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Empirical Assessment on Level of Human Resources Mobilization and Availability for Primary Education Implementation and Management in Oyo Metropolis, Oyo State, Nigeria

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ABSTRACT

Availability of human resources in any organization is a vital factor that can result into achieving organizational targets. Hence, necessitated this study on empirical assessment on level of resources mobilization and availability for primary education implementation and management in Oyo metropolis in Oyo State, Nigeria. Descriptive survey research design was used for the study. The population of the study comprised teachers of public primary schools in Oyo metropolis in Oyo State, Nigeria. The sample size of the study was Two hundred (200) respondents, selected through a simple random sampling techniques by using ballot paper. Three research questions were raised and the research hypothesis was formulated to guide the conduct of the study. A self-designed research instrument that were used to gather data by the researcher titled, "Empirical Assessment on Level of Resources Mobilization and Availability for Primary Education Implementation and Management in Oyo Metropolis in Oyo State, Nigeria". it was fashioned on polar question i.e. Yes or No answer. The research instrument were validated by two experts in Test and Measurement, while its reliability was determined through test-retest method at two weeks interval and 0.71 coefficient reliability was obtained. Data generated on the research questions was analyzed using descriptive statistics, simple percentages and frequency counts, while Pearson Product Moment Correlation (PPMC) was used to analyze the data obtained on the research hypothesis. Based on the findings of the study, conclusions were made that human resources were not adequately mobilized and made available for primary education in Oyo metropolis in Oyo State, Nigeria. Also, that primary schools were supplied with poor quality teachers etc. based on the conclusions of the study, recommendations were made that: governments and other providers of primary education should employ adequate human resources for primary schools in Oyo metropolis in Oyo State, Nigeria. Also primary school teachers should be well motivated, and so on.

Keyword: Assessment, Level, Human resources, Mobilization, Availability, Management

Background to the Study

Interest in human resources availability which comprises facilities and personnel has been an issue of great and serious concern in almost all human organizations, educational sector, inclusive. This is because the ability of any organization to achieve its goals depends partly on the caliber and quality and quantity of available resource, and more importantly, their availability. Drucker (1993) opines that "... good organizational structure does not by itself guarantee good performance. Human resource determined the existence, survival and development of an organization as food is to man. Drucker (1993), further asserts that: "of all the component of any organization, human component is central and most important.

There are plethora of definitions on human resources. Human resources are the people who make-up the work force of an organization, business sector or economy Drucker (1996). Within the school system, human resources refer to both the teaching and non-teaching staff. Within the school human resources constitute the engine room that "drives" the school towards achieving its predetermined goals. Oyekan (2004), noted that staff in school system are performing setting, different activities of the school. Human resources play an important part of developing a school organization to achieve its goals.

The various tasks of the school, such as, planning, administration, coordination, budgeting, directing, finance, transportation, maintenance, and so on are performed by the human resources within the system. Observable, in recent times, the availability level of human resources at all level of education in Nigeria is very worrisome. This has been identified as one of the major challenges to schools' administration. Erinsakin

(2016) contends, that lack of availability of human resources, particularly the teaching staff has ever remains a perennial issue in educational sector of the country, Nigeria. Thus, inhibiting effective implementation of schools' plans and programmes.

Qualified and resourceful manpower acts as a centre of gravity for other factors of production such as land, labour and capital. They maintained that without good and efficient manpower, other factors remain without inherent power of action. But organizations are re-generated, multiplied and have growth potentialities with manpower. In schools and other learning organizations, the position of teachers as veritable resources for goals achievement has been noted. Uzodinma (2009) maintains that the situational position of teachers as indispensable resources in education. Uzodinma (2009), also opined that there has been continued expression of dissatisfaction over the workers as well as their productivity all over the country. This situation is more pronounced in the educational system where workers persistently abandoned their jobs for other establishments with better pay packages.

