

Human resource management and educational goal achievement in Nigeria

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ABSTRACT

This study examined human resource management and educational goal achievement in North-central zone, Nigeria. Quantitative research designed was used for this study. Sample of 331 principals were proportionally selected from the sample junior secondary school. Data was collected using Human Resource Management Questionnaire. Pearson product moment correlation coefficient and linear regression analysis were used to analyze the data collected. The findings reveal that staff development and Provision of staff welfare and appraisal of staff performance were significantly and positively correlated with educational goal achievement. Therefore, it was recommended that school administrators should give room for continuous staff development so as to provide teachers with the opportunity to acquire knowledge, skills and attitude needed to perform effectively in the class. In addition, school administrators should improve on the provision of staff welfare by paying salary and allowance regularly and promptly in order to allow teachers to concentrate on their professional task and improve total commitment of staff for the purpose of educational goal achievement. Furthermore, school administrators should continue to appraise staff performance in order to provide constructive feedback as well as identifying areas of improvement as well as allowing teacher to identify their areas of strengths and weaknesses so as to enhance educational goal achievement.

KEYWORDS

Quality instruction, staff development, human resource, welfare, Nigeria

RÉSUMÉ

Cette étude a examiné la gestion des ressources humaines et la réalisation des objectifs éducatifs dans la zone centre-nord du Nigéria. La recherche quantitative conçue a été utilisée pour cette étude. Un échantillon de 331 directeurs a été sélectionné proportionnellement à partir de l'échantillon d'écoles secondaires du premier cycle. Les données ont été recueillies à l'aide du questionnaire sur la gestion des ressources humaines. Le coefficient de corrélation du moment du produit de Pearson et l'analyse de régression linéaire ont été utilisés pour analyser les données recueillies. Les résultats révèlent que le développement du personnel et la fourniture du bien-être du personnel et l'évaluation de la performance du personnel étaient significativement et positivement corrélés avec la réalisation des objectifs éducatifs. Par conséquent, il a été recommandé que les administrateurs scolaires accordent une place au développement continu du personnel afin de donner aux enseignants la possibilité d'acquérir les connaissances, les compétences et l'attitude nécessaires pour bien performer en classe. En outre, les administrateurs scolaires devraient améliorer les prestations de bien-être du personnel en versant régulièrement et rapidement les salaires et les indemnités afin de

permettre aux enseignants de se concentrer sur leur tâche professionnelle et d'améliorer l'engagement total du personnel aux fins de la réalisation des objectifs éducatifs. En outre, les administrateurs scolaires devraient continuer à évaluer les performances du personnel afin de fournir des commentaires constructifs ainsi que d'identifier les domaines d'amélioration et de permettre aux enseignants d'identifier leurs points forts et leurs faiblesses afin d'améliorer la réalisation des objectifs éducatifs.

MOTS CLÉS

Enseignement de qualité, perfectionnement du personnel, ressource humaine, bien-être, Nigeria

INTRODUCTION

The readiness of any country to maximize the check benefits of education is largely dependent on the quality of human resources available and movement of her resources. Human resource management construct the ultimate basic for the attainment of the nation wealth. It is a known fact that the day-to-day activities of school organizers depend on trained human resources available for quality teaching and management of her resources towards educational goal achievement. Thus, Human Resources Management (HRM) is a vital aspect that is essential in any business barring the fact that its vision and possibility of the commercial enterprises will be squandered and there can be wastage of enterprise resources and the workforce full achievement or conceivable resources will no longer be utilized. To enhance effective management of workers, mangers should expose them to training and development programme, taking appropriate care of staff welfare as well as the appraisal of staff performance to motivate workers in order to achieve organisation effectiveness.

Human resources refer to the skills, aspirations, and knowledge of workers available for use in the production of organisational goods and services directed at achieving the stated goals. Human resources management generally refer to the process of ensuring optimal increase in skills, competencies, knowledge required to carry out tasks and duties effectively in an organisation. This implies the need to make people contribute effectively to the progress and development of their organisations.

