



Human Resource Management Practices and Teacher Professionalism in Delta State Public Secondary Schools

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ABSTRACT

This work is on human research management practices and teacher professionalism in Delta State Public Secondary Schools. The research design was the ex-post facto design of survey research method. The population for the study comprised 14,745 public secondary school teachers, 452 principals and 520 inspectors of Ministry of Education in Delta State, as at 2016/2017 academic year. The sample size for the study comprised 1,527, which represents 10% of the total population of teachers, principals and inspectors sampled from forty five (45) secondary schools were used, representing 10% of the schools in the state. The instrument for data collection was a questionnaire titled "Human Resource Management Practices and Teachers' Professionalism Questionnaire (HRMPTPQ)". The instrument was validated by experts' judgment. To determine the reliability of the instrument, it was administered to 30 teachers from schools who were not part of the study. The data obtained was analysed using the Cronbach's Alpha reliability coefficient, which gives a measure of internal consistency of the items in the questionnaire as: 0.96, 0.93, 0.84, 0.58 and 0.78 coefficients for: recruitment, selection, training/development, compensation, performance appraisal and teachers' professionalism scales respectively. The finding indicates that human resource management practice has a role to play in teachers' professionalism in public secondary schools in Delta State. Recommendation includes that Recruitment/selection of candidates for the job of teaching should be done in line with best global practices, based strictly on merit using various acceptable criteria.

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INTRODUCTION

Education is through teaching and learning, and teacher's centrality in the process is very important. Strategies and resources that are used in teaching-learning constitute the input; which aid and complement teacher's efforts. In other word without the teacher there cannot be effective formal education (Olori, Adesanya & Adu, 2014).

In carrying out the enormous task of teaching, the teacher is expected to exhibit certain levels of

professionalism. Professionalism in this context simply means the ability of teachers to conduct their roles and functions and how they behave at school and in societal context. To increase professionalism, therefore, teachers are expected to engage in activities that include: education, teaching and learning process and professional development.

In spite of the herculean importance of the teacher in the educational system, there has been major outcries that the nation's secondary



schools still lack the right quality of teachers. Most of the teachers especially in Delta State, are characterised by unprofessional disposition which include lack of pedagogical knowledge of subject matters, illicit relationship between teachers and students (male or female), and lack of commitment to the job for which they are paid. These are many more of such acts have huge implications for educational development which according to Eferakaya and Onyene (1995), little or no importance may be attached to educational development (as cited in Ololube, (2007); the head teacher who is not a professional teacher (trained teacher), where such carries out instructional supervision, for example, he or she may not know what objective to seek, let alone the tools or equipment of supervision, which will consequently lead to poor output. For a non-professional teacher to handle any subject in school is a very delicate problem because it concerns the intellectual, moral, and emotional phases of students' lives. Due to the critical nature of teachers work, highly skilled personnel are therefore required to sustain every educational system. This explains why professional teachers are regarded as the most important element in the school system.

Professional laxity on the part of teachers was also observed by Idakwoji (2016), who merely stay on the job to look for better jobs outside. He complained that the constant cases of absententism, persistent lateness to school, irregular and unauthorized movement from their post and indiscipline constitute a big problem to the attainment of educational goals in secondary schools.

The cumulative result of all these is not only that we are producing graduates of secondary schools, polytechnics and universities, who cannot compete on equal - terms with their counterparts but more painfully, that education is gradually losing its pride of place in the Nigerian society, and that the

teaching profession has lost much of its status of honour, and has rather become a despised and derided profession. What can be responsible for this?

Several reasons have been adjudged to be responsible for the lack of professionalism among the teachers, for instance Afe (2006) decried social status of entrants to the profession, inability to control or legalize entry into the profession and lack of standards as problems hindering professionalisation of teaching in Nigeria. Often neglected, is human resource management practices.

Human Resource Management Practice (HRMP):

Human Resource Management Practice (HRMP): in most organizations derive from the major roles which falls under two main categories namely; - operational and managerial roles. This include tasks and duties performed in both large and small organizations to provide for and coordinate human resources. They encompass a variety of activities that significantly influence all area of an organization. The society for Human Resource management (SHIRM) as cited in Mutiso (2013) has identified seven major functions of HRMP. These are recruitment/selection, training/development, and compensation and performance appraisal.

