

Teacher Resource Planning and Selection as Correlates of Teacher Effectiveness in Public Secondary Schools in Sokoto State

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Abstract

The study examined the impact of human resource planning and selection on teacher effectiveness in Public Senior Secondary Schools in Sokoto State. The study was guided by two objectives, research questions and hypotheses. The study adopted the descriptive survey design. The population was 3,905 involving 2,831 teachers and 264 Principals. The sample size was 340 principals and teachers. The study employed a self-developed questionnaires as the instruments for data collection. Both the validity and reliability indices of the instruments were established at 0.8, 0.8 and 0.7, 0.9 respectively. The data gathered were analysed using mean and standard deviation for answering the research questions while the null hypotheses were tested using t-test statistics at 0.05 level of significance. Based on the analyses, the findings of the study revealed that teacher human resource planning and selection are essential factors that contribute to teacher effectiveness in schools. It is thus concluded that any school that needs to improve the effectiveness of its teachers must strive towards planning and selecting the kind of teachers to be engaged or employed for the teaching services. The study recommends that government at all level should positively intensify effort in making effective teacher human resource planning and selection for schools in order to improve the extent of their effectiveness so as to meet up with current managerial challenges of public secondary schools.

Keywords: Human-Resource, planning, selection, teacher, effectiveness

Introduction

The success of any school depends on the availability and efficient management of both human and material resources. That is why Carnevale and Hatak, (2020) argued that with the rapid development in the educational sector and the projected increase in sizes and demand for education, there is need to effectively channel principals' attention towards the function and usefulness of human resources in a given school, otherwise, the goal of the school which is aimed at instituting teaching and learning will be jeopardized. Thus, within the school context, teachers' effectiveness is very necessary in determining the extent to which learners learn and it is their duty to ensure they raise good students in character.

Teacher effectiveness, therefore, refers to the statutory curricula function that is performed by the teachers to enable learners to achieve the set educational goals in the schools (Chancellor *et al.*, 2018). According to them, this ultimately depends on the commitment of the principals and teachers to make judicious and adequate use of both human and materials resources, to harness them together and bring job effectiveness in conformity with the standards expected, and thus, teacher effectiveness is crucial. An effective teacher does not create an image of the students but aids the students in developing their own image by comprehending their issues, making any subject engaging, managing the class, and treating them fairly (Habib, 2017). He further stressed that successful teachers' activities in the classroom, are crucial to students' successful and efficient learning. Therefore, enhancing teacher effectiveness is essential for raising students' accomplishment and learning. This calls for their proper planning and selection in schools.

Human resource planning is the most important function that must be carried out in an organization to ensure the availability of the right workforce for the right roles, tasks and jobs at the right time, all for those goals and objectives that have been set (Carnevale & Hatak, 2020). Human resource planning therefore, involves a set of activities that anticipate and respond to future job and environmental requirements of the organization (Sing *et al.*, 2020). Human resources planning is the process, analysis and identification carried out by the organization regarding the needs for human resources as a result of which the organization can choose the necessary steps to achieve its goals. Apart from that, the crucial thing is to carry out human resource planning is that the organization will have a clear image of the future, and be able to anticipate deficiencies in the quality of work energy that is needed (Chancellor *et al.*, 2018).

Human resource selection on the other hand, is a process of evaluating and interviewing candidates for a particular job and selecting the right person for the right position. Selection is a process of hiring suitable people for job who can successfully perform the job (Prabhu & Abdallah, 2020). When there is vacant position in an organization Human resource Management take a responsibility for finding and selecting the right person for this vacant position. Right man for right job is the main goal of selection (Anwar & Shukur, 2015). Selecting process includes a progression of steps to be taken after for picking the suitable employee for the empty position. This procedure begins after recruitment and partitions the competitors in

two sections the individuals who will be offered work and those won't be. There is a need of all around composed determination process in light of the fact that at exactly that point right kind of applicant can be chosen and unsatisfactory candidates are rejected (Sultan *et al.*, 2020). The selection process changes from association to association and even from department to another department inside of the same association. Like in a few associations therapeutic examination is done after definite choice while in other it might be done before conclusive choice (Abdullah & Othman, 2015).

Teacher resource planning plays an important role in human resource management because it translates the objectives of the school into a number of workers needed by determining the human resource required by the school to achieve its strategic goals (Samwel, 2018). Activities can be controlled, organized and managed through teacher resource planning. Teacher Resource Planning (TRP) is the process of anticipating or projecting the present and future teacher needs of a school to ensure that the right personnel are in the right place at the right time. Ashish (2017) perceived teacher resource planning as the act of designing job, assessing the demand and supply structure, finding the gap through either internal or external recruitment, such that the desired teachers can be clustered to satisfy the objectives of the school. Similarly, Anyadike (2013) expressed that teacher resource planning is a school management activity that involves a careful analysis of existing teachers, job requirements and developing teachers who will run the structures of the school now and in the future in order to ensure the achievement of objectives.