Furthermore, many studies have been steered on human resource management and educational goal achievement. Sothy (2019) conducted a study on the effectiveness of principal in managing human resource in private secondary schools in Phnom Penh, Cambodia. Tam & Fonkeong (2018) treatise paid attention to human resources management and educational goal achievement in government technical secondary and high schools in Cameroon. The primary source of gathering information was an open items questionnaire and closed ended questionnaire which was used to collect data for the study. Sample of 250 respondents were selected randomly from ten technical secondary schools. Chi-square statistical analysis was used to analyze the data collected. The result revealed that Human Resource Management has a positive impact on educational goal achievement. Chinelo (2018) conducted principals' participation in staff development programmes for effective performance in public secondary schools in Rivers state. There are several areas of human resource management and educational goal achievement that are yet to be discussed by these scholars. These areas include human resource management and educational goal achievement in North-central Junior secondary schools, Nigeria. In addition, to the researcher' knowledge, there have been no research in Nigeria so far that have looked at provision of staff welfare, staff development and appraisal of staff performance as critical variables to measure human resources management towards

achieving educational goal achievement. As such, this study attempts to fill the holes left by the previous scholars. The following objectives have been formulated to:

1. Examine the level of human resources management practice in public junior secondary schools in North- central, Nigeria.
2. Determine the level of educational goal achievement in public junior secondary schools in North- central, Nigeria.
3. Investigate the effect of human resource management practice on educational goal achievement in public junior secondary schools in North- central, Nigeria.
4. Find out the relationship among staff development, provision of staff welfare, appraisal of staff performance and educational goal achievement in public junior secondary schools in North- central, Nigeria.

Research Questions

The following are some of the questions that were raised and answered:

1. Does staff development improve educational goal achievement in North-central, Nigeria?
2. Does provision of staff welfare enhance educational goal achievement in North-central, Nigeria?
3. Does staff performance appraisal bring about effective educational goal achievement in North-central, Nigeria?
4. Does human resources management boost effective educational goal achievement in North-central, Nigeria?

Research Hypotheses

The following hypotheses were formulated and tested:

1. There is no significant relationship between staff development and educational goal achievement.
2. There is no significant relationship between provision of staff welfare and educational goal achievement.
3. There is no significant relationship between appraisal of staff performance and educational goal achievement.
4. There is no significant relationship among staff development, provision of staff welfare, and appraisal of staff performance and educational goal achievement.

LITERATURE REVIEW

Human Resource Management

Human resources refer to the personnel, staff or human who make up the staff of an organisation (Tam & Fonkeng, 2018). Management means the techniques by which leader make use of materials and human as a useful resource to attain stated organizational goal (Abdullahi, 2017). Hence, Human resources management is the techniques that deal with utilizing the potentials of human-beings to function effectively in an organization for fantastic organization achievement (Alabi, 2010). Human resources management refer to the recruitment selection, induction, training, improvement and motivation of employees towards reaching organizational effectiveness (Abdullahi, 2020).

Human resources management is concerned with the need to make people to be productive and contribute their own quota towards educational goal achievement (Abdullahi, 2020). According to Abelega (2003), cited in Okeke (2010), human resources management deals with the management of human capabilities as well as optimal utilization of the

capabilities towards more productivity. Human resources management can be view as the diagram of formal structures in an organization to ensure wonderful and efficient use of human intelligence to accomplish organizational goals (Omebe, 2018). Human resources management can also be considered as the recruitment, staffing, welfare maintenance, education retraining, promotion, placement, compensation, transfer and discipline of staff in an organization in order to achieve effectiveness.

Staff development

Staff development refers to the programmes designed for the continuous development of qualities, skills and job performance in known resources so as to make them to be more productive and contribute more to educational goal achievement (Abdullahi et al., 2016; Okeke, 2010). Therefore, the success of academic employers prevents hinderance of the employers and ensure best of the work force members. There is need to change through effective training and to improve, develop in competency. This can be done via in service, conference seminar, workshop and education.

Staff welfare

The welfare of the workforce in an organisation is a major task for achieving educational goal achievement. The worker is entitled to many welfares such as salary, fringe benefit, promotion, appropriate health and safety measures, pension allowances and the likes within the organisation. Salary and wages of workers serve as a major aspect of workers welfare that should not be toyed with. One of the major tasks of human resources management is to ensure the effective payment of their workers entitlement as and when due.

Staff performance appraisal

Staff performance appraisal in the setting is the process of assessing the degree of efficiency and effectiveness of workers performance in order to maximize both institutional effectiveness and administrative efficiency (Alabi, 2010). Staff performance appraisal is necessary from time to time to assess workers performance in a systematic and planned ways through the use of appraisal forms.

