



Optimal Administration and Human Resource Management in Public Secondary schools in Balyesa State

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ABSTRACT

The central focus of this article is on the management of human resources and the streamlined management of public secondary schools in Bayelsa State. The study involved 5,400 instructors from 75 public schools in Bayelsa State. Using the "Yaro Yamane" method, 334 teachers and 38 principals were selected as participants, totaling 372 individuals. Data were collected through a questionnaire named the Optimal Administration and Human Resource Management in Public Secondary Schools (OAHMPSSQ), which is developed specifically for this research. The instrument's accuracy was verified by the human resources department of Niger Delta University, and its reliability was confirmed through a test-retest procedure yielding a reliability coefficient of 0.5. The study's findings indicate a significant influence on the impact of managing human resource on administrative efficiency in Bayelsa State's public secondary schools. Recommendations stemming from the study advocate for the implementation of human resource management policies across all public secondary schools and the timely revision of educational policies to align with the current societal development trends.

Keywords Management, Human Resources, Optimal Administration and Public Secondary Schools

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AUTHOR'S BIO



OMEMU, Felix, PhD, is an Associate Professor at Niger Delta University, Wilberforce Island, Bayelsa State, renowned for his expertise in educational management. Born in November in his Mid 50's, Dr. Omemu hails from Bayelsa State. He holds a Ph.D. and M.Ed. in Educational Management from the University of Nigeria, Nsukka, an MPA in Public Administration from the University of Calabar, and a B.Ed. in Educational Management and English from the University of Port Harcourt. An accomplished academic and prolific author, Dr. Omemu has published numerous articles on contemporary educational issues in esteemed local and international journals. His dedication to education extends beyond the classroom, influencing the broader academic community. Married with children, Dr. Omemu resides in Gbekebor Quarters, Odoni, Sagbama Local Government, Bayelsa State. He can be reached at felixomemu43@gmail.com. His career and contributions to educational management continue to inspire and shape the future of education in Nigeria and beyond.

In the realm of education, particularly within Nigerian schools, there's a growing concern about the effectiveness of human resource management. It's evident that our schools are grappling with mismanagement and underutilization of resources, largely due to a deficiency in skilled personnel and managerial oversight crucial for fostering effective teaching environments. The very essence of education hinges on the caliber of our educators. No amount of instructional materials can compensate for the expertise and dedication of qualified staff (Saba and Hanif, 2018).

Formalizing mechanisms within educational institutions to ensure the optimal utilization of human talent towards achieving organizational objectives is what we define as human resource management. Denisi and Griffin (2019) assert that an organization's prowess lies in its capacity to attract and retain skilled individuals, encapsulating the essence of HRM as the holistic orchestration of management functions. Armstrong (2009, 12th ed.) concurs, emphasizing the importance of a comprehensive approach to recruitment, advancement, and welfare, which he labels as HRM. The performance of any organization, particularly educational institutions like those in Bayelsa State, is intrinsically tied to how effectively its human resources are managed.

When educational staff are meticulously recruited, selected, monitored, and provided with adequate training, evaluation, and avenues for advancement, their commitment to their roles amplifies. In essence, HRM entails the harmonization of efforts among educational personnel, paving the way for enhanced performance and success within public schools in Bayelsa State. The significance of Human Resource Management (HRM) in the development and administration of public secondary schools in Bayelsa State is paramount. Boxall and Purcell (2018) define HRM as any effort made by an organization's administrators to impact the capabilities, drive and circumstances of its workforce to enhance result. Research indicates that HRM yields positive effects such as increased employee commitment, performance, and reduced turnover rates (Ajibola, 2018, 018). However, it's only recently that HRM has been recognized as a crucial factor in enhancing school performance (OECD, 2014).

