

EXTENT OF UTILIZATION OF TEACHERS AS HUMAN RESOURCE IN SECONDARY SCHOOL ADMINISTRATION IN ENUGU STATE, NIGERIA

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Abstract

The study centered on the extent of utilization of teachers as human resource in secondary school administration in Enugu state. Two research questions guided the study while two null hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population of this study comprise of all the teachers in the 314 public secondary schools in Enugu State. Available data show that there are 2282 male and 6601 female secondary school teachers in Enugu state. The sample size of this study² was 889 made up of 229 male teachers and 660 female teachers. Questionnaire was designed to elicit appropriate information from the respondents. The reliability coefficient of the instrument was calculated using Cronbach Alpha method. Alpha value was found to be 0.93 indicating high reliability of the instrument. Mean score and standard deviation were used to answer the research questions, and t-test statistic was used to test the hypotheses at 0.05 level of significance. Some of the findings of the study indicated that there is great extent to which teachers are utilized in instructional planning. The findings also showed that there is great extent to which teachers are utilized in students' personnel administration in secondary schools in Enugu state. Based on this, it was recommended among others that curricular planners should always involve teachers in planning and also integrate them to any curricular innovation.

Key words: Utilization, Human Resource, School Administration

Introduction

Organizations world over, be they industry or education depend on the use of resources available to them for their operations. Infact, management involves the arrangement and utilization of human and material resources for the achievement of the objectives of any organization. Resource, be it human or material, involves the combination of those things that make up the resource in the right proportion to achieve the pre-determined output

which is the goals of the organization. In other words, no organization can thrive above its available resource. This is to say that the extent of management in an organization is determined by the available resources it has. A large organization implies that the organization has a lot of resource (material and human) at its disposal. Resources of any organization go a long way to determine the progress of the organization, that is, whether the organization will continue to exist or not. Derel and Heather (2017) defined resource thus “a material or an abstract quality that a person or an organization uses to perform some work, for example tools, stock, time and employees.” This definition implies that resource could be in form of material, money, time and human which could be utilized for performance of any activity. Human resource is an indispensable factor in any organization. The human resource is the bedrock upon which other resource rest. The quantity and quality of human resource of an organization determines the quantity and quality of service or goods the organization will give. It is the human resource that plan and implement the activities and policies of the organization. Human resource plan, source, and manipulate other resources of the organization. Nwangwu (2015) remarked that; human resource constitutes the ultimate basis for the wealth of nations. Human resource is the active agents who accumulate capital, exploit natural resource, build social, economic and political organizations and carry forward national development.

Human resource is the human agent in any organization. It is through the human agent in the organization that other non-human resources are harnessed for the realization of the organizational goals and objectives. This means that other resources of the organization remain dormant until the human agent acts upon them. Kelly (2011) stated that human resource within an organization refer to human beings that are in charge of the day-to-day activities of the organization. Such activities include operating the office machines, computers, training and other personnel issues in order to achieve the organizational objectives. It is the responsibility of the human resource to conduct these activities in an effective, legal, fair and consistent manner. The implication is that human resource controls the activities and any other resource within the organization. The emphasis is that human resources are the creative and social beings in predictive activities. The human resource in schools by implication of the above definition means principals and teachers who are in charge of the day to day activities of the school. Apart from the principals and teachers, human resource also involves non-tutorial staff and students who are involved in manipulating the office machines, computers, training and other personnel issues in order to achieve the organizational objectives.

From the above, it could be seen that human resource determines the fate of other resources in an organization. In other words, it is human resource that determines the availability and the extent of utilization of other non-human resources of the organization. Human resource is vital to all human parastatals. Therefore, the ability of an organization to achieve its goals depends to a large extent on the extent of motivation of its human resource. Nwankwo (2020) stated that, ‘all the activities of any enterprise, education industry inclusive are initiated and determined by the human resources, who make up that institution’. Plants, offices, computers and all that a modern firm uses are unproductive except for human effects and directions. This implies that it is through the combined and

concerted efforts of human resource that monetary or material resources are harnessed to achieve the organizational goals. According to Ezeani and Nwankwo (2012) human resource is defined as “men and women, young and old who engage in the production of goods and services and who are the greatest assets of an organization”. They further stated that, people are the human resource for the supply of physical labour, technical and professional skills which are germane for effective and efficient planning and implementation of development policies, programmes, projects and daily activities. In other words, the human resource is the people at the centre of all activities of an organization.