Educational goal achievement

Educational goal achievement refers to the process by which the school accomplishes its objectives. educational goal achievement in this study refers to the quality of instruction, teachers' professional growths and positive school climate particularly conducive environment for learning. An effective school is one in which a main proportion of the students acquired at or above the common country wide levels. Educational goal achievement is a way by which the percentage scoring in the common and high school is growing while the percentage of students in the low achievement categories is dropping. This implies that effective school is one in which the found average exceed the anticipated suggested fulfillment. The management of school instructional quality constitute one of the most vital functions of the principal because the ultimate goal of human resources management is the improvement of teaching and learning. The school management collaborate with teachers, students and supervisors in the selection and implementation of relevant and appropriate school activities that will enhance institutional quality.

THEORETICAL CONTRIBUTION

The theoretical framework of this study is based on Maslow's hierarchy of needs theory (1954) as cited in Aguba (2009) and Abdullahi (2017). Maslow proposed five hierarchies of human

needs sub-divided in lower order needs and higher order needs. Lower order needs are physiological needs (water, food, sleep, sex, air, shelter, etc.) and safety needs (protection against danger, threat, anxiety, chaos, order, law and stability.) while higher order needs are social needs (belongingness, affection, relationship, and friendship), self-esteem needs (self-respect, achievement, competence, confidence, managerial responsibility and prestige). And self-actualization needs (self-fulfillment, personal growth, peak experiences and realizing personal potential).

This theory can be applied in education setting such that lower order needs, that are physiological needs of teachers such as salary, fringe benefits, allowances and safety needs (protection against danger, threats, anxiety and the likes). (provision of welfare) needs of the teachers must be provided. While the higher order needs of the teachers are namely social needs which is satisfactory association with others by attending seminars, conference, workshop and further education (staff development), self-esteem needs of the teachers in terms of self-respect, competence, dignity, recognition which will give room for quality of instruction and positive school climate. Self-actualization needs are achievement of potential maximum self-fulfillment creativity and professional growth (educational goal achievement).

This study anchored on Maslow theory in that it begins with survival and safety needs, of workers (staff welfare) progressing through belonging and self-esteem needs (staff development) and ending with intellectual and aesthetic needs (Organisational effectiveness) reflects the “whole human being” that is central to humanistic view of motivation.

METODOLOGY

Research Design

Quantitative research design was used in this study because it enables the researcher to examine the relationship that exists among staff development, provision of staff welfare, appraisal of staff performance and educational goal achievement. It also, assist the researcher to obtain the view of the sample population and analyze the gathered data with the used of appropriate data analysis techniques so as to reach an undoubted conclusion about the findings of the study (Cresswell, 2015).

Population and Sampling Techniques

This study focused on public junior secondary schools in North-central zone, Nigeria. There are 2.335 public junior secondary schools in North-central zone, Nigeria. The target population of this study comprised of 2.335 principals as at the time of study. Sample of 331 principals were selected proportionally across the six States and Federal Capital Territory with the used of Research Advisor (2006) table of determining sample size of known population.

TABLE 1
Population Sample

S/N	North-central zone	Total number of junior secondary schools	Total number of principals	Sample of principals selected
1	Benue State	526	526	75
2	FCT	77	77	11
3	Kogi State	555	555	78
4	Kwara State	330	330	47
5	Nasarawa State	181	181	26
6	Niger State	381	381	54

7	Plateau State	285	285	40
	Total	2,335	2,335	331

Sample of 331 principals were selected proportionally across north-central zone, Nigeria. This involves obtaining the population of principals in each selected public junior secondary schools in North-central zone and choosing the sample proportionally from the population as shown in Table 1. Stratified random sampling techniques was used to select principals from sample schools in order to guarantee that all categories of principals were given equal opportunity of being selected.

Demographic Profile of participants

TABLE 2
Demographic Information of the Participants

		N = 331	Percentage (%)
Gender	Male	151	46%
	Female	180	54%
		331	100%
Age	21-30	50	15%
	31- 40	145	44%
	41 above	136	41%
		331	100%
Qualification	NCE	107	32%
	Bachelor's degree	195	59%
	Master's degree	29	9%
		331	100%
Year of Experience	5- 10 years	50	15%
	11-15 years	130	39%
	16 years Above	151	46%
		331	100%

Table 2 displays the demographic data of participants that responded in this study. From the Table 151 (46%) are male and 180 participants are female (54%). Based on average age of the participants, Majority 145 of the participants (44%) are between ages 31-40 years. In the aspect of qualification of the participants, majority 195 (59%) are bachelor's degree holders. In terms of year of experience, majority 151 participants (46%) have 16 years above experience in the sample junior secondary schools.

