



Assessing Human Resources Management and Academic Performance in Secondary Schools in Osun State Nigeria

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Abstract

The study assessed human resource management practices and academic performance of secondary schools in Osun state. The study adopted the correlational research design. The population consist of teachers in secondary schools in Osun state, Nigeria. Multi stage sampling procedure was used select 400 teachers to form the sample for the study. Two instruments viz: Human Resources Management Questionnaire (HRMQ) and NECO result record were used for the study. Validity was ensured by experts in Tests and Measurement and a reliability coefficient of 0.87 was obtained using Cronbach alpha for the questionnaire. Data collected were analysed using both descriptive and inferential statistical tools. The result findings showed that teachers have positive perception about human resources management among others. The study concluded that human resource management practices significantly influence academic performance of students in secondary schools in Osun state, Nigeria thereafter appropriate recommendations were made based on the findings of the study.

Keyword: human resources, human resources management, academic performance, secondary school

Introduction

Human Resource Management (HRM) is crucial to the performance of organization in many areas, including education. HRM includes several actions and ways to manage an organization's human resources. Recruitment, selection, training, development, remuneration, and employee well-being are involved. HRM in schools manages teachers, administrative employees, and other teaching and learning staff. HRM practices and academic success are important in secondary schools in Osun State, Nigeria.

Secondary schools prepare students for university education following elementary school. A good secondary education helps build future professionals and provide a foundation for studying and categorising several forms of job (Nanbak, 2020). In the New Senior Secondary School's new curriculum framework, five connected subjects are stressed. English, Math, one trade (which may be Entrepreneurial Studies), ICT, and Civics are mandated as well. The five "core" courses must be completed by all students. Students must pick three or four concentration-related subjects to teach as part of the course. According to Daramola and Omosewo (2012), courses must cover eight topics. Thereafter, students' educational progress are assessed through standardized examinations like the ones given by the West African Examinations Council (WAEC) and the National Examinations Council (NECO).

With parents investing much in their children's education, it's troubling that students' performance on internal and external assessments (NECO and WAEC included) is still poor. A person's "performance" is how well they fulfill a task or responsibility. According to Ricarda, Meibner, Weidinger, and Wirthwein (2017), academic performance is the observable results of an individual's success in relation to predetermined objectives in educational settings, especially primary, secondary, and higher education.

Osun State pupils' WASSCE performance has long worried education stakeholders. Academics, teachers, parents, and government officials are interested in the elements that affect senior secondary school students' academic performance.

The Osun State Education Board reported in 2018 that the state's public secondary schools ranked 36th in the country on the WAEC 2021 assessment compared to private schools. This score raises questions about the state's public education system. Of the 12,443 WAEC takers in 2021, only 4,051 passed with a score of five or above and at least one passing mark in each of the three test areas. Only 33.55 percent of candidates passed. In May/June 2019, the state's WAEC pass percentage rose to 50.16 percent. The state's public schools' performance declined from 50.16% in 2019 to 4.78% in 2020 and 32.55% in 2021 (ranked 36th out of 37 states in Nigeria), demonstrating the law of diminishing

returns. Osun state performance rose in 2022 owing to private school performance while public school performance dropped. It is regrettable that Osun state was rated above 30th in WAEC performance for five

years. The following statistics assess Osun State public and private school students' academic achievement. The table below shows Osun WASSCE exam results from 2013-2022:

Table 1: Osun state WAEC statistics between years 2013-2022

S/N	Year	Number of Students Enrolled public and private schools	5 Credits and above Including English & Mathematics	Percentage
1	2012	51,463	11,444	22.24%
2	2013	47,009	9,654	20.54%
3	2014	47,686	8,844	18.55%
4	2015	48,853	9,522	19.49%
5	2016	36,685	16,681	45.47%
6	2017	32,488	14,487	44.59%
7	2018	36,107	19,496	54.01%
8	2019	36,972	22,002	59.50%
9	2020	32,950	6,587	19.99%
10	2021	31,932	16,912	53.00%

Source: Waec report statistics

Private schools in Osun State have improved secondary school academic performance, as seen in the data table above. Thus, numerous factors, including student and family attributes, may impact success. A school's administration influences its success. Therefore, emphasizing effective use of limited educational resources to get the greatest outcomes is vital. Administration is crucial to any educational institution since schools are hierarchical and use people, funding, and other resources (Usman, 2016 citing Adebayo, 2001). Every school requires administration, they say. Management's goal is to assist the firm succeed.

To achieve school goals, administrators must organize and manage resources, according to the National Teachers Institute (NTI, 2004). In education, "human resources" include teachers, aides, students, their families, community members, and social and interest group advocates. Schools need human resources, thus their quality and quantity must be addressed for effective administration. According to Likert (1969), employees drive an institution's functioning. Plants, offices, computers, and automated technologies are meaningless without administrators and human resources, argues Usman (2016).