Recruitment and Selection: Recruitment and selection are arguably the most important human resource functions in the school system, this is because all the success and failures stem from the quality of teachers recruited and placed in a particular subject. If during the recruitment and selection process, quality and professionalism is compromised, it spell doom for the entire work-life of the teachers, which will in turn not benefit the entire educational system.

Training and Development: Training and development help teachers to become effective in their jobs. The school depends on the quality of the teachers' performance to achieve educational



objectives. Teachers therefore have motivated needs for development, recognition, status and achievement that can and should be met through training and development. Moreso, to be at par with changing needs of the society and the dynamic nature of the students, there is need to train and retrain teachers. This will go a long way towards the development and maintenance of professional teaching work-force. A teacher without professional development will be stagnant and unable to deal with today's children. Therefore, through training and development, the teachers can be equipped with more teaching techniques and facilities that will improve their job performance and thereby making them more professional in their teaching career.

Compensation: Compensation is another variable that could influence teachers' professionalism in secondary schools. According to Cascio (2012) as cited in Mutiso (2013), Compensation could include direct cash payment, indirect payments in the form of employees' benefits and incentives to motivate employees to strive for higher levels of productivity. It is recompense, reward, wage or salary given by the school to teachers in return for a work done, services rendered, or a contribution made towards the accomplishment of educational goals. Compensation is something school administrators must take seriously if they are to achieve the goals of education. A teacher who has put in so much in the school in terms of professionalism, commitment and performance will expect some level of compensation. In the event that such a teacher is not adequately compensated, there is every likelihood for such a teacher to lose his/her morale and motivation, the end-product will be uncommitted. Low-performing and unprofessional teacher that Nwachukwu (2007) earlier referred to as disgruntled, disillusioned and frustrated teacher.

PERFORMANCE APPRAISAL

The role of the performance appraisal cannot be over-emphasised when it comes to teachers' professionalism in secondary schools. Armstrong and Taylor (2014) define it as a strategic and integrated approach to increase the effectiveness of organizations by improving the performance of the people who work in them, and by developing the capabilities of teams and individual contributors. It includes activities which ensure that goals are consistently being met in an efficient and effective manner. It can focus on the performance of an organization, a department, employee, or even the processes to build a product of service. Performance appraisal include planning work and setting expectations, continually monitoring performance, developing the capacity to perform, periodically ruling performance in a summary fashion, and rewarding good performance. In order to improve teachers' professionalism, there is need to continually appraise the performance of the teachers. This will help to establish how far the teachers have gone in their assigned roles, what need to be done and how to go about it. Through performance the best performing appraisal, teacher can be compensated either through awards or monetary compensation. Without doubt, this will increase the morale of high-performing teachers and challenge non-performing teachers to sit-up.

Years after the teaching profession was professionalized through the establishment of Teachers Registration Council of Nigeria (TRCN) in 2005, there is still doubt as to whether teachers in Delta State have attained the status to be referred to as professionals equal to other professionals like medical doctors, lawyers, and engineers

THEORETICAL FRAMEWORK

The study is founded on Equity theory. This theory is often called equity



theory of motivation/job satisfaction. Yet, in some quarters, it has many names and nomenclatures such as inequity theory, social exchange and exchange theory. The theory has been credited to Adams, S. J. in 1963. Description of this theory has been done by various authors such as Peretomode (2007); Armstrong (2009), among others. According to their description, the theory's assumptions are based on the premise that in addition to being rewarded for their performance, employees in general would want also those rewards to be fair and just relative to what others, most especially, in similar works receive.

The need for fair treatment is therefore the basis for equity. Further, the description states that people strive hard to achieve and maintain a state of equity or fairness in order to maintain an internal psychological balance. Equity theory, which could be described as perspective here, emphasizes a role performer. The individuals, in this case teachers, must believe that in terms of pay and other kind of rewards they are receiving equal, fair or just to what such contribute to the process that brings the rewards. In addition, the theory is of the view that individuals perceive what they get from job situation (outcomes) in relation to what they put in (inputs), and then compare the outcomes-inputs relationship (ratio) to be equal, to some extent, with that of the relevant others (referents), with whom the comparison is done.

