

EFFECT OF HUMAN RESOURCE MANAGEMENT ON PUBLIC PRIMARY SCHOOL TEACHERS' QUALIFICATION SELECTION IN SOUTH WEST REGION OF NIGERIA

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Abstract

The study examined the effect of human resource management on public primary school teachers' qualification selection in south west region of Nigeria by utilizing data of social statistics report from National Bureau of Statistics (NBS). The collected data which was secondary data source information were analyzed manually using chi-square (X^2) as the statistical tool with the aid of Microsoft Excel, 2007. The findings in the study shows that there is significant gender differences of the teacher qualification selection in south west region having a calculated value of X^2 (19340.807) which exceed the tabulated X^2 value (37.652) at 5% significance level. The findings also show that there is significant difference in the teacher qualification selection in south west region having a calculated value of X^2 (7342.230) which exceed the tabulated X^2 value (18.307) at 5% significance level. The study therefore concludes that the human resource management should improve it system of mechanism during authentication, verification and selection of teachers' qualification in public primary school.

Keywords: Human resource management; Public primary school; Teachers'; Qualification; Selection.

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1.0 Introduction

Human resource management (HRM) plays a significant role for successfully managing employees at all levels of an organization so as to achieve a desire goal. Employees are the human resources of an organization and its most valuable asset. The educational system of Nigeria requires adequate scrutiny of teachers qualification by proper HRM system because it has an effect on the quality of pupil been produced in the

society. There has been a lot of impression in the society that the qualities of pupil produced in the public schools are sub-standard because of weaker qualification of the teachers in those schools. The level of productivity in public schools can vary depending on the skill levels of the teachers which he/she demonstrates to their jobs. To develop a high-performance and effective workforce in the educational system, the organization should use the human

resource management input in recruitment and selection process of teachers (Onyeche, 2016; Onyeche and Edeke, 2016). It is in view of this that the study seeks to examine gender differences of the teachers' qualification selection in south west region of Nigeria and to determine the differences in the teacher qualification selection of the selected states in Nigeria.

Hypotheses formulation

The following null hypotheses are formulated to guide the study at 5% significance level:

H₀₁: There is no significant gender difference of the teachers' qualification selection in south west region of Nigeria.

H₀₂: There is no significant difference in the teacher qualification selection of the various selected states.

2.0 Literature Review

Domike and Odey (2014) critically looked at the challenges of implementing the primary school curriculum in Cross River State. These problems include under funding, ecology of the classroom, acute shortage of infrastructures, lack of health facilities, lack of qualified teachers, and neglect of the mother tongue, among others. Their paper suggested that the local government should be more aggressive in its implementation programs through strategic planning, institutional capacity building and positive coordination of man and natural resources.

In Kenya, Matoke, Okibo and Nyamongo (2015) determined teacher motivation in public secondary schools in Masaba south sub county in Kisii county. Their study targeted 402 teachers from 14 schools in Masaba South Sub-County through stratified sampling with the assistance of a semi-structured

questionnaire for the respondents. The collected data were analysed using descriptive and regression analysis. Their findings revealed that developmental factors have a significant effect on teacher motivation.

Olaleye (2013) examined human resource practices and teacher performance competency in Ekiti State, Nigeria. The research study employed a descriptive design of survey type that comprised of all secondary schools and teachers in the state. The collected data are analysed using descriptive statistic. The findings revealed that teacher's recruitment should not be based on political affiliation and that selection should be on merit. The findings also revealed that regular-in-service programmes should be organized for teachers to enhance their performance.

Yusuf and Dada (2016) examined the impact of teachers' qualification and experience on students; performance in Colleges of Education in Kaduna State. Their study employed randomized sampling with the aid of a questionnaire and students' test scores in English Language. The collected data were analysed using descriptive statistic and t-test method. Their result revealed that there is significant difference that exists in the performance of students that are taught English Language by professional and experienced teachers.

Ifedili and Ofa (2015) carried out an appraisal of instructional supervision and quality assurance in schools in Nigeria. Their survey of the present standard in schools which was x-rayed showed that the instructional supervision and quality assurance in schools are losing control despite the effort of the government in setting up the standard.

In Kenya, Kimani, Kara and Njagi (2013) investigated the relationship between teachers' demographic characteristics and classroom instructional practices and students' academic achievement in selected secondary schools in three districts in the county participated in the study. The study employed the aid of questionnaire and the collected data were analysed using linear regression and One-way ANOVA as the statistic tools. The findings in their study showed that teachers' age, gender, professional qualifications and teaching experience were not significantly related to academic achievement and that teachers' job group had significant and positive relationship with students' academic achievement in secondary schools.

