

Perceptions of Human Resource Management Effectiveness of Ekiti State Teaching Service Commission, Nigeria

BY

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Abstract

This study investigated how the human resource management functions of Ekiti State Teaching Service Commission, Ekiti State, Nigeria had been administered. Some functions such as recruitment, postings and transfers, promotion, manpower training and development were examined, with the aim of identifying areas of problems that had been plaguing the Commission in the process of administering these functions. The research instruments used for the collection of data for this study were questionnaires, one set for the officials of the Commission and the other for teachers and principals. Data analyses indicated that there is no significant difference among Commission officials, principals/teachers in their perceptions of the general effectiveness of the Commission in carrying out its functions. Based on the findings, it was concluded that close control of the Commission by the government affected effective performance of the Commission in some areas of their functions. Recommendations were made with a view to improve on the efficiency and effective performance of its employees.

Key words: Principal, Teacher, Human Resource, Management, Effectiveness, Commission, Officials.

1. Introduction

Considerable attention has recently been drawn to the need for effective management in both public and private sectors. This growing interest and concern about effective management by itself has been the result of fear or failure and disillusionment about competence in the public service. Consequently, there is increased emphasis on proper understanding of what management is and what can produce effective management. Management is defined as a process by which

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a cooperative group directs actions towards common goals (Massie, 1997). In essence, there are special groups of people whose job is to direct the efforts and activities of other people towards common objective.

The Teaching Service Commission is one of Ekiti State's parastatals under the supervision of Ministry of Education, charged with the management and administration of the Unified Teaching Service (UTS) at the secondary school level in the state. Invariably, personnel management became its foremost responsibility. The personnel functions include:

- (i) Appointment, postings, transfers, promotion, dismissal and enforcing disciplinary control over secondary school teachers and other staff of the Commission.
- (ii) Compilation and maintenance of teachers records including registration of teachers.
- (iii) Salary administration and payment of other allowances to teachers and officials of the Commission.

The Commission established in October, 1996 following the creation of Ekiti State from old Ondo State had undergone several changes, sharing authority with the field officers of the Ministry of Education in a bid to have effective management of human resources especially the teaching personnel.

Discussing what can produce effective management, McGregor (1960) emphasized that high degree of participation by employees is necessary in order to encourage the growth of the subordinates and their ability to accept responsibilities. However, he went further to indicate that suitability of such participation depends on the attitudes and past experience of the subordinates and the manager's skill. Adesina (1990) observed management as the organization and mobilization of all human and material resources in a particular system for the achievement of identified objective. The two key words are 'human' and 'material'. The human resource in the Teaching Service Commission for instance includes all the personnel in that system including principals and the teachers. The material resources within the system could be monetary and non-monetary. It is the responsibility of management that both human and material resources are organized and mobilized so that the objective of the system can be accomplished to the fullest.

The human resources available to management in an organization are only a fraction of resources which must be coordinated. It is through the combined efforts of people that monetary and material resources are utilized for organizational objectives; hence the effectiveness with which the organization functions depends to a large extent on how strongly each member of the organization is committed to the organizational objectives (Ejiogu 2002, Essen 2006, & Oyewole, 2009). This shows that commitment is the watchword of any

leader who has a stake in the management of any organization or institution in order to accomplish the organizational goals.

However, production cannot take place without the staff to set the machines in motion. Ehielmetor (1988) observed that the ability of private educational institution to attract more clients will definitely depend on the caliber of staff employed to teach the subject. This underscore the facts that the quality of production is a function of the quality of staff, hence effective management of human resources is recognized as crucial function of any manager because it involves people who determine the success or failure of the organization. Besides, the managerial function of staffing involves effective recruitment, selection, placement, appraisal and development of people to occupy the roles in the organizational structure.

2. Human Resource Management Function

One of the greatest lessons of the past forty years has been that management of human beings who form a living part of industrial enterprise is at least as important as the proper care of the equipment and materials used in production. The realization of this fact has led to the recognition of special function of management, generally known as "human resource function" or personnel function.

Broadly speaking, human resource management may be said to have evolved from the need for an industrial concern to make its administration more effective by centralizing and coordinating all aspect of personnel management and its function covering all categories of employee in the organization, by giving due consideration to the physical and psychological factors that underline organized human activities (Harding 1969, Carrell & Kuemits 1988).