It is therefore, one of the responsibilities of the principals to evaluate and plan for present and future manpower requirements of their schools to estimate the demand for staff and source of supply to satisfy the demand. The sources of supply could be through request from Government or Parent- Teacher Association (Habib, 2017). It is essential to conduct teacher resource planning since hiring the wrong teachers or failure to anticipate fluctuations in hiring needs could be costly in the long run (Maina & Kwasira, 2015). Aslam *et al.* (2013), noted that the main purpose of teacher resource planning is to make ensure that a school have the right number of teachers as required i.e., there is neither a surplus of teachers nor a shortage and also make sure that the personnel have best level of interaction with their jobs.

Teacher selection deals with the process of evaluating and interviewing candidates for a particular job of teaching and selecting the right ones for the right positions (Abdullah & AbdulRahman, 2015). Once schools have decided on the appropriate means through which they will recruit potential teachers for the job, their next task is to identify the most appropriate and effective method to use in order to select the right persons when there is vacant position in the schools (Anwar & Abdullah, 2021). Human resource Management unit of the school should take a responsibility for finding and selecting the right teachers for the vacant positions (Anwar & Shukur, 2015).

Teacher selection processes are most reflected in the classroom through student outcomes. How students perform determines whether a hire has been successful. A poor selection can deprive students from receiving an adequate education. When undertaking the process, most administrators make screening and selection decisions based on resume applications, letters of recommendation, credentials, and interviews (Engel & Finch, 2015). Screening involves eliminating applicants who do not meet the requirements set by the employer and compiling a list of applicants who will be interviewed (Cranston, 2017). Mason and Schroeder (2016) lamented that some school principals lack a value system based on specific criteria to screen potential hires. Selection process consists of applicants submitting their résumés online or presenting to recruiters at job fairs (Jacobson, 2014).

It seemed that there are research inadequacies in the area of examining the correlation between teacher resource planning, selection and teacher effectiveness in senior public secondary schools in Sokoto State Nigeria as all other studies reviewed were out of the context and the extent of that relationship has not been empirically examined. This necessitated the need for this research so as to fill both research and literature gaps.

Statement of the problem

It is a well-known fact that all schools depend on a skilled and qualified teaching workforce to achieve educational outcomes, and that their success depends on their capacity to recruit and keep qualified teachers. More specifically, the majority of teachers decide to enter the profession because they think that teaching is a worthwhile profession that can make a significant contribution to society. Despite these factors, it is still true that a sizable portion of newly hired teachers quit their jobs, typically within the first five years. Additionally, while the benefits of having great teachers are obvious, it

is less clear what draws and maintains highly effective instructors in the classroom as well as what makes them leave education and their career.

Making teachers effective, however, is still a difficult task. Numerous difficulties have plagued the secondary school education system in Sokoto state. The difficulties include inadequate money, inadequate infrastructure, political affiliation in selecting, orientation, promotion, teacher development, teacher compensation, and a shortage of instructors, particularly in the state's rural areas. One of the most difficult issues facing the education system in Sokoto State has been recognized as the teacher shortage, which is mostly attributed to poor rates of teacher training and low levels of welfares, recruitment, promotions, and political affiliation in hiring of teachers. The stakeholders have recently expressed serious concerns about teacher effectiveness. When compared to their counterparts in other professions, teachers don't seem to be as trained or driven. Many people are working because of unemployment or admissions issues, and as a result, they have non-chalet attitudes towards the teaching and learning processes. Additionally, the teaching profession has become a dumping ground for graduates from all disciplines due to the high graduation rate from our higher educational institutions despite the limited career options. Many teachers in the foundational primary and secondary schools lack the most basic teaching credentials. Poor motivation and training led to the quick. In light of these, the study examined the relationship between human resources management and teacher effectiveness in Sokoto State, Nigeria, looking at factors like human resource planning, recruitment, selection,

Research Objectives

This research seeks to find out the relationship between:

1. Teacher resource planning and teacher effectiveness in public senior secondary schools in Sokoto state.
2. Teacher selection and teacher effectiveness in public senior secondary schools in Sokoto state.

Research Questions

The study seeks to answer the following research questions.

