



The Relationship between Planning of Human Resources and Quality of Education in Secondary Schools in Kaduna State

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ABSTRACT

The study assessed the effectiveness of planning on human resources and quality of education in secondary schools in Kaduna State. The population of the study was 616 while the sample size was 248. The instrument used was a questionnaire which was validated and found to be reliable. Data analysis methods were descriptive and inferential statistic. Pearson Product Moment Correlation (PPMC) was used to test the null hypothesis at 0.05 level of significance. The hypothesis was rejected at 0.000 p-value. The findings of the study revealed among other things that there is significant relationship between planning of human resources and quality of education in secondary schools in Kaduna State. It was recommended that the human resources should be effectively planned to enhance quality education in secondary schools in Kaduna State.

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INTRODUCTION

Any education is an embodiment of its community's aspirations, needs and desires. The society uses secondary education as a means of achieving those goals using curriculum as an agent. Secondary education has broad aims of preparing student for useful living within the society and preparing them for higher education (FGN, 2013). Education has been universally accepted as the major tool for change and societal transformation. The educational system of any nation expresses directly the extent of their commitment towards attaining national developmental aspirations. Argument has been made about, plans advanced, hopes raised without the sustained effort by all critical stakeholders to make education qualitative and functional enough in meeting with the needs of the learner' and society at large (Duruh, 2012). It must be stressed that

education is an investment that provides the basis for the development of the individual and society. It provides the basic foundations for the development of any nation. This therefore, underscores the relevance of quality of education, in order to provide for the desired development in a dynamic society (Olayemi, 2001).

Education is the bedrock of development all over the world. Globally, people agree that solutions to their problems can be addressed through education (Duruh, 2012). Thus, the educational standards set up for school must be challenging to meet the needs of the students and the society (Udoba, 2014). Education system at secondary school level is confronted with many challenges such as poor funding, population explosive, wastages and indiscipline as a result of un-projected expansion in students' enrolment. Similarly, it has been observed that most



secondary schools are usually confronted with other challenges such as mass failure of students in Senior Secondary School Certificate Examination which also poses a threat to the academic performances of the students.

Also included are the economic problems, political problems, socio-cultural problem, lack of qualified personnel, technical constraints and lack of adequate planning all contributed to the problems of educational planning in secondary schools in Nigeria. When an organization fails to plan, it automatically plans to fail. This is true to school organization as well to the current study because absence of planning or unpreparedness could result to regression instead of progression, under development instead of development, or mass failure instead of success.

To this end, it can be said that education system in the country is facing series of challenges specifically on planning. Absence of proper planning in the system in relation to human, material, time and financial resources will of no small measure affect quality administration, quality delivery and quality output; unless something is done. These call for the recent study, the study of assessment of effectiveness of planning on quality of education in secondary schools in Kaduna State. Similarly, misappropriation of funds, poor maintenance of resources, poor motivation, shortages of relevant facilities, teaching materials as well as qualified teaching personnel can negatively affect quality education at the secondary level, hence the need of this current study in order to know how educational planning has affected quality of education in secondary schools in Kaduna State.

Objective of the Study

The objective of the study is to examine the relationship between planning

of human resources and quality of education in secondary schools in Kaduna State.

Research Question

This study found answer to the following research question: What is the relationship between planning of human resources and quality of education in secondary school in Kaduna State?

Research Hypothesis

The following null hypothesis was formulated to guide the study:

Ho: There is no significant relationship between planning of human resources and quality of education in secondary schools in Kaduna State.

REVIEW OF RELATED LITERATURE

Resource in education refers to those materials that can be used to enhance knowledge, dissemination information retrieved, acquisition and retention in educational industry. These resources refers to objects, materials, physical facilities, persons or people that could help teachers' to cope with specific teaching needs and situation. According to Leonard (2009) human resources development are those learning experience, which are organized for a specific tone and designed to bring about the possibility of behavioural change. Planning of human resource is an ingredient in enhancing the performance of any organization; training and development are the process of behavior modification and moulding of workers in order to integrate organization needs. Training and development are purposefully geared towards improvement on skills and performance on quality education. Both involve moulding or remoulding of workers characteristics for the purpose of effective performance. The term training and development have different meaning but they are used synonymously by some writers. However, the two terms are



different on the basis of the subject matters involved. Training implies specific factual and narrow range content. Development refers to a focus on general decision making and human skills. In both training and staff development the aim is to improve skill and performance of the subordinates. It applies in education in improving quality education and re-molding teachers.