Albanese (1998) saw personnel management as the task of creating and maintaining environment in which people can accomplish goals efficiently and effectively. This means that society and individuals have certain expectations of the establishment and these are usually articulated in government blue prints and white paper. On the other hand, the staffs also have their own expectations in term of fulfillment of their needs within the establishment. Human resource management programme therefore will be meaningful to the content, if it establishes a healthy personnel organization that is, creating a healthy corporate body in the establishment so that the organizational objectives as well as personal needs are satisfactorily realized. Hence, Carrell & Kuemits (1988) observed that human resource management is a set of programmes, functions and activities designed to maximize both personal and organizational goals.

According to Blunt and Popoola (2004) modern personnel management should involve itself more in the active design and reconstruction of individual

jobs and larger organizational system so as to optimize employee well being and organizational effectiveness. Besides, personnel management is concerned with obtaining, organizing and motivating the human resource required by the enterprise (Armstrong, 1997). This will help the enterprise to meet its legal obligations and its social responsibilities towards its employees with regard to the conditions of work and quality of life provided for them.

Emphasizing the importance of personnel administration in schools, Aderounmu and Ehiametalor (1985) described personnel management as a process of getting qualified personnel to provide instructional services necessary for the achievement of the goal of the school system. This implies that the goal of any school system is to provide the society with manpower needed for development, and to enhance the quality of the conditions of their products.

Looking at it on the basis of its functionality, personnel management is the implementation of human resource function by and within the enterprise (Sikula, 1997). This means it is the act of carrying out personnel functions- human resource planning, staffing and appraisal, training and development, salary and wages administration, benefits and service administration, health and safety policies and labour relations.

On a similar note, French (1990) saw personnel management as recruitment, selection, maintenance, development, utilization, and accommodation of human resources by organization. From the above analysis, human resource is said to be organization of human efforts to achieve organizational goals.

The study of human resource management of Ekiti State Teaching Service Commission attempted to examine how effective the administration of personnel functions of the Commission had been through the perceptions of Commission officials, principals/teachers and what problem envisaged to impeding on the effective management of the functions. Against this background, the findings of the study would be a vital instrument to educational administrators for effective management of human resources in Ekiti State in particular and Nigeria in general.

Specifically, the following research questions were raised to direct the study.

1. What are the perceptive judgements of the Board officials, principals/teachers about the general effectiveness of Ekiti State Teaching Service Commission?
2. What are the perceptive views of the Board officials, principals/teachers about the effectiveness of the Commission in carrying out teachers' recruitment exercise?
3. What are the opinions of the Commission officials, principals/teachers about the effectiveness of the Commission in posting and transfers of teachers?

4. How effective is the Commission in carrying out promotion exercise?
5. What are the perceptions of the Commission officials, principals/teachers about the effectiveness of the Commission in staff training and development?

Based on the research questions, the following hypotheses were generated.

Ho1: There is no significant difference among Commission officials, principals/teachers in their perceptions of the general effectiveness of Commission in carrying out its functions.

Ho2: There is no significant difference among Commission officials, principals/teachers in their perceptions of the effectiveness of the Commission's recruitment exercise.

Ho3: There is no significant difference among Commission officials, principals and teachers in their perceptions of the effectiveness of the Commission in postings and transfers of teachers.

Ho4: There is no significant difference among Commission officials, principals and teachers in their perceptions of the effectiveness of the Commission's promotion exercise.

Ho5: There is no significant difference among Commission officials, principals and teachers in their perceptions of the effectiveness of the Commission in staff training and development.

3. Methodology

The descriptive survey research design was used to carry out this study. The study is primarily an investigation into Teaching Service Commission officials, principals and teachers of Ekiti State Teaching Service Commission, Nigeria. The study may help to bring to the realization of the Commission all the hidden facts that could militate against the effectiveness in performing its various functions. Thus, the study would help to correct some of the pitfalls and inadequacies that plague the Commission, mostly in the areas of recruitment, promotion, posting and transfer, and staff training and development.

The population for this study consisted of all the principals, teachers and officials of Ekiti State Teaching Service Commission, Ado- Ekiti, Nigeria. At the time of this study, there were one hundred and eighty three secondary schools in Ekiti State, Nigeria. For accurate and effective sampling, the researcher obtained comprehensive data of all the public secondary schools in Ekiti State including the number of teachers and officials of Teaching Service Commission. A simple random sampling technique was used to select twenty nine school principals, one hundred and thirty teachers and fifty two officials of Teaching Service Commission who participated in this study.

