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IMPACT OF HUMAN RESOURCE DEVELOPMENT ON THE PERFORMANCE OF TEACHERS IN SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT

Secondary educational institutions are very vital for the development of human resources in education and the development of the human resources of a nation determines how developed the country is. Human resource development in education is very important and toying with it would result in jeopardy. This is because education personnel's are the major instrument for achieving educational goals and consequently, national development. Some strategic practices to develop human resource in schools includes: teacher training, teacher mentoring, value reorientation of teachers, school quality etc. Some of the challenges of human resource development include inadequate funding, inadequate remuneration of teachers, and inconsistent government policies among others. The study from various literature consulted also revealed that school administrators do not get actively involved in human resource development in public secondary schools in Rivers State, Nigeria. This is owing to the fact that government has not created an enabling environment for the ministry of education and school administrators to carry out some human resource development practices in public schools. To address the identified challenges, the following suggestions were made: grants should be provided for principals to sponsor human resource development, regular appraisal of teachers' performance should be carried out, there should be informed in service training, workshops, symposiums for teachers and the ministry of education should be adequately funded. The paper therefore opined that if proper human resource development practice is put in place by the government, teachers will be effective and efficient in carrying out their functions in the schools.

Keywords: Human Resource Development, Teacher performance, Training, Mentoring and Performance Appraisal, value re-orientation.

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INTRODUCTION

Education all over the world is generally recognized and regarded as the most effective tool for the understanding of situations, analysis of circumstances and participation in events for the purpose of development, advancement, correction and sustainability. Education brings about self-understanding and development of one's skills, knowledge, potentials, values and norms in accordance to the societal norms. Other professionals view education as a vehicle for the transfer of information, culture and technology (Kelly & Moogan, 2012). On the other hand, there are many others scholars who see education as the most effective weapon for breaking the vicious circle of ignorance, poverty, disease, unemployment, underdevelopment, stagnancy, economic dependency, political instability, violence, community classes, religious crises, wars and other vices (Ajumogobia, 2011; Tombori, 2012). It should be noted that irrespective of the various definitions given to education, it is believe that education is the vehicle that brings about a formative effect on the mind, character or physical ability of the individual concerned.

Of all the resources in an organization, the human resource is pivotal in achieving the goals and objectives of that organization. In fact, it is arguably the most important resources in an organization. Therefore, the development of this resource is necessary for organizational growth. Unlike other basic resources of the organization, the human resource has the potential to help the organization to grow in an appropriate direction. The purpose of Human Resource development is to provide the 'coaching' needed to strengthen and grow the knowledge, skills, and abilities that an employee already has. The goal of human resource development and training is to make employees even better at what they know how to do.

In Nigeria, Rivers State in particular, Secondary education is very vital for the development of human resource. This is because they form the fundamental requirements for being self-reliant, being employed gainfully in the society and going further for higher education. In view of the aims, goals and objectives of secondary education, the administration of secondary schools is very imperative. This is the principal reason why the impact of human resource development practices in secondary schools is worth studying.

In the education sector, the teacher is the one who interprets and implements policy as represented in the school curriculum, which is designed to actualize educational goals (Omojunwa, 2007). Maintaining and improving educational standards is only possible through teachers. Teachers therefore are the most indispensable human resource in the school. They are the greatest aid to learning. Therefore, any government, who underrates the critical role and underplays the importance of teachers in goal achievement in the school, can neither be effective nor efficient (Oduma, 2012). The shortage or poor development of teachers reduces the extent to which the curriculum can be delivered effectively. It should be noted that the major premise of human resources development in education is that the end results of the educative process will be determined by the effectiveness and performance of the teachers who facilitate learning for self-actualization and national development.

Concept of Secondary School Education in Nigeria

Secondary education refers to the education that prepares the individual for useful living within the society and higher education, Federal Republic of Nigeria (2014). It is so important and necessary because the certificate from secondary educational schools, namely the School Certificate or the West African School Certificate becomes the most important

qualification for any elective post including membership of the House of Assembly, the Senate, House of Representative or any other executive office at the Local, State and Federal Levels in Nigeria.