However, in this study, human resource refers to the teachers who are the bedrock upon which other school resources rest. The quantity and quality of teachers in any school determine the quantity and quality of services the school will give. It is the teachers who implement the activities and policies of the school. Teachers utilized other resources of the school. They constitute the ultimate basis for the activities of the school. School buildings and other equipment of the school are passive resources of the school. Teachers are the active agents that exploit other resources, and carry out school programmes. Teachers are vital to any educational institutions. Therefore, the ability of any educational institution to achieve its goals depends, to a large extent, on the institution and motivation of its teachers. This is buttressed by Nwankwo (2020) when he observed that all the activities of any enterprise, educational industry inclusive, are initiated and determined by the human resource who make up that institution. In other words, all the activities of the school are initiated and determined by the teachers who make up that institution. It is through the combined and concerted efforts of the teachers that monetary or material resources of the school are harnessed to achieve the educational goals.

Similarly, Yusuf (2013) noted that the level of productivity in an industry or enterprise depends on the quality and efficient administration of the employed labour. Thus, no industry can function effectively without human resource. This is to say that the level of productivity in the education industry depends on the quality and efficient administration of the employed teachers. Thus, no educational industry can function effectively without the teachers.

The extent to which educational institutions succeed in the delivery of their services with an efficient use of scarce human and material resources will depend, to a large extent, upon the quality of human resource engaged in the education process and the effectiveness with which the individuals discharge their responsibilities. It is against this background that Peretomode (2011) defined utilization of human resource as “effective and efficient use of human input in the system”. This implies that the knowledge, skills, interests, and whatever potentials the teacher may have should be channeled to the attainment of the school objectives.

In the view of Nwankwo (2020), utilization of human resource was defined as, “decisions and actions taken to effectively harness human resource of an organization to achieve its goals and objectives”. In other words, utilization of human resource in an organization is a desperate decision and actions to see that human resource of the organization are effectively tapped to achieve the organizational goals. Utilization of

human resource in secondary school setting involves all the decisions and actions taken to make sure that teachers are up and doing in the discharge of their responsibilities, as the school may deem necessary. Such responsibilities may include; involving teachers in instructional planning, decision making, students' personnel administration and school business administration.

Utilization of teachers in secondary school administration is very important in order to achieve the broad and specific goals of secondary education as outlined in National Policy in education (2013). According to this policy, the broad goals of secondary education shall be to prepare the individual for:

- a. Useful living within the society; and
- b. Higher education

In specific term, secondary education shall:-

- (a) Provided all primary leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;
- (b) Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- (c) Provide trained manpower in the applied science, technology and commerce at sub-professional grades;
- (d) Develop and promote Nigerian language, art and culture in the context of world's cultural heritage;
- (e) Inspire students with a desire for self improvement and achievement of excellence;
- (f) Foster National Unity with an emphasis on the common ties that unites us in our diversity;
- (g) Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens;
- (h) Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

The above broad and specific goals of secondary education cannot be fully carried out if teachers are not properly utilized. To ensure uniformity, government formulated some policies and guidelines to be used and followed by the principals to ensure that teachers are involved in school administration. School administration is a specialized activity which requires the smooth running of the whole educational enterprise composed of human and material resources in an organized manner to constructive and fruitful direction. Erwee (2013) described it as the process that involves comprehensive effort to achieve some specific educational objectives and it deals with policies and practice. The principal is at the head of the school. He uses teachers to achieve the school objectives. It is the extent to which he uses teachers who constitute the human resource that will determine the extent of success in education delivery. Nwangwu (2015) defined school administration as the process of mobilizing the human and material resources within a school for effective teaching and learning so that the goals of establishing the school may be efficiently

realized. School administration involves prudent management of scarce and available resources as well as high degree of accountability on all organizational members. The handbook on School Administration (2005:32) observed that:

Teachers should be involved in the running of the school, it is important that teachers know what is happening in the school, teachers should be able to identify with the policy and programmes of the school. When policies and plans are made, teachers should be involved because they are the people that implement those policies and plans.

