

## **Improving the roles of Human Resources in the Advancement of Secondary Education in Educational District IV, Lagos State**

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### **Abstract**

*This study explored improving the roles of Human Resources in the advancement of secondary school in Educational District IV of Lagos State. It aimed at expanding the domain of knowledge in Human resources and how staff training and motivation enhance the advancement of the education sector in Lagos State. With the aid of descriptive research design, data were collected from academic staff from two Universities and teachers from eight secondary schools in Alimosho LGA represented the population as samples of 500 participants through a multi-staged sampling technique and two hypotheses were formulated to guide the focus of this study. A self-developed Questionnaire titled, "The Role of Human Resource in Advancement of Education Scale" (TRHRAES) in 4-Likert scale format containing 25 items was used to generate data. The instrument was validated and adjudged to meet face and content validity by experts in Measurement and Evaluation, at Lagos State University of Education. Using a split-half form of reliability, an index of 0.89 was deduced showing that internal consistency was met. Z-test statistics was used to analyse the data and tested at 0.05 significant level. The null hypotheses were rejected. The findings showed that training enhance specific skills with new ideas and concepts needed for future engagements. Similarly, that motivation as a psychological variable in human beings if well nurtured can drive quality service delivery in organisations. Based on the findings of the study, conclusion was made and recommendations were proffered.*

**Keywords:** Advancement, Education, Human resources Motivation, Scale

## Introduction

Human resources have a big role to play in the implementation of derived policy in the field of education. Education which is a process cannot be separated from the role of human resources because one of its important aspects is human resources itself (Sulasm, 2020). In addition, humans always play active role in every activity of the organization, because humans sometimes become planners, actors, and determinants of the realization of organizational goals. Objectives are not possible without the active role of employees even if the tools of the company are sophisticated. This also applies in the world of education, because more specifically the learning process played by educators cannot be replaced by technology. To make human resources function more effectively and efficiently, good management is needed, starting from planning to the final stage in the management function (Bahdin, 2020).

Resources are a composite item which can be seen from the angle of either capital or labour related. For capital, its measurement unit is easy to quantify but for labour, it is very different to quantify or attribute, however, its value remains the only verifiable unit for measurement. Human resources are acknowledged as the most important of all resources because it is the only one that drives another form of resources (Aimiwu, 2004 Rephrase and remove ref). They are the only resources that can conceptualize and distinguish between what is, that can be and what is that should be. Human resources can combine with other resources and work to achieve organizational goals and objectives. Aimiwu (2004 rephrase and remove) observed that people are the organization and if you get the people, you have captured the heart of the organisation. It is in recognition of the indispensable role of human resources in all aspects of the productive sector that management of private and public establishments develop and implement human resource policies to ensure optimal results in workplaces (Felix, Ahmad & Arshad, 2016).

It can be recalled that almost any form of human resources can be used in the production of a wide range of goods or the provision of a wide range of services in human endeavours. Surprisingly certain services require skilled human resources to provide and not the generality of human resources. Taking into cognisance certain metrics, one can deduce that individuals can be trained as teachers faster than as dentists. More educational supervisors can be developed than plant operators used in the educational sector. To motivate teachers and provide an environment that allows for the best utilization, their employers must make significant investments in capacity building, training, and professional ethics and integrity promotion. As Thirkettle (2018) noted even with high duties of resource specialization, supplies of one form of human resources can be developed over time at the expense of supplies of other kinds.

The scope of human resources (HR) covers.

- Employee planning
- Employee procurement
- Employee development and development
- Promotion and transfer
- Employee dismissal
- Compensation and
- Employee evaluation. All these segments need to be done properly and correctly so that what is expected can be achieved, as the availability of education staff with appropriate qualifications and abilities can carry out good and quality work.

All over the world, especially developed economies, they have identified that education remains the only fortified segment of the economy that drives their economy hence they invest massively in such a sector by way of financial support, incentives, grants, and scholarships among others. Such a sector requires high-quality human resources to be viable, effective, and efficient, which means that sufficient human resources planning—which focuses on allocating resources to meet the needs of the sector—is required. Although Nigeria’s educational system is still not the best in Africa especially when compared with neighbouring countries like South Africa, Egypt, Senegal, Morocco, Tanzania, Liberia and lately on the list is Ghana. Successive governments paid less interest to the growth and development of its educational sector claiming that it is one sector that rarely brings about significant and immediate returns on investment (Chinwe, 2018). Owing to this action, her educational sector has recorded a non-significant rate of growth and development, an increase in the unemployment rate, poor and faulty educational policies, a non-attractive educational sector to foreign learners, lack of skilled personnel (teachers), a dearth in innovations and technology use among others (Chinwe, 2018).