From the above descriptions, human resources development is itself a training process and best viewed in two dimensions. The first being an in-service training programme where individuals in an organizations are given opportunities to further their education to enable them to prepare for future position. The second type of training aimed to prepare individual to be able to handle new job assignment. It is a known fact that, nobody has monopoly of knowledge and skills in order to meet up with the challenging dynamics of modern teaching and learning which arises to ensure the provision of quality education.

Human resources in school refers in the academic and non-academic staff or teaching and non-teaching staff, which may have positive or negative impacts as the case may be. The objectives of education of human resource planning refers the recruitment, training and retraining of staff, especially teachers in the school system school administrators are expected to put all necessary requirements while recruiting teachers' this means that teachers' with good qualifications, ability to show/teach what they learned, morally sound, healthy and with stamina to teach and show all signs to comply with school rules and regulations are eligible for employment and will definitely have positive impact on quality secondary education. Never the less failure to recruit caliber teachers' and school administrators leads to the negative impact of human resource to quality secondary education.

In addition, as an objective the

school management should work towards knowledge upgrading of teachers' through training and retraining. This could be done through workshops, in service training, seminars and mentoring between the experienced and newly employed teachers. This certainly will produce committed teachers' that will move the school forward and in the end produce students' with the required skills for further of their studies. The primary aim of every management is to manage the planned human resources for better performance. This could only be done when needs of the human resources are provided. Students' resource planned objectives in education: planning objectives in education is to produce students' who are confident, skilled, morally sound, and be able to move from one level of education to the other. This must be constant and consistent in the behaviours of the learners. Achievement of the objectives could be only when the school management provides and monitors facilities needed for a proper training of the students' (Jumare, 2015).

Planning of human resource and quality education go in peri-pasu since the objectives of human resources planning refers to the recruitment and retraining of both teaching and non-teaching staff. Therefore, in order to ensure quality education is provided there is the need to provide qualitative personnel that would discharge their duties effectively for the purpose of attaining quality education. Quality education depends on the effective and adequate planning carried out in the recruitment of the personnel's. Cole (1996), had noted that total quality has its genesis in the work of professor Ishikawa, who in the course of training supervisors on quality process came to the realization that workers participation in the quality process can ensure the achievement of quality problems and standard, provide feedback to supervisors and managers' about quality problems and secure workers from part of



the total quality. Therefore, when workers form part of the total quality production process, quality assurance becomes participative and collaborative. Quality of learners such as student's good health and nutrition, early childhood, psychosocial development, experience, regular attendance and family support for learning were also the determinants of quality education. According to the National Teacher's Institute (2015), human resources development is aimed at improving the following: improve the current level of performance of incumbent in their present job and equip men with potentials for higher level of responsibilities. This means that human resources planning and development are essential in improving quality education.

Rescore and Freak, in National Teacher's Institute (NTI) (2015), noted that organization has to give minimum training to its employees to make them at least become acquainted with objectives, policies, roles, standard and procedures peculiar to the organization and particular job. Based on the above assertion this can be applicable to educational organization more especially secondary school organization through training, seminars, workshop in order to improve quality education. According to American English Dictionary, utilization is seen as the act of using something, the manner in which as used or the state of being used. NTI (2015) perceived human resources utilization as the effective and efficient use of the available staff in the teaching and learning process with the aim of ensuring quality education is being provided. Anyadike (2013) asserts that is no doubt that the morale of our teacher is generally low. He noted the teaching profession and teachers themselves are generally relegated to the background in terms of what and when they are paid salaries by the government and other owners of school. This goes a long way to affect the productivity of quality education.

METHODOLOGY

Awotunde, cited in Bara'u (2009), posits that a descriptive survey research in education provides information on facts, opinions, and attitudes of individuals, on educational events, problems and large population. This design is relevant in the study in question as it will assess the relationship between the Planning and Quality of Education in Secondary Schools in Kaduna State.

The total population of this study is six hundred and fifteen (615) (This figure represents total number of Ministry of Education officials and school principals/vice principals). Among the 12 educational zones in Kaduna State, four (4) zones formed the population of the study, which comprises of Birnin Gwari, Giwa, Kafanchan and Zaria Education Zones respectively. The members representing each zone from the ministry of education are put at one hundred and fifty four (153) with Birnin Gwari having the highest number of eighty (80). The number of school principals and vice principals stood at four hundred and sixty-two (462) where Kafanchan recorded the highest.