In the Nigerian situation, secondary education is the basic or raw material provider for the desired future manpower resources. Taiwo in Tabotndip (2000) observed that secondary education is of great importance to the nation because it is a source of mid-level manpower production that is necessary to sustain and improve the economy.

The objectives for secondary education in Nigeria are to:

- Provide an increasing number of primary school pupils with the opportunity for education of a higher quality, irrespective of sex, or social, religious and ethnic background.
- Diversify its curriculum to cater for the differences in talents opportunities and roles possessed by or open to students after their secondary school course.
- Equip students to live effectively in our modern age of science and technology.
- Develop and project Nigerian culture, art and language as well as the world's cultural heritage.
- Raise generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour and appreciate those values specified under our broad national aims and live as good citizens.
- Foster Nigerian unity with an emphasis on the common ties that unite us in our diversity.
- Inspire students with a desire for achievement and self-improvement both at school and in later life (Obanya, 2002).

If the above objectives for secondary education are properly implemented, the secondary education level will be a dependable source of manpower supply for specialized skilled production at the tertiary level. This will increase the nation's production and hence, the entire economy.

Human Resource Development

Human resources development (HRD) refers to the field of training and development provided by organizations to increase the knowledge, skills, education, and abilities of their employees. These skills and knowledge among others could arise from natural endowment, experience, formal education or training. Human resource development (HRD) is about taking purposeful action to increase the total levels of skills in the workforce so that opportunities for individuals are maximized, and thereby benefit society as a whole. The development of human resources is for ensuring higher and lasting performance in any organization/institution that is concerned about its outputs. The human resource development (HRD) provides a framework for self-development, training programs and career progression to meet an organization's skill requirement (Stare & Klun, 2008). Heery and Noon (2001) and Price (2004) define human resource development as the process of encouraging employees to acquire new skills and knowledge through various training programs, courses, and learning packages. Heery and Moon (2001) further state that the main aim of human resource development is to build competency amongst employees so that the objectives of the institution can be achieved. Human resource development should be perceived as an engine that will drive the organization's systems with proper application of skills which will enhance better performance. Stare and Klun (2008) argue that HRD includes resourcing and performance assessment, to identify the actual and potential talent. Grobler, Warnich, Carrell,

Elbert and Hatfield (2006) point out that the main reasons for human resource development are:

- Creating conditions to increase an organization's effectiveness and competitiveness;
- Gaining highly-motivated staff;
- Achieving suitable human resources to introduce and implement new programmes;
- Increasing skills required to use the organization's available technological resources;
- Ensuring rapid and suitable replacements for any staff that leaves the organization.

What then is Human Resource Development in Education?

In secondary school education, the human resources in this case "the teachers" are one of the important factors that control other resources in enhancing instructional delivery. The Human resource development in a school is a compendium of competencies, abilities, skills, knowledge and other attributes possessed by individual in order to perform a given task in an efficient and effective manner. Human resource is strategic to the development of any nation; this includes education, health, labor and employment. Obisi and Anyim (2012) also noted that development in human resources includes talents, skills, competencies and other advantages which people possess, and can be put to better use to give organization and nations more benefits. Obisi (2003) further posited that human resources can be understood from the perspective of the masses that have acquired the relevant education and skills that can be put to positive use toward the development of the nation. Apparently, human resources represent the fundamental infrastructure for technological development and by extension economic development (Obisi, 2002). Human resources remain the cornerstone towards the achievement of organizational goals. Performance management becomes the vehicle through which individuals' and organization's goals can be aligned

In education, human resources development is about identifying, nurturing, managing, and using the abilities demonstrated by teachers in order to help the school to attain its objectives. The constantly changing and complex educational programs require educational administrators to strive for human resource development to keep teachers abreast of contemporary challenges emanating from the society. According to Udu and Ewans (2016), Human resource development is a process or any form of assistance rendered to an individual for skills acquisition, knowledge and competencies in performing a given task. To support this, Marimuthu, Arokiasamy and Ismail (2009) defined human resource development as the processes that pertains to training, education and other professional initiatives in order to increase the levels of knowledge, skills, abilities, values and social assets of an employee, which will lead to employee's satisfaction and performance.