HRM can be viewed as a means of motivating

teachers to contribute to the school's objectives. Additionally, with constant influxes of new psychological insights into teaching and learning, HRM's impact on administrative efficiency varies across different institutions (OECD, 2018b). For instance, the administration of educational personnel in Bayelsa State's government funded high schools has long been challenged by issues such as personnel management and inadequate infrastructure, even as the state and country strive to achieve their secondary education objectives. Consequently, the significance of addressing personnel administration issues in secondary schools are not to be underestimated. Secondary education holds a pivotal position in each nation's educational system. It not only shapes an individual's future but also influences the pace at which they progress through elementary and secondary education. Human resource management plays a pivotal role in the operation of a successful school, focusing primarily on determining the necessary workforce size, ensuring sufficient staffing levels, and continuously improving employee services to maintain and enhance overall effectiveness.

In educational systems, the role of human resource management (HRM) is pivotal, impacting both their success and failure. Inadequate management of teachers can detrimentally affect the efficacy of the curriculum. The premise of HRM in education is rooted in the belief that the calibre of instructors, who serve as guides to students on their journey towards self-realization and national progress, fundamentally shapes the quality of the educational journey.

Fundamental Principles of Personnel

In simpler terms, 'Personnel' refers to individuals capable of feeling, thinking, and adapting their behaviour through experience. On the other hand, 'Resources' denote objects or entities utilized to achieve goals, such as raw materials or workforce. Individuals who have acquired new behavioural skills are categorized as human resources since they are readily available for accomplishing objectives. Human resources encompass people's talents and capabilities, which can be utilized by businesses and other organizations. Alternatively, the term 'human resources' also refers to the department within a company responsible for managing the recruitment and training of employees. According to (Barney

1995, cited in Amoke, 2013), a company's personnel encompasses collective knowledge, skills, connections, judgment, and experience of its employees and associates, as well as their willingness to take risks and learn from errors. Armstrong (2021 12th ed.) contends that the core duty of the human resource function is to act as a guiding force, providing direction, support, and services to the organization's workforce. Essentially, human resource management operates as a facilitator, providing organizations with the necessary guidance to accomplish tasks through their employees.

Administrative Effectiveness

Administrative management involves the structured organization and synchronization of an organization's human and material assets to attain its defined objectives. This methodology is commonly known as Educational Administration or School Administration within the educational framework. Conversely, "administration" more commonly denotes the functioning of the federal government. Regardless of context, administration is an essential element of any enterprise, aimed at achieving predetermined goals. School administrators play a crucial role in amalgamating individuals and resources to facilitate effective teaching and learning, which are the primary aims of educational management. Administrators are tasked with orchestrating and aligning available resources in education to support schools in reaching their designated objectives. Horn (2021) delineates administration as encompassing all activities related to establishing, overseeing, and governing a company, school, or other organizations. Additionally, administration pertains to the management of operational aspects within a company or institution. Moreover, a competent principal also bears the responsibility of assigning subjects or classes to academic staff members based on their respective fields or areas of expertise.

Being effective entails the adept capability to strategize, coordinate and manage numerous, frequently divergent societal dynamics within a singular organization. Besong (2011) references Adams (1963) in support of this assertion. Regardless of gender, individuals assume the rights and responsibilities inherent in holding elected office. Stated differently, if a school's current

administrator or principal isn't maximizing their potential, they are falling short of being truly effective. This effectiveness is demonstrated through the principal's aptitude to oversee and upkeep school facilities, as well as to initiate and conclude new projects, including those left unfinished by predecessors, within a predetermined timeframe. While monitoring staff performance is crucial for productivity, if the principal micromanages, it can detrimentally impact the school's engagement and involvement in decision-making processes.

Human Resource Management and Optimal Administration

In a well-managed organization where human resources are effectively handled, employees find satisfaction, and the company achieves its objectives, resulting in mutual benefits. Management has traditionally focused on strategies to enhance efficiency and competitiveness, recognizing the importance of employees feeling fulfilled and advancing personally (Denisi and Griffin, 2019). They believe that the most successful companies are those that not only meet their goals but also enrich the lives of their employees. Griffin (2019) suggests that a company's capacity to deliver top-notch products and services can be significantly augmented by recruiting and training the right individuals. Properly motivated and dedicated personnel can bring immense contribution to an organization's financial performance. Denisi and Griffin (2019) recommend that managers perform a 'SWOT' analysis for organizational success, emphasizing the assessment of strengths, weaknesses, opportunities, and threats.