Thus, this study was motivated by one of the above statements which stated that: when policies and plan are made, teachers should be involved because they are the people that implement those policies and plans. This implies that teachers should be involved in major school administration such as instructional planning, students' personnel administration, school business administration and decision-making which this study is interested. Instructional planning, which some authors refer to an curriculum planning can be seen as outlined learning activities for a particular group of students within specified period of time (Nwankwo, 2020). Oboegbulem (2011) viewed curriculum as a vehicle through which the school strives towards the achievement of educational ends; be they those of the nation, state, local governments or even the community. Oboegbulem went further to note that Curriculum planning is a plan for the education of learners.

The essence of teaching and learning is founded on proper curriculum planning and development. An adequate and carefully planned curriculum is very important in every educative process. This should focus on the needs of learners and on that of the society. Every relevant curriculum must properly articulate and take into account of problems, aspirations and challenges of both the learner and society. Educational planners should encapsulate all these factors and carefully tailor them into the programme of the school. This is necessary because the school exists to serve the society that sets it up for the education of her young ones. This can be properly achieved through dynamic leadership of the school administrator who is also referred to as the principal.

Students personnel administration as defined by Oboegbulem (2011) involves all the activities and services, apart from the normal classroom instruction rendered to the students by the principal, headmaster, staff (tutorial and non-tutorial), the students themselves and even the community that are geared towards making an individual in the school an all-round educated, law abiding citizen of the community. This involves service rendered to the learner that compliments regular classroom instruction. Such services include taking pupils inventory, organizing and placing the students in classes, provision of guidance and counseling services to help students career choice and maladjustment problems. The school administration should inculcate in the students the need for co-curricular activities. Students should be encouraged to participate in recreational and sporting activities. For socialization processes, students should be encouraged to join school clubs like Boys Scout, Girls Guide, Debating Society, jets club among others.

However, it is the intention of this study to examine the extent to which Teachers as human resource are utilized in the administration of secondary schools in Enugu State. The gap that this study intends to fill is to identify the extent to which teachers as human resource is efficiently utilized in education delivery with the aim of strengthening the areas of deficiency for effective utilization of human resource. This will enhance efficiency in school system.

Purpose of the Study

The purpose of this study is to examine the extent of utilization of teachers as human resource in secondary school administration in Enugu state. Specifically, the study sought to determine:

1. the extent to which teachers are utilized in instructional planning in the administration of secondary schools in Enugu State.
2. the extent to which teachers are utilized in the students personnel administration in secondary schools in Enugu State.

Research Questions

The following research questions will guide the study:

1. To what extent are teachers utilized in instructional planning in secondary school administration in Enugu State?
2. To what extent are teachers utilized in students' personnel administration in secondary schools administration in Enugu state?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance

1. There is no significant difference between the mean rating scores of male and female teachers on the extent to which teachers are utilized in instructional planning in secondary school administration in Enugu State.
3. There is no significant difference between the mean rating scores of male and female teachers on the extent to which teachers are utilized in students' personnel administration in secondary schools in Enugu state.

Methods

The research design of this study was descriptive survey design. The study was carried out in Enugu State, Nigeria. The study covers the six educational zones in the state. The population of this study comprised of all the teachers in the 314 public secondary schools in Enugu State. Available data showed that there are 2282 male and 6601 female secondary school teachers in Enugu state. This gives a total population of 8883 secondary school teachers from the six educational zones in the state. To obtain the sample for the study, a proportionate stratified random sampling technique was used to sample 10% of male and female teachers from each zone of the six education zones in Enugu State. The sample size of this study was 889 made up of 229 male teachers and 660 female teachers. While the instrument for data collection was a structured questionnaire titled "Utilization of Teachers

as Human Resource (UTHR). The instrument was developed by the researcher and it has two sections, A and B. Section A deals with the bio-data of the respondents while section B deals with information on utilization of human resource, a four point scale was used to assign values to the items to be rated by the respondents as follows: Very Great Extent (VGE) 4 points, Great Extent (GE) 3 Points, Low Extent (LE) 2 Points and Very Low Extent (VLE) 1 point. The instrument was faced validated while the reliability co-efficient of the instrument was calculated using Cronbach Alpha method. Alpha value was found to be 0.93, indicating high reliability of the entire instrument. Mean score and standard deviation were used to answer the research questions, and t-test statistic was used to test the hypotheses at 0.05 level of significance. In rating the computed mean scores, items whose mean range from 2.50 and above were regarded as being great extent while items that fall below 2.50 were regarded as low extent. The criterion mean of 2.5 were got by summing up the weighted options ($4+3+2+1 = 10$) and dividing it by total number of response options (4) as follows; $10/4 = 2.50$ The t-test statistics was used to test the null hypotheses at 0.05 level of significance. The decision rule for the hypotheses is that, the null hypotheses was accepted when the t-calculated value is less than the critical table value, but rejected when the t-calculated value is greater than the critical table value.