However, it is important to note that the higher human resource of a society is the higher will be the potentials for economic development. For example, Korea has no outstanding material resources except her human resource which has been supremely important for the growth of the Korean economy. This means that her human resource is a catalyst to economic development (Obisi, 2003). The concept of human resource formulation according to Adawo (2011) is the conscious and continuous process of acquiring and increasing the number of people with requisite knowledge, education, skills, and experience that are crucial for the economic development of a country. Burneth as cited in Adawo (2011) postulated that investing in education raises per capita GNP, reduces poverty and supports the expansion of knowledge. From their views, it means that for any nation to be fully developed, it must give priority to human resource development. This will impact positively on all sectors of a nation's economy, education, and even the social strata.

Human resource development is something that must exist or happen for national development to take place. In addition, human resource development teaches people how to utilize the power of diverse thinking styles (analytical and intuitive) so that we can achieve holistic best practical solution. Human resource development, training and development are basically the same. This is about development that supports investment in human resources, coaching, training, internship and human resource management (Erhuraa, 2007). Human resource development is about investments, activities, and processes that produce knowledge, health and skills. It means building the balanced human resources base and providing an enabling environment for all individuals to fully engage and contribute to the achievement of the goals of an organization or nation. It is an effort to increase human knowledge, enhance skills, productivity and stimulate resourcefulness of individuals (Erhuraa, 2007). Human resource development could be an alternative to turning a low performing school around. Summarily, human resource development in education focuses on improving the entire stock of teachers in the school to make them more productive than they have been previously.

The Teacher and Job Performance

Teachers are at the heart of providing quality education to students. They facilitate students' learning and ensure that they thrive academically so that they fulfill their potential and find meaningful careers. Teachers and the quality of their teaching are now widely recognized as the most critical of many important factors that combine to create overall quality of education.

Performance on the other hand refers to an act of accomplishing or executing a given task. The "X and Y" theory of McGregor (1960) postulates that a negative attitude brings low performance, while positive attributes results in high performance. Traditionally, performance was measured by using the productivity concept of quantity of output compared to quantity of inputs. This concept leads to the approach that performance must be measurable in quantitative terms. Although, quantitative measurement is preferable in most situations, it does lead to greater emphasis on efficiency rather than effectiveness (Schutte, 2000). In this regard, teacher performance could be measured through a rating of his or her activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and teacher commitment to job, extra-curricular activities, supervision, effective leadership, motivation and morale etc. For the attainment of a high level of performance, secondary school teachers are expected to participate regularly in professional development activities.

Anderson (2004) asserts that an effective teacher is one who quite consistently achieves goals which either directly or indirectly focuses on the learning of their students. Crow and Hartman (2001) noted that teacher effectiveness is a measure of the degree to which teachers achieve the desired effects upon students. According to him, the term "Teacher Performance" is used broadly to mean the collection of characteristics, competencies, and behavior of teachers at all levels of education that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens.

Human Resource Development Practices in Secondary Schools to Enhance Teachers' Performance

Human resource development is being viewed today as an important strategic approach to improving productivity, efficiency and profitability. The level of human resource

development in schools which is the central driving force in the achievement of organizational goals is pertinent for the survival of schools. There are several human resource development practices to improve teachers' job performance and these include training, orientation, mentoring, guidance and counseling among others.

To buttress this, Indradevi (2011) outlined human resource development practices to include: recruitment, training, counseling, mentoring, empowerment and performance appraisal. However, this study focused on five human resource development practices namely: training, value re orientation, mentoring and performance appraisal, improvement in school quality.

Training--is any form of support, guidance and assistance rendered to an individual to enable him or her develop skills, attitudes and knowledge needed to execute a given task. Azaru, Syed and Muhammad (2013) defined training as the process of improving the existing skills, knowledge, exposure and abilities in an individual. Training offer teachers or school administrators opportunity to upgrade their skills and knowledge in order to cope with challenges brought about by innovation in the society. From the concept of human resource development, education, human development mainly emphasizes the professional growth of teachers and revolves around training activities for teachers.