However, there have been seminars, commentaries, workshops and many researchers have conducted researches on what could be done to rescue this situation but it appears that there is no improvement. All the activities of any school system is initiated and determined by the labour force who make up the institution. School plants, offices, machine, and other material resources are unproductive without the direction of human efforts. While this problem might appear quotidian, the situation in public secondary schools in Oyo State, Nigeria has depreciated to a deplorable level

For instance, particularly primary schools have for years been facing various problems which include; variety of human resources for effective implementation of primary education.

Hence the need to study the problems of human resource availability in primary schools in Oyo Metropolis in Oyo State, Nigeria. many studies had been carried out, however, observable, on resources mobilization and availability for primary education implementation in the study area, much have not been done.

It is against this foregoing background that this study was carried out on human resources availability in public primary schools Oyo State, Nigeria.

Statement of the Problem

Human resource in Nigerian schools particularly in the primary schools refer to the students, teaching staff and non-teaching staff; as well as educational planners and administrators. Human resources involve educated manpower in educational organizations, such as; Principals, Head-teacher, teachers, students and non-teaching staff. They constitute very important inputs in, the process of teaching and learning and effective management and administration of school.

LITERATURE REVIEW

Human Resources and Schools' Management

Management means working with and through individuals to accomplish organizational goals. Okumbe (1999) defines management as a process, which involves designing, developing and effecting organizational goals. In this case, it means that a manager in an educational institution works through teachers and workers to achieve the objectives of that institution. To be successful in an organization or institution, it requires management personnel to have proper management and interpersonal skills. According to Campbell (1991), management process involves the following; planning, organizing, commanding, coordination, implementation and evaluation. Human resource management refers to the management of the personnel in any organization. Human resources are important in any organization because they manipulate all other resources in an institution to achieve the set goals. They provide knowledge, skills and energies which are essential ingredients of organizational success. Even in an era that is increasingly dominated by technology, what differentiate effectiveness and ineffectiveness of an organization are the quality and commitment of human resource (Bush & Middlewood, 2004). In education, people are important because of the demanding and vital role of developing the potential of children. Educational institution is people-centred because people are at the heart of their business (Elliot and Harackiewicz, 1994). According to Saleem (2010), a study group of managers of Great Britain: "personnel management" is that part of the process of management which is specifically concerned with people employed in an organization. Its purpose is to establish and maintain sound personnel relations at all levels of organization and to secure the effective use of personnel. This is done by ensuring such conditions of employment as will enable all persons in the enterprise to contribute most effectively to its purpose, in the performance of their duties as well as to attain that social satisfaction which they tend naturally to seek within their working environment. This entails giving adequate consideration to psychological as well as physical factors. In a social setup, a head teacher has two types of human resource management functions: these are: managerial function and operation functions. The managerial functions of human resource management are concerned with the planning, organizing, directing and controlling the activities related to human resources. The operation functions of human resource management are concerned with the employment, training, compensation, integration and maintenance of personnel.

According to Shindler (2010), management of the personnel is an extension of general management that is concerned with promoting and stimulating every employee to make his fullest contribution for the purpose of the organization. Olembo et al., (1992) cites that teacher management is a critical government issue that is concerned with ensuring there are adequate teachers in classrooms, sustaining these teachers and continuing to expand the teaching force to meet the growing demand for education. Teacher management often has to respond to a wide variety of teacher levels and backgrounds. Attracting and sustaining teachers depends to a large extent on the government willingness and capacity to provide regular and decent compensation. According to the Basic Education Act 2013, in Kenyan situation, teacher management is undertaken by the Teachers Service Commission (TSC) and the Education Cabinet Secretary at the National level. At the County level, teachers are managed by the County Director MOE and TSC as well as the County Education Board (CEB). At the institutional level, teachers are managed by the head teachers, School Management Committee (SMC) and Parents Teachers Association (PTA).