The investigators utilized two sets of instruments: Teaching Service Commission Functions Questionnaire (TSCFQ) for the officials of the Commission and Principal/Teachers Perception of Commission Function Questionnaire (PTPCFQ) for the principals and teachers of public secondary schools in Ekiti State. The TSCFQ consisted of 38 items completed by the Commission officials while PTPCFQ consisted of 30 items completed by principals/teachers of secondary schools. The response categories to each question were in descending order of weighting: Strongly Agreed (4 points), Agreed (3 points), Disagreed (2 points), and Strongly Disagreed (1 point).

The validity and reliability of the two instruments (TSCFQ and PTPCFQ) were analyzed using split half technique to establish internal consistency of responses. The reliability coefficient gave results of 0.90 and 0.96 respectively.

4. Results

Data obtained through the TSCFQ and PTPCFQ were analyzed, and all the hypotheses were tested at the 0.05 significance level using SPSS. All the hypotheses were tested using One-way Analyses of Variance (ANOVA).

Ho1: There is no significant difference among Commission officials, principals/teachers in their perceptions of the general effectiveness of the Commission in carrying out its functions.

Table 1

One-way ANOVA Summary of General Effectiveness of the Commission

Source	SS	DF	MS	F- value
Between Groups	227.37	2	113.69	12.98
Within Groups	1821.83	208	8.76	
Total	2049.20	210		

P<0.05

Since the calculated f- value of 12.98 is less than the critical value of 19.5 at 0.05 level of significance, the null hypothesis which says that there is no significant difference in the mean score of Commission officials, principals/teachers in their perceptions of the general effectiveness of the Commission is therefore retained.

Ho2: There is no significant difference among Commission officials, principals/teachers in their perceptions of the effectiveness of the Commission recruitment function.

*Table 2****One-way ANOVA Summary of Commission officials, principals/teachers in their perception of recruitment function.***

Source	SS	DF	MS	F-value
Between Groups	165.96	2	82.98	6.47
Within Groups	2668.75	208	12.83	
Total	2834.71	210		

Since f- calculated 6.47 is less than the critical value of 19.5 at 0.05 level of significance, the null hypothesis is accepted. I therefore conclude that there is no significant difference in the mean scores of the Commission officials, principals/teachers in their perceptions of Teaching Service Commission's recruitment function.

Ho3: There is no significant difference among Commission officials, principals and teachers in their perceptions of the effectiveness of the Commission in postings and transfers of teachers.

*Table 3****One-way ANOVA Summary of Effectiveness of the Commission in postings and transfers of teachers.***

Source	SS	DF	MS	F-value
Between Groups	25.27	2	12.68	0.95
Within Groups	2778.32	208	13.35	
Total	2803.59	210		

As shown in the above table, the f-value is 0.95. Since the f-value is less than the critical value of 19.5 at 0.05 significance level, the hypothesis 3 is retained. It indicates that there is no significant difference among Commission officials, principals/teachers in their perceptions of the effectiveness of the Commission in postings and transfers of teachers. From this finding, it was observed that the various groups have the same opinion about the Commission in respect of postings and transfers of teachers.

Ho4: There is no significant difference among Commission officials, principals and teachers in their perceptions of the effectiveness of the Commission promotion exercise.

*Table 4****One-way ANOVA Summary of Effectiveness of the Commission's promotion exercise***

Source	SS	DF	MS	F-value
Between Groups	33.08	2	16.54	3.91
Within Groups	879.75	208	4.23	
Total	912.83			
P< 0.05				

Since the f-value 3.91 is less than the critical value of 19.5 at 0.05 level of significance, the hypothesis is retained. This shows that there is no significant difference among Commission officials, principals/teachers in their perceptions of the effectiveness of the Commission on promotion. It was observed that the respondents have the same view of the promotion exercise carried out by the Commission.

H05: There is no significant difference among Commission officials, principals/teachers in their perceptions of the effectiveness of the Commission in staff training and development.

*Table 5****One-way ANOVA Summary of the Effectiveness of the Commission in staff training and development***

Source	SS	DF	MS	F-value
Between Groups	296.73	2	148.36	* 26.35
Within Groups	1171.35	208	5.63	
Total	1468.08	210		

*P> 0.05

Since the f-value 26.35 is higher than the critical value of 19.5, the hypothesis is rejected. This implies that there is a significant difference among Commission officials, principals/teachers in their perceptions of the effectiveness of the Commission in staff training and development. From this result, it is established that there were differences in opinion among Commission officials, principals/teachers. The Commission officials had the highest mean score which implies that they believe that the teachers are given ample opportunity to develop through sandwich or part-time programme. On the other hand, the principals and the teachers differ in their opinions.