Also, Eleje, Maduagwu and Odigbo (2013) pointed out that for a teacher to deliver effective service, he or she must keep track of new ideas, knowledge and development in the world through continuous training and re-training programs. The training practices entails providing opportunities for teachers to attend workshops, seminars and conferences, granting study leave to them at when necessary, encouraging them to attend refresher courses and organizing orientation programs and symposium for them among others.

Value Re- Orientation—it is worthy to note that the school is a microcosm of the macro society. What obtains in the larger society greatly influences the school. There is therefore urgent need for re- orientation and re- prioritization of our national values, emphasis should also be laid on the national aims and objectives of inculcating the right type of values and attitudes for the survival of the individual and the society. In line with this, educational administrators should strategies to transform and change their teachers' insight, disposition, attitude, mindset etc as driving forces in human resource development, for effective service delivery.

Mentoring—is a practice where a more experienced person provides information, assistance, guidance, and support to a less experienced person so as to enhance his or her skills and knowledge. As also defined by Ade-Ajayi (2001), mentoring is a supportive relationship established between two individuals where knowledge, skills and experience are shared. Mentoring in the school system involves coaching, guiding and supervising the teachers in the school so as to boost their service delivery. It plays an important role not only in the case of support for the development of teachers' professional skills (competencies) but particularly in the process of support for the professional growth of teachers who strive to increase the quality of their teaching (Hrbackova cited in Suchankova & Hrbackova, 2017).

In mentoring teachers, administrators share ideas about new education programs, discuss and proffer solution to problems encountered by teachers during service delivery, guide them in the preparation of lesson plans and notes, provide strategies for teachers to adopt in continuous assessment of the students among others. To further buttress this, Salleh and Tan (2013) posit that mentoring practices cover all aspects of teaching such as discussion of teaching materials, lesson observation and critiquing, teaching methods and the setting and marking of assignments. In addition, Salleh and Tan (2013) asserted that mentoring may take

places on a one-to-one basis but also as a group whereby teachers learn from their more experienced colleagues through daily collaboration and lesson observation. Adequate mentoring of teachers is essential for enhancing staff personnel administration. This is to say that a supportive relationship with an expert teacher can bolster a new teacher's capacity and her retention in the profession.

Performance Appraisal—this is a continuous feedback, support and follow up process between leader and collaborator, which characterizes itself by being participative and dynamic, which promotes mutual learning, and that makes them owners of the development of their competences in the improvement of the processes and organizational objectives reached, that is to say, performance appraisal is an administrative strategy that implies a series of permanent interactions or continuous dialogue, which allows the teacher play a role in the planning and development of his work, assuming a greater responsibility due to the results. To assess an effective school administrator, it is required to examine the way in which they fulfill each one of the administrative functions: strategic planning, organization, integration, direction and control. It is therefore necessary for a school administrator to design and to implant procedures to appraise the performance and to improve the human resource of the organization.

Appraisal of employees is an important technique of improving the performance of people in their jobs. Grobler and Warnich (2006) summarize the functions of the appraisal schemes as follows:

- To discover the work potential, both present and future of workers;
- To construct plans for manpower, departmental and corporate planning;
- To discover learning needs by exposing inadequacies and deficiencies that could be remedied;
- To develop workers through advice; information and shaping their behavior with praise or punishment;
- To add to employee's job satisfactions through understanding their need;
- To check the effectiveness of personnel procedures and practice;
- To ensure that employees reach organizational standards and objectives, and
- To enable the organization to share out the money, promotions and prerequisites apparently fairly.

Improvement in Secondary School Quality—school quality is the nature of instructional processes experienced by each learner, the level of classroom interaction and the school's level of efficiency in developing knowledge, skills, attitudes and competences in the learners. It starts with students' achievement and backed up to specify those instructional resources, facilities and teaching practices/methods that most effectively boost achievement (Asuru 2009). There is therefore the need to improve our secondary school quality through improvement of school buildings, provision of teachers in the right quantity and quality, provision of adequate and modern teaching and learning materials, provision of furniture and textual material. These will have significant effects on teacher's classroom performance together with the acquisition of relevant practical skills and positive values and attitudes.