1. To what extent does teacher resource planning correlate with teacher effectiveness in public senior secondary schools in Sokoto state?
2. To what extent does teacher selection correlate with teacher effectiveness in public senior secondary schools in Sokoto state?

Research Hypotheses

Based on research questions and objectives, the study formulated the following null hypotheses that will be tested at 0.05 level of significance.

H₀₁: There is no significant relationship between teacher resource planning and teacher effectiveness in public senior secondary schools in Sokoto state.

H₀₂: There is no significant relationship between teacher selection and teacher effectiveness in public senior secondary schools in Sokoto state.

Methodology

The study adopted a descriptive survey research design of correlational type. The population of the study was 3,905 consisting of 264 principals and 2831 teachers in all the public senior secondary schools in Sokoto State. The sample size of the study was 340 respondents consisting of 29 principals and 311 Teachers. The researcher employed stratified random sampling techniques. Two researcher-designed questionnaires titled 'Teacher Resource Planning and Selection Questionnaire' (TRPSQ) and 'Teacher Effectiveness Questionnaire' (TEQ) were used to collect data for the study. Content and face validity of the instruments were carried out and with the use of Cronbach's Alpha, their reliability coefficients of 0.83 and 0.79 were respectively established. Mean and Standard Deviation were used to answer the research questions while Pearson Product-Moment Correlation Statistics was used to test the formulated hypotheses at 0.05 level of significance.

Results

Research Questions One: To what extent does teacher human resource planning correlate with teacher's effectiveness in public senior secondary schools in Sokoto state?

This research question is answered by the data presented in table 1 thus:

Table 1: Extent of correlation between Teachers Human Resource Planning and their Effectiveness

S/n	Variables	Freq.	Rate	\bar{x}	SD	Extent
1	Teachers Resource Planning	285	83.88%	3.3559	.35340	VHE
2	Teachers Effectiveness	271	79.85%	3.1940	.23834	HE

Source- Field Survey (2024)

The presented data in table 1. shows the extent of relationship between teachers’ human resource planning and their effectiveness. The result revealed that teacher resource planning was rated 83.88% with frequency of 285, mean scored of 3.3559 and Standard Deviation of .35340, indicating that there was a very high extent of teachers’ human resource planning in public secondary schools in Sokoto state, Nigeria. Teachers Effectiveness was rated 79.85% with frequency of 271, mean scored of 3.1940 and Standard Deviation of .23834, indicating high extent of teachers’ effectiveness in secondary schools in Sokoto state, Nigeria. Thus, the extent of teacher resource planning was rated higher than their effectiveness in secondary schools in Sokoto state, Nigeria [Teacher resource planning mean scored (3.3559) > teachers effectiveness mean scored (3.1940)]. Therefore, Teacher resource planning correlates high with their effectiveness in public secondary schools in Sokoto state, Nigeria.

Research Questions Two: To what extent does teacher selection correlate with teacher’s effectiveness in public senior secondary schools in Sokoto state?

This research question is answered by the data presented in table 4.3 thus:

Table 2: Extent of correlation between Teacher selection and teacher Effectiveness

s/n	Variables	Freq.	Rate	\bar{x}	SD	Extent
1	Teachers’ selection	278	81.98%	3.2794	.45795	VHE
2	Teachers Effectiveness	271	79.85%	3.1940	.23834	HE

Source- Field Survey (2024)

The presented data in table 2 shows the extent of teachers’ selection and their effectiveness. The result revealed that teachers’ selection was rated 81.98% with frequency of 278, mean scored of 3.2794 and Standard Deviation of .45795, indicating that there was a very high

extent of teachers' selection in public secondary schools in Sokoto state, Nigeria. Teachers Effectiveness was rated 79.85% with frequency of 271, mean scored of 3.1940 and Standard Deviation of .23834, indicating high extent of teachers' effectiveness in secondary schools in Sokoto state, Nigeria. Thus, the extent of teachers' selection was rated higher than their effectiveness in secondary schools in Sokoto state, Nigeria [teachers' selection mean scored (3.2794) > teachers effectiveness mean scored (3.1940)]. Therefore, teachers' selection correlates high with their effectiveness in public secondary schools in Sokoto state, Nigeria.

Null Hypothesis One: There is no significant relationship between teacher human resource planning and teacher effectiveness in public senior secondary schools in Sokoto state.