Results

The results are presented in tables according to research questions.

Research Question One

To what extent are teachers utilized in instructional planning in secondary school administration in Enugu state?

Table 1:- Mean rating score of male and female teachers on the extent to which teachers are utilized in instructional planning in secondary school administration in Enugu state.

S/N	Extent of teachers involvement in:	Male Teachers			Female Teachers		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
1.	Planning the scheme of work from the curriculum for your class	2.56	0.98	G.E	2.62	0.97	GE
2.	Selecting instructional text books that address curriculum content	2.87	0.92	GE	2.93	0.87	GE
3.	Planning school timetable that accommodates every aspect of the curriculum.	2.49	1.05	LE	2.43	1.03	LE
4.	Planning instructional materials for teaching to address curriculum content	2.99	0.87	GE	3.02	0.69	GE
5.	Teaching the students to accommodate every aspect of the curriculum	3.05	0.66	GE	2.83	0.86	GE
6.	Supervising student's class activities which address curriculum content	2.67	0.90	GE	2.77	0.94	GE

7.	Evaluating learning outcomes which form part of curriculum.	3.21	0.65	GE	3.14	0.65	GE
8.	Teachers participating fully in the planning of instruction.	3.08	0.66	GE	2.73	0.94	GE
Cluster Mean		2.87	0.84	GE	2.81	0.96	GE

G.E =GREAT EXTENT, L.E =LOW EXTENT

The data on table 1 above show that while the mean for male teachers range from 2.49 to 3.08, that of female teachers range from 2.43 to 3.14. In exception of item 3 with a mean of 2.49 for male teachers and 2.43 for female teaches, other items have a mean above the acceptable benchmark of 2.50. In other words, they share the view that teachers are utilized in instructional planning in secondary school administration in Enugu state. The cluster mean are 2.87, for male teachers and 2.81, for female teachers in a four point rating scale with corresponding standard deviation of 0.84 and 0.96 for male and female teachers respectively.

Research Question Two

To what extent are teachers utilized in student's personnel administration in secondary schools administration in Enugu state?

Table 2:- Mean rating score of male and female teachers on the extent to which teachers are utilized in students' personnel administration in secondary schools in Enugu state.

S/N	Extent of teachers involvement in:	Male Teachers			Female Teachers		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
9.	Admission of students.	2.65	0.99	G.E	2.70	0.97	GE
10.	Registration of students.	2.53	1.02	GE	2.51	1.02	GE
11.	Selection of students' functionaries.	3.07	0.65	GE	2.98	0.85	GE
12.	Providing guidance counseling services for the students.	3.12	0.64	GE	3.17	0.63	GE
13.	Enforcing the school rules and regulations.	3.10	0.65	GE	3.02	0.69	GE
14.	Planning mid day meals for students.	2.64	0.89	GE	2.79	0.86	GE
15.	Selecting uniform for students.	2.83	0.86	GE	2.79	0.86	GE
16.	Placing students in new classes.	2.94	0.80	GE	2.85	0.82	GE
17.	Helping students select subjects for NECO/WASSCE.	2.66	0.99	GE	2.91	0.77	GE
18.	Supervision of student's meal.	3.15	0.64	GE	3.22	0.63	GE
19.	Supervision of boarding houses.	2.35	1.12	LE	2.48	1.14	LE
20.	Buying of students food stuffs.	3.00	0.67	GE	2.93	0.85	GE
21.	Disciplining of students.	2.48	1.10	LE	2.44	1.07	LE
22.	Monitoring of students extra curricular activities	3.13	0.64	GE	3.04	0.65	GE
23.	Selecting house masters/matrons.	2.57	0.98	GE	2.65	0.99	GE
Cluster Means		2.81	0.84	GE	2.83	0.85	GE

G.E =GREAT EXTENT, L.E =LOW EXTENT

The data on Table 2 above show that while the means for male teachers range from 2.35 to 3.15, that of female teachers range from 2.44 to 3.22. In exception of item 19 and 21 with a mean of 2.35, 2.48 for male teachers and 2.48, 2.44 for female teachers, other items have a mean above the acceptable benchmark of 2.50. In other words they share the view that teachers are utilized in students' personnel administration in secondary school administration in Enugu state. The cluster means are 2.81 for male teachers and 2.83 for female teachers in a four point rating scale with corresponding standard deviation of 0.84 and 0.85 for male and female teachers respectively.