From the total number of schools in the population, one hundred and eight (108) schools were selected. Furthermore, one hundred and eighty-six (186) principals and vice-principals were selected while sixty-two (62) ministry officials were selected in conducting the study. The total sample to be used for this study shall therefore be two hundred and forty-eight (248) respondents.

The instrument used for this study is self-designed questionnaire titled "Relationship between Planning and Quality of Education in Secondary Schools in Kaduna State (RBPQESSKS)". The questionnaire is structurally designed in a fixed response or closed-ended pattern.

The descriptive statistics of frequency count and simple percentages was employed to present and interpret opinions of respondents. However, Analysis



of Variance (ANOVA) was used to test the hypotheses.

DISCUSSION AND RESULT

The main objective of this study was to assess the effectiveness of planning on quality of education in secondary schools in Kaduna State, Nigeria. This objective was broken down into specific objectives and

investigated with the following research questions:

RQ: What is the relationship between planning of human resources and quality of education in secondary school in Kaduna State? The RQ relates to items 1 - 10 in the questionnaire. Details is presented in table 1 below:

Table 1: Opinions of the Respondents on the Relationship between Planning of Human Resources and Quality of Education in Secondary Schools in Kaduna State.

S/N	Items	A %	D %	U %
1	Principals determine the types of subject teachers needed in the school	30%	50%	20%
2	Ministry officials do not organize internal and external workshops for training teachers to ensure quality	40%	60%	0%
3	Principals ensure that heads of departments give orientation to the newly recruited teachers in the schools	70%	20%	10%
4	Principals do not assign responsibilities to other teachers for effective execution of school activities	20%	70%	10%
5	Principals responsibility is to see that adequate financial provision is made in the budget for effective operation and maintenance of school physical facilities	60%	30%	10%
6	Principals do not work toward knowledge upgrading of teachers through training and retraining which could be done through workshops, in-service training and seminars	10%	80%	10%
7	Principals ensure involvement of all staff in decision making for smooth running of school activities	30%	70%	0%
8	Principals do not supervise and monitor teachers work	10%	70%	20%
9	Principals do not assess teachers' and students' punctuality to school and to lessons	20%	50%	30%
10	Principals do not maintain good teachers/students relationship	10%	80%	10%
Overall Mean (\bar{x})		30%	58%	12%

N = 248

Table 1 above shows the result of the opinions of the respondents on the relationship between the planning of human resources and quality of education in secondary schools in Kaduna State. Items 1 on the table shows that 30% of the respondents agreed that principals determine the types of subject teachers

needed in the schools, 50% of the respondents disagreed while 20% of the respondents were neutral. It implies that principals do not determine the types of subject teachers needed in the schools. 40% of the respondents agreed that ministry officials do not organize internal and external workshops for training teachers to

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ensure quality while 60% of the respondents disagreed. It means that ministry officials do organize internal and external workshops for training teachers to ensure quality. 70% of the respondents agreed that principals ensure that heads of departments give orientation to the newly recruited teachers in the schools, 20% of the respondents disagreed while 10% of the respondents were neutral. It means that principals ensure that heads of departments give orientation to the newly recruited teachers in the schools. 20% of the respondents agreed that principals do not assign responsibilities to other teachers for effective execution of school activities, 70% of the respondents disagreed while 10% of the respondents were neutral. It implies that principals do assign responsibilities to other teachers for effective execution of school activities. 60% of the respondents agreed that principals' responsibility is to see that adequate financial provision is made in the budget for effective operation and maintenance of school physical facilities, 30% of the respondents disagreed while 10% of the respondents were neutral. It indicated that principals' responsibility is to see that adequate financial provision is made in the budget for effective operation and maintenance of the school physical facilities.

Item 6 shows that 10% of the respondents agreed that principals do not work towards knowledge upgrading of teachers through training and retraining which could be done through workshops, in-service training and seminars, 80% of the respondents disagreed while 10% of the respondents were neutral. It implies that the principals work towards knowledge upgrading of teachers through training and retraining, which could be done through workshops, in-service training and seminars. 30% of the respondents agreed that principals ensure involvement of all staff in decision making for smooth running of school activities while 70% of the

respondents disagreed. It indicated that principals do not ensure the involvement of all staff in decision making for the smooth running of school activities. 10% of the respondents agreed that principals do not supervise and monitor teachers' work, 70% of the respondents disagreed while 20% of the respondents were neutral. It means that principals do supervise and monitor teachers work. 20% of the respondents agreed that principals do not assess teachers and students' punctuality to school and to lesson, 50% of the respondents disagreed while 30% of the respondents were neutral. It means that principals do assess teachers and students punctuality to school. 10% of the respondents agreed that principals do not maintain good teachers/students relationship, 80% of the respondents disagreed while 10% of the respondents were neutral. It implies that principals do maintain good teachers/students relationship. It is clear from the data above that majority of the participants (58%) disagreed that there is a significant relationship between planning of human resources and quality of education in secondary schools in Kaduna State.