Enhanced effectiveness and efficiency in utilizing people and other resources can result from well-designed occupations (Nwikina and Okata, 2014). In educational contexts, the performance of teachers is believed to hinge on the degree of fulfillment they derive from their profession (Nwikina and Okata, 2014). Individuals tend to perform better when they are assured of fulfilling both intrinsic and extrinsic needs across various aspects of their lives. According to the authors, achieving a high level of productivity necessitates the school administration's ability to identify and address the needs of both students and employees. Employee happiness within work environments is crucial for heightened effectiveness. As outlined by (Reddin 2020, in Ukeje et al., 1992), key functions for effective management

include: executing tasks accurately, generating innovative solutions, optimizing resource allocation, achieving desired outcomes, enhancing profitability, attaining objectives, resolving challenges, and safeguarding assets.

Motivation, Professional Development, Decision-Making, and Administrative Efficiency

Historically, motivation is being regarded as a potent instrument for reinforcing actions and fostering a desire to persevere (Yaghoubi and Moloudi, 2010). It is perceived as a dual process: one that encourages others to achieve organizational goals and another that motivates oneself to fulfill perceived needs (Ajibola, 2018, 018). This underscores the essential role of the workforce, or the foundation, in the success of corporations. Every company and organization aspires to achieve long-term growth and success. However, a minority of companies recognize that their most valuable assets are their employees and view this as the key to sustained success. The argument posits that unless employees are motivated to unleash their full potential discovered during employment, they may not deliver the expected results (Rothberg, 2005). Samupwa (2018, pp.88-89), in a study examining the impact of teacher training on classroom performance, suggests that training can enhance teachers' behavior and performance. Zimmerman, Boekarts, Pintrich, and Zeidner (2000) further argue that adequately trained teachers are equipped to devise effective strategies for assisting students, thereby contributing to the efficacy of school administration. Various training programs, particularly in-service training, can heighten teachers' awareness of their roles and foster inclusive practices (Kazmi, Pervez, and Mumtaz, 2021, p. 10-17).

The involvement of teachers in decision-making processes and their commitment are integral to the smooth functioning of both higher education institutions and secondary schools. Effective school administration relies on active participation in decision-making. However, teachers are often marginalized in this process. Sen (2008) contends that involving teachers in decision-making can assist school management in achieving organizational objectives. Njideka (2012) emphasizes the importance of managers including teachers in decision-making, given their frontline

role in the classroom and their deeper understanding of school dynamics.

Research Problem

Human resource management is a fundamental aspect across all sectors, albeit with unique variations within the educational realm. The hallmark of organizational success lies in the adept execution of management functions and practices, fostering effectiveness, efficiency, adequacy, serenity, and triumph. However, the administration of Bayelsa State Public Secondary Schools appears to fall short, grappling with deficiencies and inefficiencies in its human resource management strategies. When educators pursue positions within these institutions, they often view it not merely as a job but rather as a calling or part-time engagement. Yet, a chorus of grievances echoes among teachers, citing inadequate instruction, drive, and judgment autonomy, and remuneration. This stark reality recommends a disconcerting correlation between the efficacy of operations and the condition of personnel management within Bayelsa State's public secondary schools, warranting a deeper investigation into the matter.

Research Objectives

The aim of this study is to investigate the following:

- a) The role of motivation in fostering efficient administration in Bayelsa State public secondary schools.
- b) The impact of in-service training on achieving efficient administration in Bayelsa State public secondary schools.
- c) The effect of involvement in decision-making on enabling efficient administration in public secondary schools in Bayelsa State.

Research Questions

1. How does motivation influence effective administration in public secondary schools in Bayelsa State?
2. What impact does in-service training have on effective administration in public secondary schools in Bayelsa State?
3. How does participation in decision-making affect effective administration in public secondary schools in Bayelsa State?

Research Hypothesis

H₀: There is no significant correlation between

human resource management and optimal administration in public secondary schools in Bayelsa State.