Academics and non-academics disagree on whether school administrators promote education by influencing human and non-human resources. Lack of organizational, planning, budgeting, forecasting, accountability, and decision-making skills may hamper school administration's ability to increase student academic achievement, according to Ngaji

and Wonah (2019). Chukwuemeka and Amajuoyi (2021) found that school managers faced issues with human resources development, including poor selection, recruiting, placement, interview, training, incentive, leadership, communication, and environmental factors. Ensuring human resources management methods match the demands and difficulties of state educational institutions may improve academic performance and regional development. Hence, this research investigates Osun State's secondary schools' HRM practices and their effects on academic achievement.

Literature Review

Chiedozi, Victor, and Sunday (2018) findings indicated that accounting students' strong academic success is due to numerous variables. Hiring, classroom placement, and assessments all matter. Nyoho (2021) suggested that human resource management quality affects WAEC results in public senior secondary schools in Port Harcourt, Rivers State.

Hendrawijaya (2020) findings that Teacher effectiveness also mediates the independent factors and student learning outcomes. Kuku's (2022) findings that teachers with continual professional development enhanced students' academic achievement, according to the research. The findings of Kuku's (2022) also showed that public secondary school teachers' professional development significantly affected student accomplishment. Van Beurden, Van Veldhoven, and Van de Voorde (2021) findings indicated that educators' work engagement is

favorably correlated with human resource initiatives. This degree of professional interest also affects work productivity. Teachers' job engagement is more affected by HR systems' perceived efficacy than availability. This is because efficient HR practices boost employee morale more. The results demonstrate a negative link between employee engagement and job performance and widely available but low-quality human resource management strategies. Ngotho (2018) result that public secondary school training and development impact academic achievement ($r = 0.870$, $p 0.05$). The Pearson correlation analysis below shows a substantial association between public secondary school administration and student academic progress ($r = 0.648$, $p 0.05$). Performance management systems improve student achievement (Pearson correlation: $r = 0.844$, $p 0.05$). In the Prawet district of Bangkok, Thailand, Puangjakta and Vinitwatanakhun (2014) findings showed that instructors generally disliked school HR administration. There was no difference in teachers' views on HRM's numerous aspects by age, gender, nation, years of work experience, or education. This was true even when the professors were from different fields. However, the poll found a large professional development knowledge gap between Thai and other Asian educators. The average impression score of Asian instructors was greater than Thai teachers'. Kyere, Adjei, and Kwarteng (2022) result indicated that educational institutions extensively spend in initiatives to assist personnel learn new skills and advance in their roles. However, schools did not emphasize seminars, coaching, job assignments, fringe benefits, employment stability, a good working culture, recognition, involvement, and autonomy. A large percentage of educators also dislike human resource management approaches. Ugochukwu and Nnorom's (2021) demonstrated a statistically significant link between school type and academic performance. Thus, the government has been urged to tighten monitoring, update school infrastructure, and provide students more resources to better education. Alternatives are suggested. The Ministry of Education should also rename public schools. These programs should include instructor training on technology-enhanced learning resources. Okon and Archibong (2015) findings indicated that public secondary school students performed worse in Social Studies than their private school classmates.

Statement of the Problem

The successful implementation of any educational system is contingent upon the effective use of human resources. In both private and public educational institutions, it is widely posited that a

manager who fails to recognize the crucial role of human resources and diminishes the significance of individuals in the attainment of objectives is unlikely to exhibit effectiveness or efficiency. The concept of governing schools for productivity involves implementing measures to motivate and regulate educators, with the aim of optimizing their outputs in relation to the resources invested. The responsibility for interpreting and implementing policy, as reflected in the school curriculum, is with the teacher, who plays a crucial role in realizing educational objectives. The evaluation of a school may be conducted based on its productivity and the costs associated with student academic achievement. To a significant degree, these factors have a tendency to influence the outcomes of educational institutions in relation to student academic achievement, teacher efficacy, and overall school enrolment. The academic performance of students in secondary schools has seen a significant and consistent decline nationwide. The substandard academic performance of students, as shown by both internal and external examinations, has not only resulted in misbehavior such as engaging in examination malpractices but has also provided an opportunity for the manifestation of other antisocial behaviors. Regrettably, this phenomenon has not only impacted the secondary education system, but it has also significantly undermined the caliber of graduates generated at the postsecondary level. In order to attain the objectives of secondary education in Nigeria, it is essential to enhance the academic performance of students inside the secondary school system.

Research conducted on Human resource management and academic performance focused teachers alone as human resources leaving other staffs of the school system as well as focused on either either schools or public school alone. Also, most of these studies are carried out outside Osun State leaving a gap to critically assess human resources management and academic performance in secondary schools in Osun state, Nigeria. Hence, this motivates this study.