According to Fasuyi (2011), human resource planning in the educational sector determines the number, quality, experience, and qualification of teachers needed to work in the sector. It is useful in the utilization of other resources and is concerned with the utilization of skills for achieving the goal of an organization. Thus, human resource planning in the educational sector examines the sector’s need in terms of placement of qualified teachers at the right place and at the time, personnel activities such as recruitment, selection, placement, training promotion, transfer, and discharge. To get the best out of human resources in the teaching profession, there should be a well-designed and implemented teacher development programme (Felix, et al, 2016). The training given to teachers during their professional teacher education only inculcates the basic teaching skills required to become a professional teacher, but this falls short of what is required to improve performance over time given the challenges of advancing educational curricula and expanding syllabuses.

Meanwhile, Chinwe (2018) alluded that training and development are always related especially as it concerns human resource management. “The pre-condition for becoming a professional teacher is teacher-training education but to become supervisors in the profession, the already trained teachers must be developed. As a result, training is aimed at including and enhancing specific skills for a specific job while development is designed to provide new ideas and concepts that may be useful for present or future jobs. Training has always constituted the most effective means of teaching staff development in the educational sector” (Oyibo, 2018).

The role of human resources in the advancement of Education in any clime cannot be underestimated since we all know the various positives that come with internalisation of human resources in education. Based on the flaws identified in the educational sector, the Lagos State government as part of its effort in the advancement of the educational sector through the tool of human resources, developed diverse measures to achieve such a feat.

- Investment in staff training on the need to effectively maximise technology use to promote effective teaching and learning in schools.
- Development of Artificial Intelligence (AI) packages to complement teaching and learning in classrooms.
- General improvement in the performance rate of students and pupils in standard examinations
- Judicious utilization and maximisation of staff in achieving stated educational objectives.

### **Statement of the Research Problem**

Teachers are the backbone and implementer of any educational curriculum. However, in Lagos State Educational District IV, there is a significant inadequate professional development programmes for teachers. This inadequacy hinders teachers' ability to stay updated with the latest pedagogical methods and educational technologies, which are crucial for delivering quality education. Although many governments both present and past see the education sector as one that does not yield results within the shortest time frame while in government, rather one that only meets long-term expectations, and no government is ready to invest tangible resources in such a sector let alone its human resources component. In a bid to improve the quality of education and promote its advancement, the state government has invested heavily in its human resources component by way of sponsoring training and development, provision of staff welfare packages, benefits and other financial emoluments, and motivation of all kinds among others. The intention is that with improvement in human resources, a refined and better productive outcome will be achieved especially in her educational sector.

### **Purpose of the Study**

The main purpose of this study is to find out the role of human resources in the advancement of Education in Lagos State

- Investigate how staff training promotes the advancement of the education sector in Lagos state.
- Examine the importance of staff motivation on the advancement of the education sector in Lagos state.

### **Research Hypotheses**

Two hypotheses were formulated to guide the focus of this work. Among them include:

**Ho<sup>1</sup>:** *There is no significant impact of staff training on the advancement of education in Lagos state.*

**Ho<sup>2</sup>:** *There is no significant impact of staff motivation on the advancement of education in Lagos state.*

### **Methodology**

The research design used in this work is a descriptive survey research design type. This is a design type that allows the researcher to generate information from a universe of populations through a specified group and generalise the result on the larger population. 100 Teachers and 50 lecturers form the population of the study while a sample of 500 respondents through a multi-staged sampling technique was used to generate data. First, the respondents were stratified into two groups, tertiary institutions, and Junior Secondary Schools. Thereafter, a purposive sampling technique was used to select two (2) Universities in Ojo and Epe LGA of the state and eight (8) secondary schools in Alimosho LGA of the state respectively. The researcher then introduced a simple random sampling technique to select fifty (50) academics each from the two institutions to make a sample of 100 academic staff while the same technique was used to select twenty-five (25) participants from junior and another 25 participants from senior secondary school making a total of fifty (50) participants from a school. However, since fifty participants were selected from each secondary school, the same procedure was repeated on seven others to make a total of 400 participants from secondary schools. The researcher used a self-developed Questionnaire titled, "The Role of Human Resource in Advancement of Education Scale" (TRHRAES) on a 4-Likert scale format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) to generate data. The scale contains 25 items carefully generated to measure the variables identified in the study. The instrument was sent online to two experts in the Department of Educational Measurement and Evaluation to execute the validation. After the exercise, the instrument was certified by experts in the Measurement and Evaluation of the Lagos State University of Education to meet both content and face validity. Using split-half a

form of reliability, an index of 0.892 was generated depicting that internal consistency was met. Z-test statistics was used to analyse the data and tested at 0.05 significant level.

