistical analysis revealed that Motivation of teachers has a significant influence on quality of teaching. The findings are consistent with the findings of Abdullah, Saupwa, Naser (2009) who contended that the remuneration of the teacher has never been commensurate with the length of training. Such situation, he noted, has made it impossible for the recruitment and retaining well qualified teachers in the service and has even debased the social status of the teacher in the society. Ndibi (2010) also observed that in his efforts to mould the lives of young ones into mature, responsible individuals (like the artist does to clay into shape) who would be able to contribute their quota to the growth and development of the society in which he lives, he is always beset with a catalogue of obstructions or problems, one of which is the poor remuneration offered him, pointing out that this situation does not augur well and benefit the onerous responsibility with which he is entrusted.

Umara (2012) also lamenting the dwindling image of the school teacher, noted that the teachers are not respected in the society as supposed. This situation she pointed out has reduced rather than induce teachers' attitude to work as they have to look elsewhere to get sufficient money to meet their obligations. She observed that the expression that "teachers' reward is in heaven" is a mere religious adage. She maintained that in social practice, this reward should be here on earth before he dies, after all, they taught all the now policy makers as students. Most views expressed point to the fact that if teachers' welfare- prompt payment of salaries, promotion, facilities of obtaining loan and payment of allowances are met, it will go a long way in motivating teachers to bring about effective job performance.

Umezurike (2010) also outlined the aims of reward system to include: attract, retain and motivate employee, to support the attainment of the organization's strategic and short term objectives by helping to ensure that it has the skilled, competent, committed and well motivated work force it needs, to meet the expectations of employees that they will be treated equitably, fairly and consistently in relation to the work they do and their contribution.

4.3.2 Selection procedure and quality of teaching

The result of this hypothesis indicated that selection procedure has a significant influence on quality of teaching. The finding of this hypothesis is in agreement with Nwagwu (2008) who identified six benefits of supervision as a professional development service to the teacher. These were the assessment of teachers, recruited in the school system, helping teachers to solve day to day problems, helping teachers to discover special abilities they possess, assessing their classroom management effectiveness, providing opportunities for their growth, acquisition of knowledge and encouragement by young teachers. Ozigi (2007) also stated that supervision is an inspectional model that is completed by an administrator who comes to a classroom, either to take notes or check a list of criteria whether a teacher is achieving all the necessary requirements and then leaves the classroom, giving no feedback to the teacher. Based on this brief evaluation, the teacher may receive or be denied promotion, tenure, or even a renewed contract for the following year. The general supervision denotes such activities as writing and revision of curricular, preparation of schemes of work and lesson plans, marking some of students' pending work, preparation of units and materials of instruction, the development of processes and instruments for reporting to parents and such broad concerns as the evaluation of the total educational program. Whereas, selection procedure contends on the other hand, is concerned with teacher's teaching and student learning in the classroom.

Udo, Akpa and Grang (1990) also noted that supervision of instruction involves motivating the teacher to explore new instructional strategies. The teacher must be made aware of the educational goals and standards to be implemented. The observer must be objective during the observation process and maintain confidentiality. It is also important for the observer/supervisor to provide due feedback and appropriate resources for the teacher to utilize. Effective supervision should result in growth and learning by the teacher and the student. Supervision is a formative process that focuses upon professional development and the improvement of instruction. It is characterized by a collegial, helping relationship between administrators or teachers and the teachers in a climate of trust and mutual understanding. Supervision encourages professional growth and development of staff and high quality classroom performance that promotes improved student learning.

Selection procedure is an ongoing formative process with the improvement of a teacher's instructional practices as its intent. Evaluation, on the other hand, is summative and results in a rating or judgment of the teacher's professional performance. The intents of selection procedure are bundled under the construct of teacher development. Mbipom (2000) also contended that selection procedure is an ongoing formative process with the improvement of a teacher's instructional practices as its intent, whereas, evaluation is summative and results in a rating or judgment of the teacher's professional performance. These some authors believed that supervision could be the heart of a good evaluation system. Fatayi (2010) also argued that supervision needed to become a group process of interdependent cooperation rather than the one-

on-one clinical method, and they noted: Given the research on cooperative learning and teacher collegiality, we hypothesize that if supervision were carried out as a group process in which the supervisors and teachers were interdependent in achieving group and individual goals, the process of supervision would become more effective in helping teachers learn about and improve their teaching.