According to teacher proficiency training manual (2007), the head teacher is responsible for school based teacher development and skill upgrading. He is also charged with the responsibility of promoting the welfare of all staff and pupils within the school as well as guiding and counselling teacher trainees during teaching practice. The head teacher is also to induct and mentor new teachers. Owojori and Asauri (2010) agree that the function of the school head is to induct new staff and assign them duties. However, it should be stressed that this function can be delegated to deputy head teacher and senior teacher or head of department to whom the new teacher is directly accountable. Head teachers are involved in selection of staff members in case of employing the PTA teachers, motivation of teachers through proper compensation and recognition. These are just but some of the roles of the head teacher towards management of human resource in primary school. Generally speaking as argued by several scholars such as; Oyekan (2002) and others, effective management of human resources within schools organization would result into achieving schools' goals and sustaining effective management of the school.

Role of Human Resources in Education

All organizations including, educational institutions are made up of people who chose to work in it primarily because it enables them to satisfy at least some of their personal needs. Virtually everybody works, plays or educated in an organization. Organizational behaviour follows the principle of human behaviour. People in an organization are governed by the same psychological mechanisms both on the job and outside the job. Organizational behaviour is human behaviour in a particular setting. The behaviour of an individual in an organization is determined to some extent by internal and external factors include stress, reward system, degree of trust, group cohesiveness, social factors, office polices etc.

Organizations represent constant interaction between structure and process. To get an assignment accomplished in an organization, we need to define who does what. Therefore defining the roles and responsibilities of all staff becomes a critical success factor as this helps the individual to understand their role(s) within the context of the school's vision. Decision Making, Communication, Leadership and Conflict are few examples of the many processes that take place within an organization. Consequently, the primary responsibility of the educational administrator (principal) is to ensure that human resources are utilized and managed effectively and efficiently to meet the educational institution's goals.

Therefore, for the staff in the HR department of the educational institutions to function efficiently and effectively, especially the administrator (principal) must understand the nature of people he/she is working with and be able to interpret their behavior. Teacher in a school should not be looked as mere resources but as valuable human beings. Therefore, developing human relations within the school helps it to successfully achieve its goals.

Good human relations in an organization, for it to function efficiently cannot be overemphasized. It provides knowledge on hoe people interact and respond in different organizational situations in an effort to satisfy their needs and in the process meet organizational goals. The principals' ability to understand his/her teachers and staff and their problems, and his/her belief in and the practice to democratic leadership will go a long way to make him/her succeed in his/she supervisory and administrative task.

Educational Administration is concerned with the mobilization of the effort of people for the achievement of educational objectives. It is therefore imperative that the principal cultivates the habits of human Relations in his odious administrative task. Human relations focus on workers as human being rather than as producers. It focuses on the development of morale and individual. Human relations emphasize paying attention to workers as human beings in an informal association within an organization. This is very true in the context of the school as the teachers play a critical role in helping the children in achieve their optimal performance.

The human resource management function has the moral responsibility to develop and implement processes that are teacher centric. The principal as the school should be extensively involved in developing and implementing these processes. Also the research on stress management shows that trainer, educator and educational administration are the second lot after Doctors and counselors who suffer the highest rate of burn out. They take care of all, and there is no one in the absence of an Educational Administrator (principal) to manage burn out of these trainer, teacher and faculty members. To this end, the institution's Educational Administrator (principal) is required to meet the following objectives;

1. Recruitment and selection, developing a strong talent pool within the school.

2. Helping in creating a working environment that is conducive for his/her members of staff so as to promote maximum contentment thereby motivating them. Teachers, as any employee within a formal corporate organization, like to work in an environment that is built on trust, respect for the individual, encouraged research in modern pedagogical practices, teamwork, etc.
3. Ensuring that the abilities and skill of teachers and staff are used to be optimum in pursuance of the institution's mission and mandate.
4. Ensuring a fair balance between the personal needs of teachers and the needs of the institution in general. The effectiveness and success of any organization is dependent on the efficient use its resources particularly the human resource.

Therefore, the primary responsibility of a human resource management function is to ensure that human resources are utilized and managed as effectively as possible.

Human resource functions can be generally classified into three basic functions namely:-

1. Optimum utilization of teachers and staff to meet educational institute's needs
2. Motivation of employees to meet their needs and organizational needs in unison.
3. Maintenance of human relationships.