Instrument

Self- designed questionnaire titled "Human Resource Management Questionnaire" (HRMQ) and adapted questionnaire were used as the instrument for this study. A total of 26 items were used to measure human resource management with three sub-variables: staff development (9 items), provision of staff welfare (8 items) and appraisal of staff performance (9 items). The items of questionnaire regarding educational goal achievement were concluded from Abdullahi, et al. (2016) on quality instruction with (5 items), and teacher professional growth with (5 items) and Waziri-Garba et al. (2018) and Adejumobi and Ojikutu (2013) on positive school development with (5 items). Participants replies to four-point Likert scale (4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree), Bergkvist and John (2007) and Allen and

Christopher (2007) concluded that four-point Likert scale answer format was easier and faster to fill than 5 to 7-point scales answer format.

Validity and reliability of the instrument

To ensure validity of the instrument two experts in the educational management and two experts in measurement and evaluation looked into the correctness and aptness of the instrument so as to validate the instrument. Based on their comments and recommendations, proper modifications and adjustment were made. Furthermore, 21 corrected copies were then administered to principals who are part of the sample to detect their clarity of the items of wording, scales and instructions of the questions in order to spot if there may be any challenges in filled the questionnaire. Therefore, some recommendations made were modified appropriately before distributing the final copies. The reliability of the instrument was done with the use of Cronbach's alpha as shown in Table 3.

TABLE 3
Reliability Test for HRMQ and Educational Goal Achievement

Variables	Sub-variables	N	Cronbach's alpha	Decision
Human resource management	Staff development	9	0.84	All items are suitable and reliable
	Provision of staff welfare	8	0.80	All items are suitable and reliable
	Appraisal of staff performance	9	0.82	All items are suitable and reliable
Educational goal achievement	Quality instruction	5	0.80	All items are suitable and reliable
	Teacher professional growth	5	0.78	All items are suitable and reliable
	Positive school climate	5	0.82	All items are suitable and reliable

Table 3 reveals the result of the reliability test for HRMQ these are staff development, provision of staff welfare and appraisal of staff performance. The Cronbach's alpha value for staff development is 0.84 covering up to 9 items, 0.80 for provision of staff welfare with 8 items and 0.82 for appraisal of staff performance with 9 items. Likewise, on educational goal achievement variables, the Cronbach's alpha value for sub-variables is 0.80 for quality instruction, 0.78 for teacher professional growth and 0.82 for positive school climate. Value above 0,70 are considered suitable and reliable (Diamantopoulos et al., 2012).

Data Collection Procedure

The participants were communicated in their respective schools to discuss the reason for the study before the administering of the questionnaire. The researcher with the support of three research assistants personally administered the questionnaire to the principals of the sample public junior secondary schools. Proper circulation of questionnaires was also aided with the cooperation of colleagues and friends in the sample schools. The questionnaires were administered to over 350 participants involving the selected principals in public junior secondary schools. After 2 weeks, all the filled questionnaires were recovered from the participants. However, a total of 340 questionnaires were returned and filled properly. therefore, the returned number meets the suggestion of Research Advisor (2006) with a number of 331 participants sample in this study. In the guideline provided by Johnson and Christensen

(2008), this study emphasized on ethical issues in ensuring privacy and secrecy of participants responses.

Data Analysis

The data gathered for the study were analyzed using descriptive statistics like mean and standard deviation to address the research objectives of the study. Inferential statistics such as Pearson product moment correlation and linear multiple regression statistical analysis was used to test the hypotheses at (0.5) significance level to determine the acceptable or rejection of the hypotheses.

FINDINGS

This part discusses a comprehensive result of the analysis made from data collected in this study.

Level of Human Resource Management Practice

Objective 1: Examine the level of human resources management practice in public junior secondary schools in North-central, Nigeria.

Table 4 reveals the mean and standard deviation for each measurement of human resource management and overall results for level of human resource management practice.