Challenges of Human Resources Development in Public Secondary Schools

Inadequate Funding

The education sector in Nigeria is underfunded. The school administrators are not provided with adequate fund by the government to run some expenses in the day to day administration

of the schools. The impress are not being paid for the procurement of some necessary facilities for effective administration of the schools.

Inadequate Remuneration

Teachers' salaries are not paid as at when due, teachers are stagnated and denied promotions; some spend about eight years without promotion. For these reasons, teachers abandon their primary assignment to look for alternative means of survival. This situation is highly demoralizing and has negative impacts on the development of teachers to fit in properly and give in their best.

Lack of Proper Supervision/Inspection

Most of the times, the state ministry of education, the schools board, school administrators etc. do not have time to carry out proper and routine supervision and inspection of the teachers in the school. Supervision is supposed to include subjects taught, the scheme of work, lesson note and classroom management. Again, the school administrators most times do not go for in-service training on the modern teaching pedagogy and techniques; hence, "a blind man cannot lead blind people".

The Use of Information Communication Technology

Information communication technology is defined as a network which offers a steady expanding range of new services that have standardization of information in schools. In education institutions, ICTs are indispensable in effective teaching-learning and general administration of the education system. Information technology is very important in keeping records of students, and teachers including periodic information reports for all units. But all these are lacking in our secondary education sector, which poses challenges for the effective administration of the human resources in secondary schools.

Learning Environment

A conducive learning environment is very vital and must be created for the objective of education to be achieved. Good learning environment promotes quality education which goes beyond good classroom, library, laboratories and teachers attendance to workshop and conferences. It includes adequate policies and practices which prohibit teachers' harassment, cultism and its associated issues. It is also within the powers of the schools to engender a peaceful and conducive climate and academic culture so that the school objectives would be achieved through effective management and utilization of human resources in schools.

High cost of in-Service Trainings

Training by any organization is cost effective, efficient and task oriented. Such training, which should be structured and planned, can be on or off the job. In-service training is a training mode used by organizations that focus on creating opportunities for employee's learning. Such training encourages and motivates employees to attain new knowledge and skills. Since principals are not giving enough money to run the school, enough money cannot be mapped out to carry out these training to enhance the development of their teachers.

Inconsistency of Government Policies

Inconsistency in secondary school policies and programs has been identified as one of the challenges of human resource development in schools. Over the years, there has been a lot of navigation of educational policy. Furthermore, sub policy changes within each structure of the education ladder has been introduced and reintroduced by successive education ministers. This has created serious disarticulation in the sector, thus, negatively affecting service delivery and human resource development, since education based programs have longer gestation period, they should be allowed to run their full course. However, in-built formative evaluation mechanism should be put in place to provide feedback mechanism for policy review.

Benefits of Establishing a Strong Human Resource Development System in Schools

Human resource development practices have a positive effect on school performance. Other benefits are as follows:

- Increase in the school's capacity to achieve its goals;
- Improved equity between teachers compensation and level of responsibility;
- Increase in the level of teacher's performance;
- Helps teachers understand how their work relates to the mission and values of the education sector;
- Uses teacher's skills and knowledge efficiently;
- Helps teachers feel more highly motivated;
- Saves costs through the improved efficiency and productivity of teachers; and
- Increases teachers' job satisfaction

Recent Human Resource Development Practices in the Secondary Education Sector in Rivers State

The three-month training for the 13,000 new teachers that have been employed by the Rivers State Ministry of Education is part of an induction recommended during the education summit in Port Harcourt, March 2013. Drawn from a template recommended by one of the summit speakers, Prof Joshua Aisiku and others, the induction was part of the continuous teacher development program the newly employed teachers underwent after their employment by the Rivers State government. According to Prof Aisiku, the training was to prepare the teachers for classroom management and fill gaps in their pedagogical and knowledge skills such that when they are distributed to the over 100 model primary and secondary schools the state government has built and equipped, they will be able to offer the pupils quality education. Aisiku also stressed that "New teachers must know how to meet the varying needs of students in their classrooms," adding that though all the newly-employed teachers may not be First Class graduates, they can be groomed to become very good teachers. According to him, "The plan is aimed at boosting the manpower in the educational sector and reversing the poor performance of students in external examinations like WAEC and NECO."