Equity theory states, in effect, that people will be better motivated if they are treated equitably and demotivated if they are treated inequitably. It explains only one aspect of the processes of motivation and job performance, although it may be significant in term of morale. There are two forms of equity: distributive equity, which is concerned with the fairness with which people feel they are rewarded in accordance with their contribution and in comparison, with others; and procedural

equity, which is concerned with the perception employees have about the fairness with which company procedures in areas as performance appraisal, promotion and discipline are being operated.

This theory is useful to this study as it emphasizes the need for fairness when it comes to human resource management practices. It also emphasized equity and fairness in procedures of promotion, appraisal, evaluation and discipline issues all of which need to be taken seriously if teachers are to be seen to act and behave in professional ways. For instance, if proper management practices are put in place such as remuneration and promotion, there is a great chance that teachers will shun some manners of unethical and unprofessional behaviours like extorting money from students and parents in the name of examination malpractice and collection of other illegal levies.

HUMAN RESOURCES MANAGEMENT IN EDUCATION

Human Resource Planning in education is not only effective utilization of people, but it is the harnessing of the totality of the people skills, energies, talents, capabilities, social characteristics, likes and beliefs to achieve educational objectives and simultaneously making the people to be part and parcel of the organization in fulfilling their life goals. Therefore, Human Resource (HR) in Education is the systematic utilization of human potentials to realize educational objectives and staff contentment. The benefits of proper human resource management in education are many. An organization cannot build a good team of working professionals without it. The key functions of the HR management team include recruiting people, training them, performance appraisals, motivating employees as well as workplace communication, workplace safety, and much more.



HRM involve the policies and practices for dealing with management's Human Resource (HR) aspects like HR planning, recruitment, selection, orientation, training, development, employee relations, job analysis, compensation and performance appraisal (Dessler, 2005).

PERFORMANCE APPRAISAL

The need for human resource development was emphasized by Safiya (2013) who investigated the impact of staff development programmes on job performance of staff. The population of the study was made of staff in Nigerian colleges of Education with a sample of 2,400 staff, the study revealed that human resource development programme have some positive impact on staff job performance.

CONCEPT OF TEACHERS' PROFESSIONALISM

For improved educational productivity, there must be effective teaching that contributes to the learners' understanding, helps the learners to improve their abilities and develop more desirable attitudes. For effective teaching to take place, however, there is the need for the teacher to be professionally trained. A profession is a calling that requires specialized knowledge, usually acquired through long and intensive academic preparation. Hence, professionalism refers to specialized training in a particular profession in conformity with the technical and ethical standards of the profession. A profession has also been described as a form of employment, especially one that is respected in society as honourable and is possible only for an educated person and after training in some special branch of knowledge (Longman, 1987).

Teacher professionalism, according to Marklund (1976) involves the mastery of the subject-matter and methodology of teaching it, understanding the students in terms of their development and learning activities,

understanding the society at large and school-society relationship, and defining the teacher's role according to this knowledge.

Professionalism refers to acting appropriately and in a manner that is acceptable and careful. It is completing one's tasks and responsibilities on time. It can also be defined as the proper attitude and conduct of a person. It is a valued quality that has friendly, polite, and business-like characteristics. It is a necessary trait for every employee and business. Hence, it also refers to any activity of man accompanied with the said characteristics. This activity is based on intellectual action along with personal responsibility. However, to have meaning out of the above definitions of professionalism, it has become imperative to discuss the term profession.

According to Halliday (1999), a profession is an occupation with a set of competencies based on knowledge acquired through many years of academic training, the goal of its members being a commitment to service guided by a code of ethics. The profession is granted autonomy and public recognition to provide a service considered essential by the society through a regulatory body, responsible for establishing and maintaining standards through mechanisms such as credentialing, standard of practice and competences.