Methodology

The study employed a descriptive research survey design, with 75 government secondary schools in Bayelsa State constituting the study's population. Bayelsa State is home to a total of 5,400 teachers and 75 principals. A sample of 372 individuals was randomly selected to participate in the survey, comprising 38 administrators and 334 teachers. Given the countable nature of the population, the sample size was statistically calculated using the "Yaro Yamane" formula. The data collection instrument utilized for the research was a self-developed questionnaire known as Optimal Administration and Human Resource Management in Public Secondary Schools (OAHMPSSQ), consisting of two sections, A and B. Section A gathered basic demographic information, while Section B consisted of 15 Likert-type questions aimed at eliciting insights into the management of

human resources and operational practices in public secondary schools in Bayelsa State. Responses were rated on a scale of 1 to 4, with "strongly agree," "agree," "disagree," and "strongly disagree". The research questions were analyzed utilizing measures of central tendency such as the mean and standard deviation, while the research hypotheses were assessed employing Pearson's Product Moment Correlation at a significance level of 0.05. The criterion for decision-making was set at a mean score of 2.50, where items with a mean response score equal to or exceeding 2.50 were considered for approval.

Results

Research Question One

How does motivation influence effective administration in public secondary schools in Bayelsa State?

Table 1:

Table 1

S/N	Statements	SA	A	D	SD	M	SD	Decision
1	When I'm motivated, my performance improves.	200	72	36	16	2.9	.62	Accepted
2	Staff receive incentives to boost their performance.	130	119	12	13	2.7	.67	Accepted
3	Training sessions are held to enhance staff performance.	132	129	40	49	3.1	.50	Accepted
4.	I consistently receive praise for my excellent performance.	150	100	69	15	3.2	.50	Accepted
5.	My good performance leads to increased responsibilities.	35	204	60	35	1.66	.96	Rejected

Criterion mean = 2.50

The findings presented in Table 1 indicate that enhancing employee motivation leads to improved administrative effectiveness. The data reveal agreement among participants regarding items 1-4, with the exception of item 5, which suggests that their success is not resulting in additional responsibilities being assigned to them.

Research Question 2:

What impact does in-service training have on effective administration in public secondary schools in Bayelsa State?

Criterion mean=2.50

Table2:

S/N	Statements	SA	A	D	SD	M	SD	Decision
1	Workshops contribute to enhancing my performance.	178	172	-	-	3.52	.56	Accepted
2	The principal promotes internal staff training.	98	102	130	34	2.37	.82	Rejected
3	Training sessions aim to enhance staff performance.	84	50	150	50	3.51	.56	Accepted
4.	In-service training enhances administrative effectiveness.	213	100	21	-	3.67	.58	Accepted
5.	Seminars held within the school environment enhance administrative effectiveness.	140	134	26	34	3.48	.49	Accepted

As depicted in Table 2, survey respondents are in agreement that in-service training enhances administrative efficiency. Additionally, they reported that principals in Bayelsa State public secondary schools do not actively encourage internal training for their staff.

Research Question 3:

How does participation in decision-making affect effective administration in public secondary schools in Bayelsa State?

Table3:

S/N	Statements	SA	A	D	SD	M	SD	Decision
1	I engage in decisionmaking at my school.	115	127	95	35	2.89	.54	Accepted
2	My qualifications do not necessitate my involvement in decision -making.	147	108	96	21	2.98	.62	Accepted
3	My years of experience do not necessitate my involvement in decision -making.	188	104	30	50	3.20	.73	Accepted
4.	My age does not dictate my involvement in decision-making.	237	89	46	-	3.51	.82	Accepted
5.	Decisions at my school are made by teachers and principals.	278	61	33	-	3.71	.91	Accepted

As indicated in Table 3, the questionnaire responses yield high mean scores across all questions, particularly in response to question 4. This implies that survey participants perceive their involvement in decision-making as potentially beneficial for enhancing management practices in government public secondary schools.

Analysis of research hypothesis

Ho₃: There is no significant correlation between human resource management and optimal administration in public secondary schools in Bayelsa State.