TABLE 4
Level of Human Resource Management Practice

Variables	Mean	Standard Deviation	Level
Level of Staff Development	2.91	0.969	Moderate
Level of Provision of Staff Welfare	3.03	0.964	Moderate
Level of Appraisal of Staff Performance	2.88	0.956	Moderate
Overall Level of Human Resource Practice	2.94	0.963	Moderate

Table 4 reveals that the overall level of human resources management practice is moderate with mean score of 2.94 and standard deviation of 0.963. this shows that human resource management in terms of staff development, provision of staff welfare and appraisal of staff performance is at moderate level.

Level of educational goal achievement

Objective 2: Determine the level of educational goal achievement in public junior secondary schools in North- central, Nigeria.

Table 5 shows the mean and standard deviation for overall level of educational goal achievement.

TABLE 5
Mean and standard deviation for overall level of educational goal achievement

Variables	Mean	Standard Deviation	Level
Level of Quality of Instruction	2.86	0.966	Moderate
Level of Teacher Professional Growth	2.82	0.984	Moderate
Level of Positive School Climate	2.84	0.968	Moderate
Overall Level of educational goal achievement	2.84	0.973	Moderate

Table 5 shows the mean and standard deviation for all levels of educational goal achievement in terms of quality of instruction, teacher professional growth and positive school climate. The overall result of educational goal achievement is at moderate level (Mean=2.84, SD=0.973).

RQ1: Does staff development improves educational goal achievement in North-central, Nigeria?

The mean and standard deviation responses of school heads on staff development are shown in Table 6.

TABLE 6
Mean and Standard Deviation of Items on Staff Development

S/N	Staff development	Mean	Standard Deviation
1	Increases morale and satisfaction among staff.	2.80	0.968
2	Increase capacity to adopt new technologies and appropriate method of teaching.	2.68	0.974
3	Help teachers to be more efficiently competitive and engaged.	2.78	1.032
4	Helps teachers to perform better and prepares them for greater responsibility.	3.18	0.936
5	Brings out workers potential.	2.96	0.951
6	Enhances teacher productivity and adherence to education quality standards.	3.12	0.966
7	Provides teachers the opportunity to acquire knowledge. Skills and attitude need to perform effective in the classroom.	2.86	0.962
8	Encourages teachers to use adaptive learning strategies.	2.92	0.962
	Grand mean	2.91	0.969

Table 6 shows that the participants' overall perception on staff development is 'Agreed' (M=2.91, SD=0.969). this shows that participants agreed that staff development improve educational goal achievement in North-central, Nigeria. In addition, all the responses had mean values more than 2.50, which was the criterion value. This indicates that participants agreed that staff development i) increases morale and satisfaction among staff (M=2.80, SD=0.958), ii) increases capacity to adopt new technologies and appropriate method of teaching (M=2.68, SD=0.974), iii) help teachers to be more efficiently competitive and engaged (M=2.78, SD=1.034), iv) helps teachers to perform better and prepares them for greater responsibility (M=3.18, SD=0.936), v) brings out workers potential (M=2.96, SD=0.951), vi) enhances teacher productivity and adherence to education quality standards (M=3.12, SD=0.966) vii) provides teachers the opportunity to acquire knowledge. Skills and attitude need to perform effective in the classroom (M=2.86, SD=0.962), viii) encourages teachers to use adaptive learning strategies (M=2.92, SD=0.962).

RQ 2: Does provision of staff welfare enhance educational goal achievement in North-central, Nigeria?

Table 7 shows the participants responses on staff welfare. This Table shows that the participants' overall perception on staff welfare is 'Agreed' (M=3.03, SD=0.964). this shows that participants agreed that staff welfare enhances educational goal achievement in North-central, Nigeria. In addition, all of the responses had mean values more than 2.50, which was the criterion value. This reveals that participants agreed that provision of staff welfare i) improves total commitment of staff for the purpose of goal achievement (M=3.12, SD=0.974), ii) allows teachers to concentrate on their professional task (M=2.86, SD=0.948), iii) boosts

staff confidence and moral (M=2.92, SD=0.968), iv) improves interpersonal relationship between manager and teachers (M=2.86, SD=0.979), v) helps to achieve timely results (M=2.96, SD=0.951)., vi) improves mental and physical health of teachers (M=2.88, SD=0.958) vii) increases the general efficiency of organization (M=3.36, SD=0.961), viii) offers various social advantages by improving standard of living of the workers (M=3.24, SD=0.978), ix) provides in learner the ability to use the knowledge meaningfully (M=3.12, SD= 0.956).