In Pakistan, Shabbir, Wei, Fu and Xie (2014) compared the public and private primary schools on the basis of socio-demographic information of primary teachers, working condition of primary schools, practice of teaching activities and performance of both type of schools in term of five years primary student's result in State of Azad Jammu and Kashmir. The collected data were analyzed using descriptive statistic and logistic regressions method. Their findings predominantly revealed that public schools teachers were well experienced and more qualified but trend of absenteeism and lateness was found in them. Their findings also revealed that private schools have fresh young and less experienced teachers but teaching activities were found more in private schools.

Idakwoji (2016) highlighted the un-abating poor academic achievement in Nigerian schools despite reported significant efforts to redress the failure. Upon the analysis of the data gathered,

it was discovered that issues of teacher quality and the practice of teaching were not being significantly addressed.

Alami, Sohaei, Berneti, Younesi, Farnia and Mirzajani (2015) examined and analyzed the role of human resources management on improving the effectiveness of education staff. The study employed simple random sampling method with the aid of questionnaire. The collected data were analysed using descriptive statistic and t-test method. Their findings revealed that the impact of human resource management in improving organizational effectiveness is effective in the level of 1% alpha.

Waseem, Farooghi and Afshan (2013) measured the impact of human resource management on teachers' performance in the context of Pakistan. Their study proposed a mediation model which will serves as monitoring acts for mediating mechanism to transmit the positive effects of human resources practices on teachers' performance. The study employed structured questionnaires that were distributed to teachers in private schools. The collected data were analysed using exploratory and confirmatory factor analysis so as to verify the reliability and validity of the measurement model. The findings in the research confirmed that all human resource practices included in the model except the evaluation in the study is a significant predictor of teachers' performance.

3.0 Methodology

The data for this research study is basically a secondary source of data information collected from National Bureau of Statistics (NBS) for Social Statistics Report, December edition, 2016. The collected data comprises of public primary school teacher

qualifications from South West Region of Nigeria, which is one of the six geopolitical zone of major division of modern Nigeria and which are Ekiti State, Lagos State, Ogun State, Ondo State, Osun State and Oyo State respectively, for Graduate with teacher qualification (GTQ), NCE and other qualifications (OQ)

which are uncategorized as sourced by Universal Basic Education Commission (UBEC, 2013). The collected data as shown in Table 1.0 and Table 2.0 were analysed manually using chi-square (X^2) as the statistical tool with the aid of Microsoft Excel, 2007.

Table 1.0: Public primary school teacher qualification selection by sex

State	GTQ		NCE		OQ	
	Male	Female	Male	Female	Male	Female
Ekiti	5394	559	1440	4774	87	88
Lagos	323	2618	1514	7281	427	462
Ogun	1002	1872	3128	8378	309	261
Ondo	465	531	3571	6619	541	164
Osun	561	650	2114	5720	96	95
Oyo	1673	3273	4097	11422	846	781

Source: Social Statistics Report, NBS (2016)

Table 2.0: Public primary school teacher qualification selection by region

State	GTQ	NCE	OQ
Ekiti	5953	6214	175
Lagos	2941	8795	889
Ogun	2874	11506	570
Ondo	996	10190	705
Osun	1211	7834	191
Oyo	4946	15519	1627

Source: Social Statistics Report, NBS (2016)

4.0 Data Analysis

The collected data for the research paper were analyzed using chi-square (X^2) as the statistical tool as mathematically expressed below as shown on Table 3.0 and Table 4.0:

$$X^2 = \frac{(O_i - E_i)^2}{E_i},$$

where:

O_i = Observed value in i_{th}

E_i = Expected value in i_{th}

Table 3.0: Chi-square (X^2) analysis of gender differences of the teacher qualification selection

State	Gender Qualification	Observed value (O_i)	Expected value (E_i)	$O_i - E_i$	$(O_i - E_i)^2$	$(O_i - E_i)^2 / E_i$
Ekiti	GTQ					
	Male	5394	1398.154	3995.846	15966785	11419.905
	Female	559	1410.773	-851.773	725517.2	514.269
	NCE					