The Commissioner of education, Lawrence Nemi said teachers already in the teaching force are not left out of professional development as the state has organized programs for their training. According to her, "The Ministry of Education is devoted to continuous teacher training and re-training in order to enhance specialization and efficiency. The Ministry in partnership with the British Council and Cambridge University introduced the TKT

Essentials training and certification. Today, well over 9,000 teachers across the 23 Local Government Areas of Rivers State, 75 per cent of who are in primary and junior secondary schools, have received in-service training. “the ministry of education also embarked on the re-certification and verification of teachers’ credentials in order to ascertain the current numerical strength of teachers in the state to ensure that only qualified teachers are allowed to teach in the Schools,” she said.

The Rivers State government recently had announced the commencement of teachers training in the state. The State commissioner for education, Hon. Tamunosisi Gogo Jaja, disclosed that about one thousand teachers drawn from the twenty-three local government areas of the state are expected to be trained for the 21st-century educational skills, adding that the training will commence from the 6th to 31st of August this year.

The commissioner said that teachers to be trained include primary, Junior secondary and secondary school teachers respectively.

Based on the recent human resource development strategies carried out recently in Rivers State, there is an indication that firstly, administrators are not directly involved in the development of human resources in their schools. This buttresses the fact that school administrators have not adequately organized workshops for teachers; neither provide opportunity for teachers to attend seminars nor sponsor teachers’ conferences among others. Secondly, there is an indication that grants are not adequately provided for human resource development in secondary schools. With the persistent of this problem, teachers are likely to lag behind especially in knowledge and skills to cope with innovations in the educational system. Consequently, there will be poor performance of teachers when carrying out their duties.

CONCLUSION

The human resource base of any nation is predicated in the quality of the education system. Education here is defined in its holistic context of development, competencies, knowledge, skills, values and attitudes necessary to equip the individual to contribute maximally to societal development. Previous research has demonstrated that non-commitment of government at all levels to human resource development has posed a major problem that resulted in poor performance of teachers. This paper also considered some challenges of human resources development in schools and also explained some strategies to buttress human resource development in secondary schools. It was discovered that the government, the state ministry of education, schools board and school administrators have not done much in the aspect of human resource development in secondary schools in Rivers State and this gave rise to the opinion of the researcher that education stakeholders should brace up and adopt and apply those practices and strategies that develops human resource in secondary schools and not only for new teachers, but as also for teachers that have been in the service.

Suggestions

- Government should provide annual grants for principals to sponsor teachers workshops, seminars and conferences to enable them update their skills and knowledge on current issues and also help them adapt to innovation in educational practices.
- Government should improve in their administration of secondary schools by way of developing the needed human resource ie the teachers so as to achieve the stated goals and objectives of secondary school in Rivers State.

- Government and school administrators should regularly appraise the performance of teachers so as to identify where they are lagging behind and map out strategies of righting the wrong.
- There should be informed in-service training, workshops, symposiums by secondary school administrators so that the major human resource in the school environment (teachers) will embrace the new trend of how teaching is presently carried out.
- Principals should create opportunity for teachers to develop attitude that will increase their performance in the school environment having in mind that they are the major stake holders in the school.
- The ministries of education, Principals should put in place formal mentoring programme for all newly employed teachers in order to enhance their capacity and school principals should encourage newly employed teachers to be open to mentoring.
- The Ministry of Education should ensure that all categories of staff are promoted as and at when due and the promotion should have a corresponding increase in their wages, salaries and allowances.
- The schools Board should ensure that monetary incentives such as salaries/allowances of staff are paid regularly and promptly. Bonuses, leave grants, welfare packages for staff should be implemented.
- There should be increased funding for education.
- There is the need for improved organizational performance by identifying stake holders in the education sector that are supposed to be beneficiaries of human resource development.

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