Audra (2019) states the following are the roles of human resources in education;

An organization's success is defined, to a large part, by the performance of its leadership, employees and the quality of service or product that they produce. Therefore, thinking and acting strategically about human capital is one the core function of the management and a critical lifeline for an organization.

In the field of education, the "product" of the organization is the education and future success of children. The future of their communities, the economic and social well-being of the country. There is evidence that shows that principals' and teachers' performance has more effect on student achievement than any other factor and that teachers' effectiveness in increasing student performance varies widely. Given these high stake, it is imperative to act on that knowledge and strengthen the education workforce to better serve students.

In every organization, there are three major resources to be managed if the organization wants to achieve its objectives and goals. These resources are Humans, material and financial resources. And out of these three, human resource is the most important and difficult to have different characteristics- that is, the way they think, feel reason and act. Secondly, human, beings control and coordinate the other resources. They constitute the workforce of an organization and are referred to as personnel. Since human nature plays a very major part in the overall success of an organization, it is therefore important to have an effective working relation between the employee and the administrator as this is essential for the success of the organization. Human Resources Management, which involves the efficient and effective management within an organization, is one of the vital functions of Educational Administrators. This is because every administrator has a function to perform through his staff and his own abilities. Every educational institution like other formal organizations needs human beings to execute its programmes and achieve educational goals and objectives. Therefore, establishing a dedicated Human Resources function within the school, like any other formal organization, is now becoming a need of the day as this helps the school to meet the present as well as the future requirements.

School and Human Resources

The school system rely on the teachers for the execution of its programmes. Maintaining and improving educational standards is only possible through teachers. A teacher is a person who teaches or instructs and provide education for learners thereby helping them to acquire new knowledge and making them useful to themselves and the society. The teacher is a crucial component of any educational system because no organized education can take place without the teachers. The teachers implement educational policies, the curriculum and play significant roles in the attainment of the objectives of any educational system. (Oyekan, 20020)

A teachers role may vary among cultures, they may provide instruction in literacy and numeracy, craftsmanship or vocational training, arts, religion and civic community roles. These roles make a teacher the greatest aid to learning and the most indispensable entity in the school which should be comprehensively trained and supported to flawlessly and proficiently perform the teaching duty. The utilization of teachers to achieve maximum result is dependent on the availability and accessibility of school materials. To aid the utilization of teachers, they should be availed the opportunity for in-service training for career improvement and development. Such in service training will enable teachers renew their knowledge for effectiveness on their jobs and enable teachers to be efficient and be properly utilized in the school system to fast tract the achievement of the educational goals.

Okendu (2012), asserts that idea that human and material resources are to be assembled together by educational administration, within the school system for effective teaching and learning cannot be over emphasized. It is supported on this ground that, in secondary schools, the principals

play the role of administrators and that of supervisors, even instructors and they also participate in teaching activities when necessary. All staff, teaching and non-teaching should be made to realize their responsibilities of improving and developing instruction in the school system. This is possible through harnessing the available resources allocated to the schools to realize the goals of education. All materials and non-material factors that are necessary and are contributive to the attainment of goals in any institution are regarded as resources. The human component of resources interacts with certain facilities and equipment at certain time to bring about production of output. The quality and quantity of this output are to a greater extent dependent on the quality and quantity of resource input and the manner of processing. By implication therefore input and output are significantly responsive to administration.

Administrators of institutions have role to play in ensuring effectiveness and efficiency within and outside the institution, not only in the procurement or acquisition of resources but also in their organization, coordination, control and maintenance. The concept of scarce resources is an economic one that attempts to rationalize spending in order to avoid waste. Educational wastages imply the inefficient utilization of education resources to achieve the educational goals. Observably, educational wastages include sickness/ill health, school drop outs, repeaters, non-employment of school leavers, brain drain, and under-utilization of various educational resources etc. In a School system, wastages can be reduced through the establishment of health/medical not to monitor the students' health, award of bursaries and scholarships to enable drop outs complete their studies, provision of relevant instructional materials to schools, organizing conferences, seminars and workshops for serving teachers on the improvement of teaching methods and techniques (Asabiaka, 2008).