## Result

**Ho<sup>1</sup>:** *There is no significant impact of staff training and development on the advancement of education in Lagos state.*

**Table 1: Z-test Analysis Showing the Impact of Staff Training and Development on Advancement of Education**

Variables	N	Mean	SD	DF	P	Z-cal.	Z-tab	Remark
Training and Development	500	3.040	.881	498	0.05	*4.665	1.960	Reject H0 <sub>1</sub>
Advancement of education	500	2.900	.832					

The table above shows that 500 participants were captured in this study as training and development recorded higher mean and standard deviation values of 3.04 and .881 while advancement in education recorded lower mean and standard deviation values of 2.90 and .832. At a degree of freedom of 498 and P-value at 0.05, the Z-tab value of 1.960 was obtained while the Z-cal value of 4.665 was derived. Since Z-cal. > Z-tab, the null hypothesis is rejected while the alternative which states that there is a significant impact of staff training and development on advancement of education is retained.

**Ho<sup>2</sup>:** *There is no significant impact of staff motivation on advancement of education in Lagos state.*

**Table 2: Z-test Analysis Showing the Significant Impact of Staff Motivation on the Advancement of Education.**

Variables	N	Mean	SD	DF	P	Z-cal.	Z-tab	Remark
Staff motivation	500	2.985	.840	498	0.05	*3.469	1.960	Reject H0 <sub>2</sub>
Advancement of Education	500	2.900	.832					

The table above shows that 500 participants were captured in this study as staff motivation recorded a marginally higher mean and standard deviation values of 2.985 and .840 while advancement of education recorded a lower mean and standard deviation values of 2.90 and .832. At a degree of freedom of 498 and P-value at 0.05, the Z-tab value of 1.960 was obtained while the Z-cal value of 3.469 was derived. Since Z-cal. > Z-tab, the null hypothesis is rejected while the alternative which states that there is a significant impact of staff motivation on the advancement of education is retained.

### **Discussion of Findings**

The hypothesis one which states that there is no significant impact of staff training and development on advancement of education is rejected. To buttress the finding above, Chinwe (2018) and Oyibo (2018) alluded that training and development of teaching staff are germane concerns of human resource management. This training and development enhance specific skills for job specification and, the provision of new ideas and concepts that may be useful for present or future jobs. Training and development have always constituted the most effective means of teaching staff development in the educational sector. In a sector where training and development is given serious priority to staff or labour component, the product will always be a better outcome level and the advancement of such an organisation.

Also hypothesis two, which states that there is a significant impact of staff motivation on the advancement of education is rejected. To affirm the reliability of the result above, Chinwe (2018) stressed that motivation is a psychological variable in man that if well nurtured can drive quality service delivery. Chinwe (2018) claimed that the nature of motivation that exists in the educational sector includes fair or moderate salaries, benefits, rewards, and welfare services. The administration of salaries, benefits, rewards, and welfare services are functions in human resources management. Staff benefits are always used to describe those rewards given to teachers outside their salaries and are usually monetised. According to Ugbaja (2017), teachers' benefits can come by way of rent and transport subsidies, meal and utility subsidies, paid sick leave, pay for time does not work e.g. holidays, vacations, leave/ transport grants, repayable loans for housing, motor vehicles and others. The findings show that training enhance specific skills with new ideas and concepts needed for future engagements. Similarly, that motivation as a psychological variable in human beings if well nurtured can drive quality service delivery in organisations.

### **Conclusion**

From the results and discussion of findings, the researcher concludes that motivation is an important element of human resources management. Also, that, Human components like teachers are drivers of any policy or initiatives conceived for the advancement of the educational sector. Thus, through human resources management, various artificial intelligence (AI) devices have been developed to foster development in the quality of education.

### **Recommendations**

From the conclusion reached above, the researcher recommended that:

- Training and development services should be made compulsory for members of staff by school management and the Education District IV as it will address job-task prevalent issues.
- The human resources segment should be given preference by management since it enhances the productivity of the organisation.
- Advancement in education could be achieved through quality human resources in schools



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