Research Objectives

The general objective of this study is to assess human resources management and academic performance in secondary schools in Osun state, Nigeria. The study specifically sought to determine the:

1. perception on human resource management in secondary schools in Osun state.
2. influence of human resources management on academic performance in the study area.
3. relationship between demographic variables (school type and school year of

establishment) and academic performance in secondary schools in the study area.

Research Question

The following research questions were formulated for the study:

1. What is the perception on human resource management in secondary schools in Osun state?
2. What is the influence of human resources management on academic performance in the study area?
3. What is the relationship between demographic variables (school type and school year of establishment) and academic performance in secondary schools in the study area?

Methodology

The study employed the correlational research design. This is suitable for this study as the researcher collects information that will describe the influence human resource management and school productivity in Osun state, Nigeria. The population consist of teachers in secondary schools in Osun state,

Nigeria. 20 secondary schools (public and private) were selected using simple random sampling technique to form the sample frame. Four hundred (400) teachers were conveniently selected to form the sample for the study. A self-developed data collection instrument titled Human Resources Management Questionnaire (HRMQ) consisting of three sections was used. Section A (consist of items on demographic information). Section B (consist of items on Human resources management) and Section C (consist of items on School productivity) on seven (7) points numerical likert scale type ranking from 1-Can't say, 2-Disagree, 3- agree. The questionnaire face and content validity were ensured by experts in test and measurement. The reliability of the Instrument was established through test retest method. A coefficient of 0.87 was obtained using Cronbach alpha. Data collected were analysed using both descriptive statistical analysis tools of mean and standard deviation and inferential statistical analysis tool using Pearson product moment correlation coefficient (PPMCs) and multiple regression was used. A criterion mean of 2.0 was used as benchmark. Any mean item below 2.5 were rejected and vice versa.

Results

Table 2: Summary of mean and standard deviation showing perception on human resource management in secondary schools in Osun state.

S/N	Item	Mean	Std. Deviation
	Staffing		
1	The teachers in my school are adequate in number.	2.52	0.60
2	There are sufficient teachers in every subject.	2.47	0.59
3	Teachers in my school are qualified academically.	2.71	0.59
4	Teachers in my school teach in their areas of specialization.	2.62	0.59
5	Teachers in my school do not carry excess lesson periods per week.	2.34	0.65
	Average Mean	2.53	0.60
	Staff development		
6	The school organizes regular seminar for staff.	2.28	0.68
7	Staff are encouraged to attend professional conferences.	2.39	0.68
8	Staff are not hindered from pursuing further studies in their disciplines or related courses.	2.43	0.71
9	Staff self-development is emphasized by the school management.	2.53	0.69
10	Teachers are often admonished to share ideas, knowledge and skills that could enhance their competence	2.69	0.61
	Average Mean	2.46	0.67
	Staff relationships		
11	Teachers in my school relate as one big family.	2.59	0.67
12	Many teachers are not able to properly manage inter-personal conflicts .	2.26	0.65
13	The school creates adequate fora for social interaction amongst teachers.	2.51	0.65

14	Generally, teachers relate freely with the principal without any fear of intimidation or harassment.	2.55	0.62
15	There is so much gossip and backbiting amongst staff, such that many if them prefer to keep aloof.	2.24	0.66
	Average Mean	2.43	0.65
	Staff benefits		
16	Staff salary is not regularly paid.	2.20	0.67
17	Teachers do not enjoy any financial or material incentives apart from their salary.	2.34	0.69
18	Staff enjoy job security.	2.39	0.72
19	Staff are able to obtain loans or salary advance.	2.33	0.70
20	Staff receive progressive increase in salary periodically as reward for work done or tenure	2.18	0.68
	Average Mean	2.29	0.69
	Staff discipline		
21	Many teachers come late to school.	2.20	0.59
22	Many teachers do not make use of lesson notes in the class.	2.21	0.58
23	It appears teachers generally take their work with levity.	2.16	0.53
24	There is no operational code of conduct for teachers.	2.24	0.53
25	Teachers who are negligent or lackadaisical in their work often do so with impunity.	2.20	0.63
	Average Mean	2.20	0.57
	Staff supervision		
26	The principal ensures that teachers adhere to the weekly scheme of work.	2.79	0.48
27	The principal is firm and consistent in relating with teachers.	2.62	0.60
28	The principal regularly checks teachers' lesson notes and students' class notes.	2.68	0.58
29	The principal often interacts with students to obtain feedback on teacher's classroom behaviour.	2.64	0.61
30	The principal regularly goes round the school to ascertain that lessons are held in each subject as scheduled in the time-table.	2.76	0.52
	Average Mean	2.70	0.56
	Work environment		
31	Teachers are adequately provided with the required teaching tools or materials.	2.49	0.64
32	Each staffroom in the school is conducive for work and personal study.	2.48	0.64
33	The school has functional facilities of electricity, library, laboratories and water.	2.53	0.63
34	Staff have access to computers to enhance teaching and learning.	2.40	0.67
35	The physical, social and psychological environment of the school is generally pleasant.	2.52	0.68
		2.48	0.65
	Total Average Grand mean and standard deviation	2.44	0.63