Professions which possess most or all of these characteristics enumerated in the definition can offer its members really good life or prospects or benefits. Such benefits include prospect of job opportunity, job security, high rewards, societal recognition, psychological self-esteem, high status and dignity, professional excellence, and job satisfaction.

A profession refers to a distinct task which could only be performed meaningfully by an individual who has been oriented initiated, trained, assessed and inducted. He has got the training, he has been observed under training by



more experienced members and due certification that he is fit has been rendered. A job identified as a profession could not be performed by a member of another profession to the satisfaction of a member or group. In the case of some group's modes of assessment for potential members exist which further means entry into the profession is regulated. Code of behaviour also exist which means that ethical standards are set.

A profession is a vocation that requires special skills and knowledge. It is an occupation with some department learning and qualifications, especially one that has high social status. It is a job that utilizes functional education and mental abilities rather than manual or physical labour. Cook and Cook (cited in Orubite, 2010) viewed profession as an occupation in which members acquire a body of systematic knowledge on which their work with people is based, develop on in-group feelings of belonging and responsibility, assume an attitude of moral concern towards clients and join together in association to advance the vocation and control members conduct through established ethics. A profession is an occupation with enviable remuneration and high social status. According to Dada and Fadokun (2010), a profession entails an occupation that is dependent upon specialized intellectual study and training, for the provision of skilled service to other members of the society, government and non-governmental agencies for a definite fee or salary.

These definitions show distinct characteristics that could be attached to a vocation or occupation to portray them as a profession. Some of these characteristics are extensive but may not include every attribute that has been ascribed to professions. This is because, the search for standardized criteria by which a vocation/occupation can be recognized as a profession has been on for years; yet there is still disagreement

on a universally acceptable list of the characteristics of a profession (Dada & Fadokun, 2010). This brings us to the discussion on the criteria of a profession.

Teachers' professional development is a construct currently being used to describe teachers' in-service training, continuing education, workshop, seminar or on-the-job training. These are the training requirements which include teacher education initiated by the employer. Jekayinfa (2005) describes the construct as all forms of in-service, continuing education, training and professional development, whether formal or informal, whether teacher initiated or system initiated and whether accredited or otherwise. Abimbola (2001) opines that teachers' professional development consist of activities a teacher can engage to keep abreast of new development, evaluate and improve his classroom performance. Such activities according to him include participating in in-service courses, and workshops, continuing graduate study, participating in and attending professional meetings and reading professional journals.

The emphasis in the observation raised which is on the institutional and the professional needs of the individual teacher. This means that a career-long professional development programme for teachers, which can be realized through a combination of various approaches involving initial training, regular inductions and in-service training programmes designed to cater for the needs of prospective as well as serving teachers.

Colleges of Education, Faculties of Education in the Universities, Education Resources Centres, and National Teachers institutes among others, provide training programme for teachers. The Federal Republic of Nigeria (2016), in the National Policy on Education outlined the objectives of teacher education as to:



1. Produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system;
2. Encourage further the spirit of enquiry and creativity in teachers;
3. Help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals.
4. Provide teachers with the intellectual and professional (a liberal education policy) background adequate for their assignment and make them adaptable to changing situation;
5. Enhance teachers' commitment to the teaching profession (p.39).

The curriculum of teacher education puts emphasis on subject mastery and pedagogy. In most cases, in teacher education, a teacher training offer courses in education, methodology of teaching, project writing, general studies, teaching practice and a teaching subject. In teacher education, assessment is by means of continuous assessment and end of semester examinations. The teacher is expected to be a specialist in one or two subjects while the education courses are to prepare him for competent classroom work. The National Commission on Colleges of Education and the Nigeria Universities Commission prepare the benchmark to ensure that the Colleges of Education and the Faculties of Education in the Universities follow the curriculum and that set standards are met.