4.3.3 Staff development and quality of teaching

The result of the study showed that staff development significantly influenced quality of teaching in school. The finding is in agreement with Udo (2010) who maintained that in-service training to educational personnel is recognized through the literature of teaching profession. No one engaged in the acquisition of knowledge by way of education ever comes to its end and it is a continuous process which begins from the cradle to the grave. To him, professional development begins its full stride when teaching begins.

Edem (2003) also noted that teachers' recruitment, training and retention should be in the forefront of government policies. He also acclaimed that training is a deliberately designed scheme to enhance attitude to work. Such a deliberate act therefore reflects positively on the organization as an entity and the worker himself as an individual. It equips him not only with a way of performing his duties but also with an analytic concept of whatever problem might confront him while on the job. It needs hardly to be stressed therefore that if the best is to be gotten from the teacher, if he is to be dedicated, he has to be a happy man. The authorities in control of education have to realize this and appreciate its importance. In-service training is necessary in such a dynamic field like modern agriculture in a developing country like Nigeria. It should be regarded as supplementary to rather than substitute for the formal study programme. This is particularly so when the formal training given will be getting outdated. It is usually impossible to learn all essential techniques required during the pre-services or induction-training period. Garaki (2011) also find that marginal increases in-service training have no statistically or academically significant effect on either reading or math achievement, suggesting that modest investments in staff development may not be sufficient to increase the achievement of elementary school children in high poverty schools.

Professional development refers to many types of educational experiences related to an individual's work. Doctors, lawyers, educators, accountants, engineers, and people in a wide variety of professions and businesses participate in professional development to learn and apply new knowledge and skills that will improve their performance on the job. Many fields require members to participate in ongoing learning approved by the profession, sometimes as a requirement for keeping their jobs. Professionals often also voluntarily seek new learning. In education, research has shown that teaching quality and school leadership are the most important factors in raising student achievement. For teachers and school and district leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices. Educators learn to help students learn at the highest levels.

Well-trained employees can be a key to a successful business. Permitting employees to take time away from their daily routines to attend trainings or seminars can benefit the organization as well as assist with each individual's personal development. It also helps show that the organization is invested in its employees and interested in including them in the organization's future success.

5.2 Conclusion

Based on the results and findings of the study, the following conclusions were reached. Motivation of teachers significantly influenced on quality of teaching in terms of teacher's classroom management, use of instructional materials, and evaluation of students work in private secondary schools in Cross River State. Selection procedure significantly influenced quality of teaching in terms of teacher's classroom management, use of instructional materials, records keeping and evaluation of students work in private secondary schools in Cross River State.

Staff development significantly influenced quality of teaching in terms of teacher's classroom management, use of instructional materials and evaluation of students work in private secondary schools in Cross River State.

Finally, the researcher therefore concludes that, motivation of teachers, selection procedure, and staff development, significantly influence quality of teaching in terms of teacher's classroom management, use of instructional materials and evaluation of students work in private secondary schools in Cross River State.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Supervision should be directed towards both maintaining and improving the use of instructional materials in the school.
2. The teachers should be given periodic leave with full pay to fully acquaint them with the latest skills.
3. The role of the instructional supervisor should be geared towards that of supporting, and assisting and showing rather than directing.
4. Instructional supervisor has to be sensitive to the ultimate aims and values, to policies with special reference to their adequacy in education and should be permeated with the experimental attitude and engage constantly in re-evaluation of aims and values as well as policies, materials and methods.
5. Supervisors should be flexible, adopt an eclectic approach rather than sticking to a single technique in the supervision of instruction.

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