HYPOTHESIS TESTING

Ho: There is no significant relationship between the planning of human resources and quality of education in secondary schools in Kaduna State, Nigeria. The Ho₂ relates to item 11 - 20 in the questionnaire.

This hypothesis was tested by subjecting the expressed opinions depicted with the observed frequencies on the three-point scale by the respondents as indicated in Table 9 to a Pearson Product Moment Correlation to establish the significance expressed on the relationship between the planning of human resources and quality of education in secondary schools in Kaduna State of Nigeria. Table 2 present the summary of the correlation.



Table 2: Relationship between Planning of Human Resources and Quality of Education in Secondary Schools

Variables	N	Mean	SD	df	r-Value	P-Value	Decision
Human Resources Planning	248	1.53	0.253				Ho
				271	0.404	0.000	Rejected
Quality of Education	248	1.59	0.635				

** . Correlation is significant at the 0.05 level (2-tailed).

In Table 2, the result shows that the P- value is 0.000, which is less than the level of significance (0.05). This means that the null hypothesis, which showed that there was no significant relationship between planning of human resources and quality of education in secondary schools in Kaduna State, Nigeria was rejected. It was therefore concluded that there was significant relationship between planning of human resources and quality of education in secondary schools in Kaduna State, Nigeria.

SUMMARY OF FINDINGS

Based on the data collected, the major findings of the study was that, there was significant relationship between human resources and quality of education in secondary schools education in Kaduna State, Nigeria. It was discovered that principals ensure that heads of departments give orientation to the newly recruited teachers in the schools.

DISCUSSION OF FINDINGS

Hypothesis two which states that there is no significant relationship between planning of human resources and quality of education in secondary schools in Kaduna State, Nigeria was test. The result of the test conducted using Pearson Product Moment Correlation indicated that there was a significant relationship between planning of human resources and quality of education in secondary schools in Kaduna State, Nigeria. Therefore, the hypothesis is rejected. The

findings of this study is consistent with that of Ikeotuony and Nwosu (2005) who found that teacher qualification and experience are important factors contributing to students’ performance.

The findings of the study indicated the followings as the relationship between planning of human resources and quality of education in secondary schools in Kaduna State; principals are not allowed to determine the types of subjects teachers needed in their schools, ministry of education officials do organize internal and external workshops for training teachers to ensure quality, principals ensure that heads of departments give orientation to the newly recruited teachers in secondary schools in Kaduna State, principals do assign responsibilities to other teachers for effective execution for school activities, principals responsibility is to see that adequate financial provision is made in the budget for effective operation and maintenance of school physical facilities, principals work towards knowledge upgrading of teachers through training and retraining which could be done through workshops, in-service training and seminars, principals do not involve all staff in decision making and this affect the smooth running of school activities, principals supervise and monitor teachers’ work in secondary schools in Kaduna State, principals do assess teachers’ and students’ punctuality to school and to lessons, and principals maintain good

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teachers/students relationship in secondary schools in Kaduna State. The findings are also found to be in consonance with Adeniyi (2003), who discovered that there is a high positive relationship between teacher quality and quantity and secondary school academic performance. It also revealed that students' academic performance may be a product of learners' characteristic environment condition and other teachers' variables.

CONCLUSION

From the analysis of data and test of hypotheses for this study, the researcher wish to conclude that a significant relationship exist between planning of human resources and quality of education in secondary schools in Kaduna State, Nigeria.

RECOMMENDATIONS

Based on the findings from the analyzed data, the researcher recommended that ministry officials and principals should provide a strong link between human resources planning and quality education through organizing workshops, seminars, in-service training and orientation to newly recruited staff, sharing responsibilities, monitoring teachers' work, disciplining teachers and students as well as ensuring good teacher/student relationship. Principals should determine the type of subject teachers needed in the schools and fully involve teachers in decision-making process for smooth running of school activities.

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