These definitions show distinct characteristics that could be attached to a vocation or occupation to portray them as profession. Some of these characteristics are extensive but may not include every attribute that has ever been ascribed to professions. This is because according to Dada and Fadokun (2010), the search for standardized criteria by which a vocation/occupation can be recognized as

a profession has been on for years; yet there is still disagreement on a universally acceptable list of the characteristics of a profession. However, Emeh and Ogaboh, (2010:27) enumerated areas of wide consensus among scholars on the characteristics of a profession which include:

1. Provision of essential social services;
2. Possession of specialized knowledge or skills through a long period of training;
3. Code of ethics and a kind of control over the quality of membership;
4. High degree of autonomy for individual practitioner and for the occupational group;
5. Exalt service above personal gains. That is, emphasis is laid on services rendered to society rather than economic or financial gain of practitioners;
6. High social status, rewards and recognition by the public; and,
7. Professional association which is usually a self-governing organization of members or practitioners.

According to Meyer and Smith (2000) HRM practices and policies have been suggested as influencing factors that increase organization commitment. It is suggested those employees who are perceived to be managed with HRM practices are likely to express increase employee outcome such as affective commitment (Kehoe and Wright, 2013). Nakpodia (2010) did a study on Human Resource Management in secondary School Administration in Delta State Nigeria. The purpose of the study was to examine the usefulness of Human Resource Management in the administration of secondary schools in Nigeria. To guide the investigation, the researcher raised research questions and formulated one hypothesis in the study. A sample of fifty-six schools were selected



from a total population of 278 schools in the Delta North Senatorial District through the stratified random sampling technique. In these fifty - six schools, there was a total of 5,315 staff from which a further selection of 1,063 staff, representing 20% of the target population were the subject of the study. A questionnaire was used in collecting data which were analysed using percentage and Z - test statistic. The result of the findings revealed that human resources undergo different forms of training. The result also revealed that there is a significant difference between the performances of human resources in relation to students' academic performance. It was therefore concluded that school personnel should undergo training and attend regular workshops and seminars. Also, that the performance of human resources has considerable effects on students' academic performance. The researcher therefore recommended that the human resources in schools who are not trained professionally should be advised to go for Post Graduate Diploma in Education to acquire teaching skills and that they should be made to understand the importance of appropriate teaching methods for specific subject so as to help the staff perform more effectively.

This study is related to this study in the sense that they both focus on Human Resource Management but however different in that this study talks about HRM practices and teachers' professionalism in Delta state, Nigeria.

Similarly, Cheng & Nasurdin (2011) did a study on Human Resource Management Practices and Organizational Innovation: Assessing the Mediating Role of Knowledge Management Effectiveness in Malaysia. The study examined the direct relationships between HRM practices (performance appraisal, career management, training, reward system, and recruitment) and organizational innovation (product innovation, process

innovation, and administrative innovation). Additionally, it also examined the mediating role of HR effectiveness on the direct relationship. Data was drawn from a sample of 171 large manufacturing firms in Malaysia. The regression results showed that HRM practices generally have a positive effect on organizational innovation. Specifically, the findings indicate that training was positively related to three dimensions of organizational innovation (product innovation, process innovation, and administrative innovation). Performance appraisal also found to have a positive effect on administrative innovation. Additionally, this study also demonstrates that training and performance appraisal, are positively related to knowledge management effectiveness. Knowledge management effectiveness fully mediates the relationship between training and process innovation, training and administrative innovation, performance appraisal and administrative innovation. A discussion of the findings, limitations, and implications are provided. This study is related to this study however, it is different from this study in that this study focused on HRM practices and teachers' professionalism in Delta State Secondary Schools, Nigeria.

Related to the above, Mariyam and Zubair (2015) did a study on the Influence of Human Resource Management practices on Employee Retention. A questionnaire was developed based on past literature and a pilot test was done to test the normality, reliability and validity of the scale. The independent variables to measure human resource management practices include career and development, training and development, performance appraisal, reward and compensation, and health & safety. The dependent variable used in the research is employee retention. The study adopted descriptive and explanatory research design. Also, this study used a cross sectional survey methods using a survey questionnaire



containing 30 items with Likert Scale (Disagree -1 and 5 for Agree).

The sample of 254 employees from 14 retail outlets in Mali (capital city of Maldives) were selected using convenient sampling. The collected data was analysed using descriptive means and regression via SPSS.20. This study found that three human resource management practices such as career development, reward and recognition, health and safety have a positive and significant impact on employee retention. This research did not find any significant influence of training and development nor performance appraisal on employee retention. However, when training and development was linked with career development, there was a positive and significant influence on employee retention. Also, when performance appraisal was linked with reward and compensation there was a positive and significant influence on employee retention.