TABLE 7
Mean and Standard Deviation of Items on Staff Welfare

S/N	Staff welfare	Mean	Standard Deviation
9	Improves total commitment of staff for the purpose of goal achievement.	3.12	0.974
10	Allows teachers to concentrate on their professional task.	2.86	0.948
11	Boosts staff confidence and moral.	2.92	0.968
12	Improves interpersonal relationship between manager and teachers.	2.86	0.979
13	Helps to achieve timely results.	2.96	0.951
14	Improves mental and physical health of teachers.	2.88	0.958
15	Increases the general efficiency of organization.	3.36	0.961
16	Offers various social advantages by improving standard of living of the workers.	3.24	0.978
17	Provides in learner the ability to use the knowledge meaningfully.	3.12	0.956
	Grand mean	3.03	0.964

Evaluation

RQ 3: Does staff performance appraisal bring about effective educational goal achievement in North-central, Nigeria?

Table 8 presents participants responses on staff performance appraisal.

TABLE 8
Mean and Standard Deviation of Items on Staff Performance Appraisal

S/N	Staff performance appraisal	Mean	Standard Deviation
18	Helps managers in deciding about the promotions. Transfer, and reward of teachers.	2.77	0.964
19	Helps to identify any training needs of teacher toward achieving educational goals.	2.65	0.951
20	Provides positive influence on the staff's sense of commitment.	2.90	0.967
21	Enhances opportunity to focus on work activities towards achieving educational goal.	3.24	0.938
22	Provides a structure for planning the upcoming activities and development goals.	2.82	0.978

23	Allows teachers to identify their point of strength and weaknesses.	2.88	0.964
24	Allows managers to clarify expectations and discuss issues with the staff for the betterment of school.	2.92	0.954
25	Allows manager to provide constructive feedback as well as identifying areas of improvement.	2.86	0.922
26	Helps in tracking and advancing teachers' progress.	2.84	0.966
	Overall Mean	2.88	0.956

Table 8 reveals that the participants' overall perception on staff performance appraisal is 'Agreed' (M=2.88, SD=0.956). This shows that participants agreed that staff performance appraisal brings about educational goal achievement in North-central, Nigeria. In addition, all the responses had mean values more than 2.50, which was the criterion value. This reveals that participants agreed that evaluation i) helps managers in deciding about the promotions. Transfer, and reward of teachers (M=2.77, SD=0.964), ii) helps to identify any training needs of teacher toward achieving educational goals (M=2.65, SD=0.951), iii) provides positive influence on the staff's sense of commitment (M=2.90, SD=0.967), iv) enhances opportunity to focus on work activities towards achieving educational goal (M=3.24, SD=0.938), v) provides a structure for planning the upcoming activities and development goals (M=2.82, SD=0.978), vi) allows teachers to identify their point of strength and weaknesses (M=2.88, SD=0.964), vii) allows managers to clarify expectations and discuss issues with the staff for the betterment of school (M=2.92, SD=0.954), viii) allows managers to clarify expectations and discuss issues with the staff for the betterment of school (M=2.86, SD=0.922), ix) Helps in tracking and advancing teachers' progress (M=2.84, SD=0.966).

Hypotheses Testing

Pearson product moment correlation coefficient statistic was used to analyze the relationship between independent and dependent variables.

H₀: there is no significant relationship between staff development and educational goal achievement.

TABLE 9

Correlational Analysis for Staff Development and educational goal achievement

		Staff Development	Educational Goal Achievement
Staff Development	Pearson correlation	1	.890
	Sig. (2-tailed)		.000
	N	331	331
Educational goal Achievement	Pearson Correlation	.890	1
	Sig. (2-tailed)	.000	
	N	331	331

Table 9 shows that staff development has a significant and positive relationship with educational goal achievement with calculated R-value=0.890; $p < .000$. This reveals that there is a significant and positive relationship between staff development and educational goal

achievement in North-central, Nigeria. Therefore, the hypothesis which state that there is no significant relationship between staff development and educational goal achievement is rejected (Cresswell, 2015; Yim et al., 2010).