METHODOLOGY

Descriptive research design was adopted for the study. This was because not every respondent in the study population could be covered. Hence, data generated from the sample size was generalized on the entire study population. The study population comprised teachers of public primary schools in Oyo metropolis in Oyo State, Nigeria. The sample size for the study was two hundred (200) respondents. A simple random sampling technique was used to select the respondents. Twenty (20) respondents from each of the ten public primary schools selected in the study in Oyo metropolitan in Oyo State, Nigeria. A self-development questionnaire by the researcher, entitled "Empirical Assessment in Level of Human Resources Availability and Mobilization for Primary Education Management in Oyo Metropolis, Oyo State, Nigeria".

The research instrument was validated by two experts in Test and Measurement. This made the instrument to have both the face and content validity. The reliability of the instrument was determined through the test retest and method, 0.71 coefficient reliability, thus made the instrument to be certified good for the study, because of the high reliability value. Descriptive, statistics (frequency counts and simple percentages) was used to analyses the research question, while inferential statistics (Pearson Product moment Correlation "PPMC") was used to analysis data generated on the research hypothesis.

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

Research Question one: Are there enough human resource in primary schools in Oyo Metropolis in Oyo State, Nigeria.

Table 1: Showing Frequency Counts and Simple Percentages on are there enough human resources in primary schools in Oyo Metropolis in Oyo State, Nigeria.

| S/N | ITEMS | YES | % | NO | % |
|-----|---|-----|----|-----|----|
| 1. | There are enough human resource in the school? | 80 | 40 | 120 | 60 |
| 2. | My school lack adequate human resource | 130 | 65 | 70 | 35 |
| 3. | Human resource in my school are in short supply | 60 | 30 | 140 | 70 |
| 4. | The human resources in my school are more than the required numerical strength that are expected to be in my school | 90 | 45 | 110 | 55 |
| 5. | The human resource in the school are not the required ones | 100 | 50 | 100 | 50 |
| 6. | The appropriate and required human resources are in the school | 76 | 38 | 124 | 62 |

Table 3, shows the result on are enough human resources in your school. For the items 1,2,3,4 and: 80 (40%) and 120 (60%); 130 (65%) and 70 (35%); 60(30%) and 140 (70%); 90 (45%) and 110(55%) and 100(50%) and 100 (50%) were for yes and his. Generally speaking the result revealed that in Oyo Metropolis in Oyo State, Nigerian human resources are in short supply. Amuchie and Asotide (2015) contends also that especially in the recent times, one of the banes to effective schools management is rarity of personnel many symbols lack the require number of personal needed.

Research question 2: Are the primary schools equipped with the qualified human resource in Oyo Metropolis in Oyo

Table 2: Showing the frequency counts and simple percentages on are the public primary schools supplied with the qualified human resources in Oyo Metropolis in Oyo State, Nigeria.

| S/N | ITEMS | YES | % | NO | % |
|-----|--|-----|------|-----|------|
| 7. | My school has qualified human resources | 30 | 15 | 170 | 85 |
| 8. | There are no qualified human resources in my school | 150 | 75 | 50 | 25 |
| 9. | The few qualified human resources in my school are above the level of the school | 120 | 60 | 80 | 40 |
| 10. | There are no single qualified human resources in my school | 160 | 80 | 40 | 20 |
| 11. | Human resources in the school are professionals and exports in duties assigned to them | 49 | 25.5 | 151 | 75.5 |
| 12. | Human resources in the school are not specialized in the duties assignment to them | 61 | 30.5 | 139 | 69.5 |

Table 2 showed results on are the public primary schools supplied with the qualified human resources in Oyo Metropolis in Oyo State. For items 7,8,9,10,11 and 12 the following scores were obtained, 49 (25.5%) and 151(75.5%); 61(30.5%) and 139(69.3%) respectively. A glance at the above results showed that schools in the area of study lack the right type of qualified human resources, expected of educational organization to have.