Investigation the link between two variables and an intervening variable, Wamuuru & Jamleck (2016) did a study on human resource management practices, employee behavioural outcomes and organizational performance in public service: There was Critical Literature Review. The study used a description approach. The study was based on four supporting theories to develop a conceptual framework where the factors that are influencing, mediating and intervening the relationship between the HRM and organizational performance. The independent variable was HRM practices (reward management, training and development, recruitment/selection and quality working life) while the dependent variable was organizational performance. These were mediated by employee behavioural outcome which is an element of HRM practices. Leadership is the intervening variable.

The study confirmed that there is a significant direct/positive relationship between the HRM practices and organizational performance. It further

identified motivation as one of the factors which link the two variables.

METHODOLOGY

The research design that was adopted for this study is the ex-post facto method of survey research design. The population for this study comprised all public secondary school teachers, principals and inspectors of Ministry of Education in Delta State. There are 452 public secondary schools, 14,745 teachers and 520 inspectors in Delta State as at 2016/2017 academic year.

The sample size for this study comprised 1,527, which represents 10% of the total population of teachers, principals and inspectors and forty five (45) secondary schools, representing 10% of the schools in the state. This was done using balloting method of simple random sampling technique.

The instrument that was used for data collection in this study was a questionnaire titled "Human Resource Management Practices and Teachers' Professionalism Questionnaire (HRMPTPQ)". It comprised three sections. Section A comprised the demographic data of the respondents, section B comprised items that elicited information on the human resource management practices in the schools while section C comprised items on teachers' professionalism, adapted from the Teachers Code of Conduct document of the TRCN (2005). All the items were structured on a 4-point scale of strongly agreed (4) agreed (3) disagreed (2) strongly disagree (1).

The instrument was validated by experts' judgment. In order to determine the reliability of the instrument, it was administered to 30 teachers from schools in Edo State who were not part of the study. The data obtained was analysed using Cronbach's Alpha reliability coefficient, which gives a measure of internal consistency of the items in the questionnaire. A coefficient of 0.96, 0.93, 0.84, 0.58 and 0.78 were obtained from



recruitment for selection, training/development, compensation, performance appraisal and teachers' professionalism scales were obtained respectively.

The questionnaire was administered directly to the teachers by the researcher, with the help of 4 trained research assistants after permission has been sought from the principal of the schools. Salient areas of the questionnaire were explained for better understanding of the respondents. The questionnaire were retrieved immediately after completion. At the end of the exercise, out of the total of 1,527 questionnaire administered, while 1,337 were returned, indicating 88% retrieval rate. The analysis was therefore done on the 1,337 questionnaire. The data obtained were analysed using Pearson coefficient of determination (r) for the research questions and regression

statistics for the hypotheses at 0.05 level of significance.

Research Questions

The following research question guided the study:

1. What is the relationship between human resource management practices and teachers' professionalism in Delta State public secondary schools?

Hypotheses

The following hypothesis was tested at 0.05 level of significance:

1. There is no significant relationship between human resource management practices and teachers' professionalism in Delta State public secondary schools.

RESULTS AND DISCUSSION

Research Question 1: What is the relationship between human resource management practices and teachers' professionalism in Delta State public secondary schools?

Table 1: Correlation coefficient of determination of human resource management practices and teachers' professionalism in Delta State public secondary schools (N = 1,527)

| Variables | Mean | SD | r | r ² | Decision |
|-------------------------------------|------|------|------|----------------|-----------------------|
| Human Resource Management Practices | 2.45 | 0.35 | 0.85 | 0.72 | Positive Relationship |
| Teachers' Professionalism | 2.45 | 0.43 | | | |

Table 1 reveals the relationship between human resource management practices and teachers professionalism in Delta State public secondary schools while the mean of human resource management practices is 2.45, with a standard deviation of 0.35. The mean of teachers' professionalism is 2.45 and the standard deviation is 0.43. The relationship between Human Resource Management practices and teachers professionalism is $r = 0.85$ and $r^2 = 0.72$.