Table 3: Relationship between teacher human resource planning and teacher effectiveness

s/n	Variables	N	\bar{x}	SD	DF	Crit.-r value	P-value	Decision
1	Teacher resource planning	340	3.3559	.35340				Ho1
2	Teacher effectiveness	340	3.1940	.23834	12	.678	.000	Rejected

Alpha level = 0.05

Table 3 reveals the number of participants (n) = 340, and a Crit.-r value = .678 and P-value of .000. Testing the hypothesis at alpha level = 0.05. The P-value is greater than alpha value, .000 < 0.05. Hence the null hypothesis which states that there is no significant relationship between teacher resource planning and teacher effectiveness in public senior secondary schools in Sokoto state is rejected. Therefore, there is significant relationship between teacher resource planning and teacher effectiveness in Sokoto state. This means that the teacher human resource planning is cordially related to their effectiveness in public senior secondary schools in Sokoto state. By implication, it means that teacher resource planning leads to their effectiveness in public senior secondary schools in Sokoto state, Nigeria.

Null Hypothesis Two: There is no significant relationship between teacher selection and teacher effectiveness in public senior secondary schools in Sokoto state.

Table 4: Relationship between teacher selection and teacher effectiveness

S/n	Variables	N	\bar{x}	SD	DF	Crit.-r value	P-value	Decision
1	teacher selection	340	3.2794	.45795				
2	teacher effectiveness	340	3.1940	.23834	12	.397	.000	Ho1 Rejected

Alpha level = 0.05

Table 4 reveals the number of participants (n) = 340, and a Crit.-r value = .397 and P-value of .000. Testing the hypothesis at alpha level = 0.05. The P-value is greater than alpha value, $.000 < 0.05$. Hence the null hypothesis which states that there is no significant relationship between teacher selection and teacher effectiveness in public senior secondary schools in Sokoto state is rejected. Therefore, there is significant relationship between teacher selection and teacher effectiveness in public senior secondary schools in Sokoto state. This means that the teacher selection is cordially related to their effectiveness in public senior secondary schools in Sokoto state. By implication, it means that teacher selection leads to their effectiveness in public senior secondary schools in Sokoto state, Nigeria.

Discussion

The study aimed to determine the relationship among teacher resource planning and selection in Secondary Schools in Sokoto State, Nigeria. The findings of the both the research question and hypothesis indicates that there is significant relationship between teacher resource planning and teacher effectiveness in public senior secondary schools in Sokoto state, Nigeria. This finding is similar to the study of Sampson, Alfred and Konnie (2019) who investigated the welfare management practices that affect teachers' job performance evidence from Ghana. The result of the analysis indicated that effective working condition such as flexible working hours, safety environment, proper ventilation, proper lighting and availability of natural light, manageable class size, support from head teacher, and availability of teaching learning environment led to improve teacher performance. Also, the findings were supported by Samwel, (2018). Ashish (2017) Anyadike (2013) Mbiu and Nzulwa (2018) Ekwoaba and Ideh (2015) and it was not in line with the study by Aslam, Aslam, Ali, Habib & Jabeen (2013), noted that the main purpose of human resource planning is to make ensure that organization have right number of workforces as required i.e., there is neither a surplus of manpower nor a shortage and also make sure that personnel have best level of interaction with their jobs.

The second research question and hypothesis showed that there is significant relationship between teacher selection and teacher effectiveness and thus, teacher selection leads to the effectiveness of teachers in public senior secondary schools in Sokoto state, Nigeria. This finding is in line with the study conducted by Chukwu and Ezepue (2018) who investigated the impact of promotion as a personnel policy implementation for teacher retention and efficiency among secondary school teachers in South-Eastern Nigeria. Their study revealed that, personnel policy implementation of selection and promotion enhanced teacher performance on the Job and has positive impact on teacher retention among secondary merit and due process in the promotion of teachers. Abdullah and Abdul Rahman, (2015) as well as Anwar and Abdullah, (2021) agreed that teacher's effectiveness must take a responsibility for finding and selecting the right person for this vacant position. The finding was opined by Mason and Schroeder (2016) who explained that principals' selection of teachers in public schools does not promote teachers' effectiveness.

Conclusion

Based on the findings of the study it was established that there is statistically significant relationship between teacher human resource planning and selection with teachers' effectiveness. It was concluded that teachers' human resource planning, selection are fundamental factors that contribute to teacher effectiveness in Secondary Schools in Sokoto State, Nigeria.

Recommendations

Based on the findings and conclusion of the study it is hereby recommended that:

- I. The Sokoto State government should intensify effort in ensuring effective teacher resource planning and selection so as to improve the extent of the effectiveness of the schools to meet up with current realities of life.
- II. Professional training and development programmes such as seminars, workshops, and conferences should be regularly organized for teachers by the government, non-governmental organizations and quality assurance departments, so that the performance and effectiveness of teachers could be wholly improved for the benefit of the schools.

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