Table 4 Pearson correlation test outcome between human resource management and optimal administration in public secondary schools in Bayelsa State.

Variables	N	X	SD	DF	r-cal	r-crit	Level of Significance	Decision
HRM Optimal Admin.	372	15.26 76.41	3.45 10.71	370	0.468	0.196	0.05	Not significant (Rejected)

At a significance level of 0.05, the obtained result reveals that the calculated correlation coefficient (0.468) exceeds the critical correlation coefficient (0.196). Consequently, the null hypothesis is rejected. This indicates a significant relationship between human resource management and optimal administration within Bayelsa State's public secondary schools.

Discussion of findings

The study's first research question delved into the impact of motivation on teacher performance, drawing insights from the perspectives of the respondents, primarily teachers. It revealed a clear consensus among participants that motivated instructors' exhibit enhanced performance. Furthermore, respondents highlighted the positive effects of training programs on their performance, emphasizing the importance of continuous learning and skill development. This finding aligns with existing research, notably Jiang (2020), which underscores the significant influence of motivation on secondary school administration. Indeed, as highlighted by Jiang (2020, p. 73-85), practices such as performance evaluation and reward systems are recognized as potent motivators within the realm of human resource management.

In the context of secondary schools, the study's findings underscore the pivotal role of in-service training in fostering effective administration. Respondents emphasized the value of seminars held within the school setting, attributing them to heightened administrative effectiveness. This finding resonates with the assertions of Zimmerman, Boekarts, Pintrich, and Zeidner (2010), who argue that well-trained educators are better equipped to devise strategies for supporting students effectively. The

diverse array of training programs, particularly in-service training initiatives, not only enhance teachers' awareness of their roles but also broaden their perspectives, transforming them into inclusive practitioners. According to Kazmi, Pervez, and Mumtaz (2021, p. 10-17), such a training equips instructors with the requisite skills and methodologies for effective classroom management, ultimately contributing to improved administrative effectiveness.

The study's final revelation pertains to the correlation between teacher involvement in decision-making and successful school administration. It was evident that school administrators achieve greater success when their staff members are actively engaged in decision-making processes. These findings echo the sentiments of Sen (2008), who highlights the instrumental role of teacher participation in decision-making in achieving organizational goals. Recognizing the invaluable insights that teachers possess regarding the school's dynamics, Njideka (2012) advocates for increased involvement of educators in decision-making processes. Indeed, research indicates that such engagement not only enhances teacher satisfaction and dedication but also serves as a positive indicator for successful secondary school management and administration.

Conclusion

This research underscores the critical importance of motivation, in-service training, and teacher involvement in decision-making processes for successful administration in Bayelsa State's public secondary schools. The findings reveal that motivated instructors perform better and are more likely to excel when supported by ongoing training opportunities. Moreover, the active engagement of

teachers in decision-making processes is shown to significantly enhance school administration effectiveness. These insights not only align with existing literature but also provide valuable guidance for improving administrative practices in secondary education settings. Moving forward, prioritizing initiatives that foster motivation, provide comprehensive training, and promote teacher involvement in decision-making can contribute to achieving organizational goals and enhancing overall school management and administration in Bayelsa State.

The study's findings suggest that education remains a valuable tool for effectively managing Nigeria's human resources and fostering national development. To realize the educational objectives set forth, all necessary measures within the education sector must be pursued with utmost sincerity and urgency. Public school teachers should be incentivized to exert diligent efforts, fostering a genuine passion for their profession and actively engaging in school management endeavors.

Recommendations

The following suggestions are offered considering the findings:

1. Teachers should be encouraged to undertake additional training can boost their performance.
2. Principals should ensure teachers' involvement in decision-making to integrate them into the school's administrative framework.
3. As a last strategy, administrators could consider rewarding and recognising their staff members.
4. The administration of human resources in Bayelsa State's public secondary schools should be the duty of a human resources department staffed by professionals.
5. Every public secondary school should have policies in place for the management of human resources.
6. To keep up with society's changing trends, educational policies should be reviewed regularly.

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