From Table 2, it was discovered that teachers have positive perception on staffing (Mean=2.53,SD =0.60), staff development (mean=2.46,SD=0.67), staff relationships (Mean= 2.43, SD = 0.69), staff supervision (Mean=2.70, SD =0.56), work environment (Mean=2.48, SD=0.65) respectively. Overall, the result indicated that there is positive perception on human resource management in secondary schools in Osun State, Nigeria (Mean=2.44, SD=0.63).

Table 3: Summary of regression on influence of human resources management components on academic performance

Model	Sum of Squares	Df	Mean Square	F	Sig.	R	R Square	Adjusted R Square
Regression	14359.506	7	2051.358	2.392	.031 ^b	.461 ^a	.213	.124
Residual	53161.765	62	857.448					
Total	67521.271	69						

Table 3 revealed that human resource management significantly influence academic performance in secondary schools in Osun State, Nigeria. ($F_{(7,62)}=2.39, p<0.05$). The result further revealed that human resource management contributed to 12.4% on academic performance. The contributions of each variables are shown in table 3 below;

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	148.927	48.858		3.048	.003
Staffing	1.719	2.316	.092	.742	.461
Staff development	1.367	2.414	.083	.566	.573
Staff relationships	-9.423	2.967	-.449	-3.176	.002
Staff benefits	2.739	1.695	.202	1.615	.111
Staff discipline	.679	3.113	.028	.218	.828
Staff supervision	-2.938	3.329	-.127	-.883	.381
Work environment	-.510	2.062	-.034	-.247	.805

From Table 3 above, it was discovered that only staff relationship significantly influence academic performance of students in secondary schools in Osun state Nigeria ($t=3.18, p<0.05$).

Research Question 3: What is the relationship between school type and academic performance in secondary schools in the study area?

Table 4: Summary of Pearson correlation coefficient on relationship between school type and academic performance

Model	Mean	Std. Deviation	N	R	sig.2-tailed
Academic performance	52.56	31.282	70	.349**	.004
School type	1.05	.221	351		

Table 4 indicated that the mean and standard deviation of academic performance and school type are (52.56,31.28) and (1.05, 0.22) respectively. The result further revealed that school type (Public or Private) have a significant relationship with academic performance in secondary schools in Osun state. ($r=0.35, p<0.05$).

Discussion of findings

The study assessed human resource management practices and academic performance of secondary schools in Osun state. The findings showed that teachers in Osun State secondary schools were found to have a general positive perception of Human resource management in their school. The findings was with Van Beurden, Van Veldhoven, and Van de Voorde (2021) results that there was no correlation

between human resource strategies that were reported as being available but deemed ineffective and either employee engagement or job performance. The research by Puangjakta and Vinitwatanakhun (2014) indicated that instructors were generally dissatisfied with the way their schools handled the human resource management of their employees.

Also, findings revealed that human resource management significantly influence academic performance in secondary schools in Osun State, Nigeria. This study's results are congruent with those of Chiedozi, Victor, and Sunday (2018) in suggesting that students benefit academically from careful recruiting, appropriate placement of teachers in schools, and periodic performance assessments Hendrawijaya (2020) discovered that there is a considerable favorable effect on the overall

performance of instructors and on the academic performance of students when analyzing factors such as organizational culture, leadership style, work ethic, and job dedication. Kuku's research (2022) findings that public secondary school pupils' academic performance was significantly correlated with the amount of training their instructors received. A strong correlation was also found between instructors' professional growth and their pupils' achievement in public secondary schools.

Secondary school performance in the state of Osun was shown to be significantly correlated with whether the student attended a public or private institution for their education. The present results are consistent with those of Okon and Archibong (2015), who found that children's academic performance is significantly correlated with the kind of school they attended. It was revealed in a research conducted by Ugochukwu and Nnorom (2021) that pupils attending private secondary schools outperformed their public school counterparts in social studies.

Conclusion and Recommendation

The study assessed human resource management practices and academic performance of secondary schools in Osun state. It was concluded that human resource management practices significantly influence academic performance of students in secondary schools in Osun state, Nigeria. It was thus recommended that teachers should ensure more inter colleague relationship in order to improve the academic performance of students in secondary schools in Osun state.

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