	Male	1440	2355.099	-915.099	837406.2	355.572
	Female	4774	6560.844	-1786.84	3192811	486.646
	OQ					
	Male	87	342.339	-255.339	65198	190.449
	Female	88	274.791	-186.791	34890.88	126.972
Lagos	GTQ					
	Male	323	1430.214	-1107.21	1225923	857.160
	Female	2618	1443.122	1174.878	1380338	956.495
	NCE					
	Male	1514	2409.101	-895.101	801205.8	332.575
	Female	7281	6711.283	569.717	324577.5	48.363
	OQ					
	Male	427	350.1882	76.8118	5900.053	16.848
	Female	462	281.092	180.908	32727.7	116.431
Ogun	GTQ					
	Male	1002	1693.6	-691.6	478310.6	282.422
	Female	1872	1708.885	163.115	26606.5	15.570
	NCE					
	Male	3128	2852.757	275.243	75758.71	26.556
	Female	8378	7947.223	430.777	185568.8	23.350
	OQ					
	Male	309	414.678	-105.678	11167.84	26.931
	Female	261	332.868	-71.868	5165.009	15.517
Ondo	GTQ					
	Male	465	1347.063	-882.063	778035.1	577.579
	Female	531	1359.221	-828.221	685950	504.664
	NCE					
	Male	3571	2269.039	1301.961	1695102	747.057
	Female	6619	6321.099	297.901	88745.01	14.039
	OQ					
	Male	541	329.829	211.171	44593.19	135.201
	Female	164	264.75	-100.75	10150.56	38.340
Osun	GTQ					
	Male	561	1046.293	-485.293	235509.3	225.089
	Female	650	1055.746	-405.746	164629.8	155.937
	NCE					
	Male	2114	1762.412	351.588	123614.1	70.139
	Female	5720	4909.736	810.264	656527.7	133.720
	OQ					
	Male	96	256.185	-160.185	25659.23	100.159
	Female	95	205.637	-110.637	12240.55	59.525
Oyo	GTQ					
	Male	1673	2502.676	-829.676	688362.3	275.050
	Female	3273	2525.263	747.737	559110.6	221.407
	NCE					
	Male	4097	4215.592	-118.592	14064.06	3.336

	Female	11422	11743.82	-321.82	103568.1	8.819
	OQ					
	Male	846	612.781	233.219	54391.1	88.761
	Female	781	491.872	289.128	83595	169.953
					X² =	19340.807

Source: Author Manual Computation

Therefore, X^2 (Chi-Square) value calculated is 19340.807, the degree of freedom $(C-1)*(R-1) = (6-1)*(6-1) = 5*5 = 25$, from the chi-square rule; Tabulated $X^2_{25, 0.05} = 37.652$

Therefore, X^2 calculated = 19340.807

X^2 tabulated = 37.652

Table 4.0: Chi-square (X^2) analysis of the teacher qualification selection from the selected region

State	Qualification	Observed value (O_i)	Expected value (E_i)	$O_i - E_i$	$(O_i - E_i)^2$	$(O_i - E_i)^2 / E_i$
Ekiti	GTQ	5953	2808.927	3144.073	9885195	3519.207
	NCE	6214	8915.943	-	7300496	818.814
	OQ	175	617.13	-442.13	195478.9	316.755
Lagos	GTQ	2941	2873.336	67.664	4578.417	1.593
	NCE	8795	9120.384	-325.384	105874.7	11.609
	OQ	889	631.28	257.72	66419.6	105.214
Ogun	GTQ	2874	3402.484	-528.484	279295.3	82.086
	NCE	11506	10799.98	706.02	498464.2	46.154
	OQ	570	747.536	-177.536	31519.03	42.164
Ondo	GTQ	996	2706.284	-	2925071	1080.844
	NCE	10190	8590.138	1599.862	2559558	297.965
	OQ	705	594.579	110.421	12192.8	20.507
Osun	GTQ	1211	2102.03	-891.03	793934.5	377.699
	NCE	7834	6672.148	1161.852	1349900	202.319
	OQ	191	461.8222	-	73344.66	158.816
Oyo	GTQ	4946	5027.939	-81.939	6714	1.335
	NCE	15519	15959.41	-440.41	193961	12.153
	OQ	1627	1104.653	522.347	272846.4	246.997
					X² =	7342.230