H₀₂: there is no significant relationship between provision of staff welfare and educational goal achievement.

TABLE 10

Correlational Analysis for Provision of Staff Welfare and educational goal achievement

		Provision of Staff Welfare	Educational Goal Achievement
Provision of Staff Welfare	Pearson correlation	1	.820
	Sig. (2-Tailed)		.000
	N	331	331
Educational Goal Achievement	Pearson Correlation	.820	1
	Sig. (2-tailed)	.000	
	N	331	331

Table 10 shows that provision of staff welfare has a significant and positive relationship with educational goal achievement with R-value=0.820; $p < .000$. this indicates that there is a significant relationship between provision of staff welfare and educational goal achievement in North-central, Nigeria. Therefore, the hypothesis which state that there is no significant relationship between provision of staff welfare and educational goal achievement is rejected (Hesse-Biber & Leavy, 2011; Padilla-Diaz, 2015).

H₀₃: there is no significant relationship between appraisal of staff performance and educational goal achievement.

TABLE 11

Correlational Analysis for Appraisal of Staff Performance and educational goal achievement

		Appraisal of Staff Performance	Educational Goal Achievement
Appraisal of Staff Performance	Pearson correlation	1	.860
	Sig. (2-Tailed)		.000
	N	331	331
Educational Goal Achievement	Pearson Correlation	.860	1
	Sig. (2-tailed)	.000	
	N	331	331

Table 11 indicates that staff performance appraisal has a significant and positive relationship with educational goal achievement with R-value=0.860; $p < .000$. This indicates that there is a significant relationship between staff performance appraisal and educational goal achievement in North-central, Nigeria. Therefore, the hypothesis which state that there is no significant relationship between staff performance appraisal and educational goal achievement is rejected (Ary et al., 2011; Yin, 2011).

Linear Regression Analysis

This part presents the linear regression finding that measures the human resource management practice variables on educational goal achievement in North-central zone, Nigeria.

TABLE 12

Linear Regression of Human Resource Management and educational goal achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.716	0.513	0.578	0.364

a. Predictors: (constant), Staff development, Provision of staff welfare and Staff performance appraisal

Table 12 shows the value of human resource management on educational goal achievement. Regarding of R square value that human resource management practice has effect on educational goal achievement with .513. Thus, the result showed that human resource management practice by the administrators can give effect on educational goal achievement.

TABLE 13

Linear Regression Coefficient for Human Resource Management and educational goal achievement

Model		Unstandardized coefficients		Standardized coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	1.030	0.231		9.433	0.000
	Staff Development	0.413	0.179	0.163	1.439	0.802
	Provision of Staff Welfare	0.397	0.246	0.066	0.706	0.646
	Appraisal of Staff Performance	0.148	0.242	0.073	0.804	0.420

a. Dependent Variable: educational goal achievement

Table 13 shows the result of linear regression model, in which standard regression weight of the beta coefficients value for human resource management was 1.030 which indicated that the increase in human resource management practice by administrators is responsible for an improvement in educational goal achievement. The result also reveal that human resource management and educational goal achievement were positively related. T-test of 9.433 was adequately high with corresponding p-value of 0.000. Therefore, in comparison, staff development has the highest effect (Beta=0.413) follow by appraisal of staff performance (Beta=0.073) and provision of staff welfare (Beta=0.066). In summary, there is positive and significant relationship among human resource management in terms of staff development, provision of staff welfare, appraisal of staff performance and educational goal achievement.

DISCUSSION

The results of this study highlighted the moderate level for staff development, provision of staff welfare and appraisal of staff performance, based on the perception of respondents. The purpose of human resource management is to develop workers to perform well for the betterment of

organisation. Therefore, it is the responsibility of administrators to encourage and assist staff towards realizing the needed commitment that will improve educational goal achievement.

The results of this study shows that staff development has positive impact on educational goal achievement. This implies that staff development provides teachers the opportunity to acquire knowledge, skills and attitude needed to perform effectively in the class; increases morale and satisfaction of staff, brings out workers' potential; helps teachers to be more efficient, competitive and engaged, perform better and prepares them for greater responsibility; increases staff efficiencies and effectiveness in teaching; enhances teachers' productivity and adherence to education quality standards as well as increases capacity to adopt new technologies and appropriate method of teaching. This study supports the claims of Chinelo (2018) and Abdullahi (2020) that staff development equipped teachers with skill and knowledge needed for effective performance. In addition, the result agrees with Frederick and Stephen (2010) that it is pertinent to foster and implement in-service training in school in order to enhance the effectiveness of development.