Research question three: does poor remuneration affect the quantity of human resource in primary schools in Oyo Metropolis in Oyo State, Nigeria.

Table 3: showing frequency counts and simple percentages on does poor remuneration affect the quantity of human resources in primary schools in Oyo Metropolis in Oyo State, Nigeria.

| S/N | ITEMS | YES | % | NO | % |
|-----|--|-----|----|-----|----|
| 13. | Rarity human resources in the school is called by poor salary | 130 | 65 | 70 | 35 |
| 14. | Poor remuneration does not affect the supply of human resources in the school | 60 | 30 | 140 | 70 |
| 15. | If salary improves there will be more human resource to work in school | 120 | 60 | 80 | 40 |
| 16. | Despite a good salary structure schools will still be facing with a challenge of human resources | 110 | 55 | 90 | 45 |
| 17. | The available human resources in the school are not willing to contribute to system due to their poor salaries | 170 | 85 | 30 | 15 |
| 18. | There will be effective job performance by the human resources if they are ere paid | 150 | 75 | 50 | 25 |

Table 3 showed the results on does poor remuneration affects the quantity of human resources in Oyo Metropolis in Oyo State, Nigeria. On items 13, 14,15,16,17 and 18 130(65%) and 70(35%); 60 (30%) and 140(70%); 120(60%) and 80(40); 110(55%) and 90(45%) and 170(85%) and 30(15%) were obtained. A survey of the results above showed that poor remuneration is a cogent factor the affects available of human resource in primary schools in the state of Nigeria. This aligns with the submission of Erinsakin (2016) that one of the major factors that affect personnel readiness to work and availability at to most organizations, schools inclusive is the poor salary. This aligns with Oyekan (2004), opinion that

RESEARCH HYPOTHESIS

H01: there will be no significant relationship between human resource availability and effective schools' management in primary schools in Oyo Metropolis in Oyo State, Nigeria.

Table 4: showing the person product moment correlation between human resources availability and effective schools' management in primary schools in Oyo Metropolis in Oyo State, Nigeria.

| Variables | Mean | Standard Deviation | N | R | P | Remark |
|--------------------------------------|---------|--------------------|-----|-------|------|--------|
| Human resources availability | 13.2140 | 1.3512 | 200 | 0.22* | .000 | Sig. |
| Effective primary schools management | 14.1310 | 1.4214 | 200 | 0.23* | | |

Significant at .0.5 level*

Table 4 showed results on there will be no significant relationship between human resources availability and effective schools' administration in primary schools Oyo metropolis in Oyo State, Nigeria ($r=0.22^*$, $N=200$, $P<0.5$) for human resources availability, while ($r=0.23^*$, $N=200$, $P<0.55$) for effective primary schools' management. Therefore, null hypothesis rejected. Thus, indicated that human resources availability could positively influenced effective schools' management. This aligns with the submission of many scholars like, Oyekan (2002) that if human factors

require schools organization are will managed, the tendency to achieve or meet school targets is certain and could also result to sustenance of schools management.

Conclusions

Based on the findings of the research, conclusion were made that human resource mobilization and availability were not adequately supplied. Also, that there of quality human resource for primary schools implementation and management in Oyo Metropolis in Oyo State, Nigeria. Finally, availability of human resources could effectively affect primary schools, management,

Recommendations

Based on the conclusion, the following recommendation were made:

1. Government and other providers of education should endeavor to employ adequate human resources for primary schools in Oyo Metropolis in Oyo State, Nigeria.
2. Human resources to be employed should be those that are appropriate and relevant to primary school curriculum
3. The salaries of human resources in school should be made very attractive and be paying regularly.
4. Teachers' should be well motivated through conducive work environment, incentives and so on. This will encourage people who have educational qualification to develop interest to teach in primary schools in Oyo Metropolis, Oyo State, Nigeria.

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