Source: Author Manual Computation

Therefore, X^2 (Chi-Square) value calculated is 7342.230, the degree of freedom $(C-1)*(R-1) = (3-1)*(6-1) = 2*5 = 10$, from the chi-

square rule; Tabulated $X^2_{10, 0.05} = 18.307$

Therefore, X^2 calculated = 7342.230

X^2 tabulated = 18.307

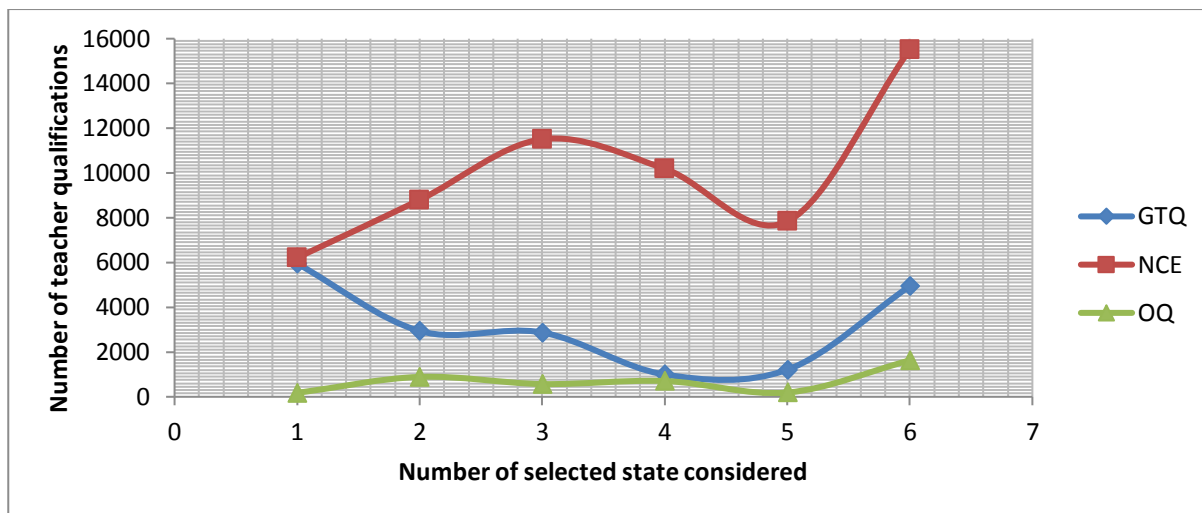


Figure 1.0: Graph showing number of teacher qualification selection against the south west region of Nigeria

5.0 Results

Hypotheses Testing

H₀₁: There is no significant gender difference of the teachers' qualification selection in south west region of Nigeria.

Table 3.0 shows the analysis for the first hypothesis. The result shows that the calculated value of the X^2 value (19340.807) is greater than the tabulated X^2 value (37.652) at 0.05 significance level; we therefore reject H_{01} and conclude that there is significant gender difference of the teacher qualification selection in south west region of Nigeria. This implies that the qualification selection of the public primary school teachers' differ in terms of strength of requirement in absorbing them into the primary education system in Nigeria.

H₀₂: There is no significant difference in the teacher qualification selection of the various selected states.

Table 4.0 shows the analysis for the second hypothesis. The result shows

that the calculated value of the X^2 value (7342.230) is greater than the tabulated X^2 value (18.307) at 0.05 significance level; we therefore reject H_{02} and conclude that there is significant difference in the teacher qualification selection of the various selected states. This implies that the qualification selection of the public primary school teachers' in the selected states differ irrespective of the category they belong.

Discussion

The findings reveal that there is significant gender difference of the teacher qualification in south west region of Nigeria. This implies that there are proper human resource management systems in place during recruitment of teachers in the public primary schools in Nigeria. The result of the findings has shown that adequate scrutiny are done on qualifications of teachers before they are absorb into the educational system so as to give a better performance on the pupil they are been taught. This is in agreement with the work of Clotfelter, Ladd and Vigdor (2007) that variety of teacher credentials matter

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for pupil achievement irrespective of the subjects.

The findings also reveal that there is significant difference in the teacher qualifications of the various selected states of Nigeria. This implies that the human resource mechanism put in place at the various states for verification and authentication of teacher qualification differs in term of quality and proper monitoring. This is also in support with the work of Clotfelter *et al.*, (2007) that teachers with weaker credentials end up in classrooms with the more educationally disadvantaged children, schools would tend to widen, rather than reduce. The graphical analysis in Figure 1.0 also shows agreement with the findings that significant qualification as verified by human resource management add greater impact to the educational system as seen on the trend of the graph.

6.0 Conclusion

The educational system of Nigeria needs to be encouraged the more so that aspiring and focus teachers should add more value to their qualifications irrespective of their teaching field of study. There should be more improvement in the human resource management system during recruitment when it comes to authentication and verifications of staff's credentials which will give a significant positive output in better achievement and greater performance of the system.

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