The result of second hypothesis testing shows that provision of staff welfare has a positive and significant relationship with educational goal achievement. This result reveals that provision of staff welfare allows teachers to concentrate on their professional task; improves total commitment of staff for the purpose of educational goal achievement; improves mental and moral health of teachers; improving standard of living of the workers; helps to achieve timely results as well as increases the general efficiency of organisation. This result concurs with Asumah et al. (2019) that working condition had statistically and significant effect on educational goal achievement. This result further conforms with Aishat et al. (2013) that incentive and motivation had a positive impact on worker performance which in turn lead to organisational effectiveness. Finally, the result agrees with Inatimi (2018) that prompt payment of staff salary, training and regular promotion influence staff productivity.

The result from hypothesis three showed that appraisal of staff performance has a positive relationship with educational goal achievement. This implies that whenever the school administrators evaluate performance of teachers it will help the manager to provide constructive feedback as well as identifying areas of improvement, allows teacher to identify their areas of strengths and weaknesses, provides positive influence on the staff's sense of commitment worth and belonging as well as identify any training needs of worker toward achieving educational goal achievement. This finding is in line with Owusu et al. (2018) that staff performance appraisal is a crucial requirement for successful and effectiveness of institutions. This finding also conforms to Joash et al. (2017) that staff performance appraisal serves as a predictor for curriculum evaluation and educational goal achievement. This result agrees with Obasi (2011) and Kenneth et al. (2014) that performance appraisal is a major key for effective management and evaluation of staff.

Finally, the finding of regression analysis revealed that there is a positive and significant relationship between human resource management and educational goal achievement in public junior secondary in North-central zone, Nigeria. This shows that improvement on the indices (staff development, provision of staff welfare and appraisal of staff performance) of human resource management has a positive chance of achieving educational goal achievement. Research has consistently shows that workers can perform better provided that they are well managed and developed (Abdullahi, 2020). This finding agrees with Francisca (2017) that human resource management play an important role in catering teachers and educational goal achievement. Also, this finding agreed with Besong (2014) that staff development is an essential factor for every staff to acquaint with simple ethics of management and administration of schools.

IMPLICATION AND RECOMMEDATIONS

The findings of this study will help the government and principals to adequately display effective human resource management that will bring about effective staff development, adequate staff welfare and appropriate appraisal of staff performance. Also, this finding will be of utmost benefit to teachers as to understand that improvement in their performance will help in enhancing educational goal achievement. Additionally, this finding would serve as a reference point for upcoming researchers in the field of education.

Based on the findings, it is recommended that school administrators should continue to give room for staff development so as to provide teachers the opportunity to acquire knowledge, skills and attitude needed to perform effectively in the class, increases morale and satisfaction of staff, brings out workers' potentials, helps teachers to be more efficient, competitive and engaged, perform better and prepare them for greater responsibility, increases staff efficiencies and effectiveness in teaching, enhances teachers' productivity and adherence to education quality standards as well as increases capacity to adopt new technologies and appropriate method of teaching. In addition, school administrators should improve on the provision of staff welfare by paying salary and allowance regularly and promptly in order to allow teachers to concentrate on their professional task; improve total commitment of staff for the purpose of educational goal achievement; improve mental and moral health of teachers; improving standard of living of the workers; help to achieve timely results as well as to increase the general efficiency of organisation. Furthermore, school administrators should continue to appraise staff performance to provide constructive feedback as well as identifying areas of improvement, allows teacher to identify their areas of strengths and weaknesses, provides positive influence on the staff's sense of commitment worth and belonging as well as identify any training needs of worker toward achieving educational goal achievement. Human resource management is a sure way to prepare teachers towards achieving quality instruction, professional growth and positive school climate in order to give room for development and achievement of educational goals.

CONCLUSION

Human resource management is an efficient way for achieving educational goal achievement. Meanwhile, based on the findings of this study, the researcher concluded that there was a positive and significant relationship the three indicators of human resource management (staff development, provision of staff welfare and appraisal of staff performance) and educational goal achievement as they were found to be correlated.

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