Hypotheses**Hypothesis One**

There is no significant difference between the mean rating scores of male and female teachers on the extent to which teachers are utilized in instructional planning in secondary school administration in Enugu state.

Table 3: t-test of male and female teachers on the extent to which teachers are utilized in instructional planning in secondary school administration in Enugu state.

Group	N	\bar{X}	SD	DF	t-cal	t-critical	Decision
Male teachers	229	2.87	0.84	887	0.18	1.96	Not Significant
Female Teachers	660	2.81	0.96				

Table 3 shows the independent t-test analysis of the mean difference in the response opinions of male and female teachers on the extent to which teachers are utilized in instructional planning in secondary school administration. The result on Table 3 shows that the calculated t-value (0.18) was less than the critical value (0.54). The null hypothesis was not rejected. Therefore, there is no significant difference in the mean ratings of male and female teachers on the extent to which teachers are utilized in instructional planning in secondary school administration in Enugu state. The hypothesis is, therefore not rejected.

Hypotheses Two

There is no significant difference between the mean rating scores of male and female teachers on the extent to which teachers are utilized in student's personnel administration in secondary schools in Enugu state.

Table 4: t-test of significant difference between the mean score of male and female teachers on the extent to which teachers are utilized in students' personnel administration in secondary schools in Enugu state.

Group	N	\bar{X}	SD	DF	t-cal	t-critical	Decision
Male teachers	229	2.81	0.84	887	0.33	0.90	Not Significant
Female Teachers	660	2.83	0.85				

Table 4 shows the independent t-test analysis of the mean difference in the response opinions of male and female teachers on the extent to which teachers are utilized in students' personnel administration in secondary school administration. The results on Table 4 show that the calculated t-value (0.33) was less than the critical value (0.90). The null hypothesis was not rejected. Therefore, there is no significant difference in the mean rating scores of male and female teachers on the extent to which teachers are utilized in students' personnel administration in secondary school administration in Enugu state.

Discussion

The findings of this study have shown that teachers are utilized to a great extent in instructional planning in secondary school administration in Enugu state. In other words, respondents greatly shared the view that teachers are utilized in instructional planning in secondary school administration in Enugu state. The findings showed that teachers participate fully in instructional planning, scheme of work and construction of instructional materials.

The findings agree with Erwee (2013) who maintains that teachers as curriculum implementer need to be involved in instructional planning. The findings are also in consonance with the opinion of Anwukah (2011) who noted that implementation of curricular innovations have been encountered with some problems as a result of lack of involvement of teachers in the planning. He maintained that for curricular innovation to be successfully implemented, curricular planners' needs to involve teachers and make them part of the curricular. The findings also revealed that there was no significant difference between the mean rating scores of male and female teachers on the extent to which teachers are utilized in instructional planning in secondary school administration in Enugu state. Evidence from the study revealed that the respondents shared the view that teachers are utilized to a great extent in students' personnel administration in secondary school administration in Enugu state. In other words, the findings show that teachers are involved in students' personnel administration in secondary schools in Enugu state. The findings agree with Oboegbulum (2014) who noted that teachers have enormous role to play in students' personnel administration, therefore, for the aims and objectives of students' personnel administration in school to be achieved teachers need to be greatly involved and utilized in students' personnel administration. The finding also agree with Ibrahim (2003) who opined that for guidance and counseling services as part of students' personnel administration to be fully realized, teachers need to be involved. The findings also revealed that there was no significant difference between the mean rating scores of male and female teachers on the extent to which teachers are utilized in students' personnel administration in secondary schools in Enugu state.

Conclusion

The study concludes that teachers are utilized to a great extent in instructional planning. The finding also showed that teachers are utilized to a great extent in students' personnel administration in secondary schools in Enugu state.

Recommendations

Based on the findings, the following recommendations were proffered.

1. Curricular planners should always involve teachers in planning and always integrate them to any curricular innovation.
2. School management should encourage students' to participate in extra curricular activities such as debate, football, and cultural group. All these will help to increase students' personnel administration in the school

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