5. Discussion

The findings of this study revealed that there was no significant difference among Commission officials, principals/teachers in their perceptions of the general effectiveness of the Commission. Generally, the effectiveness of any organization is contingent upon human efforts and direction. In essence, committed human beings are required to coordinate the activities of others and develop the available material resources for the achievement of organizational objectives (Aghenta 1988, Pigors & Myers 1994). However, the level of effectiveness of the Commission could be influenced by some situational factors such as government interference and other intervening variables. This is in consonance with Eyike (2001) findings that ability of the leader is affected by situational factors at a given time.

In hypothesis two, the findings indicated that there was no significant difference in their perceptions about the recruitment exercise carried out by the Commission. The recruitment pattern was ineffective. This could be due to poor selection as political influence came into recruitment of staff. The selection in essence has not been subjected to much scientific studies. This is sequel to the self-confidence the executives arrogate to themselves as good judges of people and tend to feel that selection aids are unnecessary. In an organization such as Teaching Service Commission, this complacent view point had resulted to high labour turnover, poor production with high unit costs.

The results of the third hypothesis indicated that there was no significant difference in the perceptive view of the Commission officials, principals and teachers about the effectiveness of the Commission in carrying out postings and transfers of teachers. This could be attributed to stringent relationship between the Commission officials and the principals. In most occasions, The Commission officials do not give urgent attention to principals' request for teachers nor show concern for the subject areas that require urgent posting or transfer of teachers from one location to the other when the need arises; instead teachers are posted on the basis of external influence in some cases. Many teachers are transferred from rural to urban areas without replacement. As a matter of fact, many of our teachers prefer to work in urban school location. This encourages lopsidedness in placement and transfers of teachers in the Commission. This is contrary to Omorogie (2003) findings that effective principals are those who have good relationship with their teachers.

The results of hypothesis four showed that there was no significant difference among Commission officials, Principals and teachers in their perceptions of the effectiveness of the Commission promotion exercise. The reason for this could be attributed to normal procedure and stated guidelines which are now in place for the promotion of teachers in Ekiti State. Many of the teachers are being promoted

as at when due unlike in the past that teachers were stagnated for more than seven years on a grade level before been promoted. It has now been realized that the best inducement for teachers to stay on their job is regular promotion. This of course is an increase motivation for employees to develop their potentials for effective performance. This supports the findings of Oyewole (2005) that motivation is a strategic approach towards increase productivity in human organizations. Hence, promotion should be given to deserving teachers as at when due in order to maintain sound morale among them.

Finally, the result of hypothesis five indicated that there were significant differences in their perceptions about the Commission effectiveness in training and development programme. The Commission officials believe that the teachers are adequately catered for in terms of in-service training through the sandwich programme while the teachers and principals are of the opinion that the training is not adequate. They believe all teachers should be involved in training and re-training exercise through workshops, seminars and conferences duly organized and sponsored by the Commission from time to time. However, the level of teacher preparation is now having a face lift as some of them are now exposed to workshops on how to improve their job performance and maintain high quality in schools. But the government still has a long way to go in this direction as few teachers are sponsored for these workshops. This will give every teacher the opportunity to improve his or her potentials in order to develop the individuals who have the education, skills and experiences that are crucial to the development of the nation's educational system.

6. Conclusion

Based on the analysis and findings of this study, it was observed that situational factors such as changes in government and close control of the Commission by the government affected effective performance of the Commission. If the government wants to maintain a formidable and effective workforce in the Commission, there is need to show tough minded respect for the Commission officials, willingness to train and set a reasonable and clear expectations for them. Besides, they should be granted practical autonomy to step out and contribute maximally to the job.

For the purpose of internal recruitment or selection, performance appraisal should be adopted because it is a device which provides management with the rational basis for determining who should be promoted or transferred to occupy certain position. The postings and transfers of teachers also experience pitfalls. To offset this shortcoming, there must be a standing policy which allows teachers to serve for a reasonable period of years before being transferred to another school. Besides, there must be an established procedure for processing transfer- requests.

The system of mass promotion of teachers must be adjusted and regularized. There is need to base promotion on competence, qualification and productivity of teachers. The recommendations of teachers' head of departments and school principals should constitute a strong weight in determining the promotion of any teacher by the Commission. More also, unnecessary delay of promotion of teachers on purely ulterior motives should be discouraged.

Finally, there should regular training and re-training of all teachers through various capacity building programmes and the need to promote good relationship between the Commission officials and principals vis-à-vis teaching and non teaching staff. The Commission should be receptive to new ideas and suggestions from principals and optimize initiation with consideration in treating their staff in order to establish good human relationship and effective workforce.

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