Since the r -value of 0.85 is greater than r^2 value of 0.72, it therefore shows that there was a relationship.

To find out if the relationship was significant or not, the hypothesis was tested.

Hypothesis 1: There is no significant relationship between human resource management practices and teachers professionalism in Delta State Public Secondary schools.



Table 2: Regression analysis of human resource management practices and teachers’ professionalism in Delta State Public Secondary schools

| Model | Sum of Square | Df | Mean Square | F | F |
|------------|---------------|------|-------------|----------|-------------------|
| Regression | 179.111 | 1 | 179.111 | | |
| Residual | 68.991 | 1335 | .052 | 3465.867 | .000 ^b |
| Total | 248.103 | 1336 | | | |

| Model | Variables in Equation | | | | |
|-------------------------------------|----------------------------|--------------------------|------|--------|------|
| | Unstandardized Coefficient | Standardized Coefficient | t | p | |
| | B | Std. Error | Beta | | |
| Constant | -.160 | .044 | | -3.607 | .000 |
| Human Resource Management Practices | 1.057 | .018 | .850 | 58.872 | .000 |

a. Dependent Variable: Teachers Professionalism

b. Predictors (Constant): Human Resource Management Practices

Table 2 shows a regression analysis of the relationship between human resource management practices and teachers’ professionalism. From the result, $F(1, 1336) = 3465.867, p < 0.05$ level of significance. The beta value of 0.85 showed that human resource management practice accounted for 85% of the variance in teachers’ professionalism. The null hypothesis was therefore rejected. This means that there was a significant relationship between human resource management practices such as recruitment/selection, training/development, performance appraisal, compensation and teachers’ professionalism in public secondary schools in Delta State.

FINDING

The findings of the study revealed that, there was a significant relationship between human resource management practices, i.e. recruitment/selection, training/development, performance appraisal, compensation and teachers’ professionalism in public secondary schools in Delta State.

DISCUSSION OF FINDINGS

The finding showed that there was a significant relationship between human resource management practices and teachers’ professionalism. Thus, the first hypothesis was rejected. This finding

implies that human resource management practice has a role to play in teachers’ professionalism in public secondary schools in Delta State. Employee development activities have a significant and positive impact on staff motivation, loyalty, professionalism and retention for the employees to continuously be involved in the organizational development. This finding supports Peretomode (2011), and Anho (2012), who advocate training as help for teachers to acquire specific skills, knowledge concepts aptitude, and behaviours to enable them perform optimally professionally so as not to become obsolete. This finding is also consistent with the finding of Wamuuru & Jamleck (2016), which confirmed that there is a significant direct/positive relationship between the HRM practices and organizational performance. This is also in line with Anho (2017), who highlighted training and development as professional aspect of human resources practices that make staff vibrant, vital, and productive and lead to decline rate of staff mobility and increase turnover of staff.

This finding is in congruent with Odin – Etuwewe (2017) views that developmental programmes are designed to empower participants with the value orientation and the competencies

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required in classroom management in teaching generally.

CONCLUSION

Human Resource Management encompasses variety of activities that significantly influence, all aspect of an organization or institution. The functions include; recruitment, relevant training and development, compensation and performance appraisal among others. Therefore, Human Resource Management in Education is the effective coordination of people (staff), skills, energies, talents, capabilities and other potentialities and utilizing such to realize the educational objectives to meet professional demands. This eventually leads to improved educational productivity after the specialized training in the profession, in conformity with the technical and ethical standards of the profession. Therefore, Human Resource management significantly, essentially and positively related to teachers professionalism such as recruitment, selection, training/development, compensation and performance appraisal.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were advanced:

1. Recruitment/selection of candidates for the job of teaching should be done in line with best global practices, based strictly on merit using various acceptable criteria.
2. Teachers should be exposed to training and professional development to improve their profession.
3. Performance appraisal should be carried out on regular basis to ensure that professionalism is ensured at all times
4. Teachers should be adequately compensated, using monetary and non-monetary means.

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