

# Influence of Human Resource Development on the Management of Public Primary Schools in the North Central States of Nigeria

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**Abstract:** This research investigated the influence of Human Resource Development on the Management of Public Primary Schools in North Central, Nigeria. Five specific objectives sought to find out the influence of staff Selection, Induction, Training, Workshops and Staff Job Rotation in Public Primary Schools in North Central, Nigeria. Five research questions were raised to guide the study while five null hypotheses were formulated and tested at 0.05 level of significance. The study adopted descriptive survey research design. The population of the study was 94,492 head teachers and teachers from 13,235 public primary schools. The sample size for the study was 397 respondents who were selected using Taro Yamen's formula and 377 public primary schools. A 35 – item structured questionnaire developed by the researcher titled “Influence of Human Resource Development on the Management of Public Primary Schools Questionnaire (IHRDMPPSQ)” was used for data collection. The reliability of the instrument was established using Cronbach Alpha method and a reliability coefficient of 0.81 was obtained. Data were collected and analyzed using descriptive statistics of Mean and Standard Deviation to answer the five research questions. Chi-square was used to test the five null hypotheses at 0.05 level of significance. The findings of the study revealed that, staff selection, induction, training, workshops and job rotation significantly influence the management of public primary schools in North Central, Nigeria. The study concluded that development of teachers such as selection, induction, training, workshop and job rotation have significant influence on the Management of Public Primary Schools in the North- Central, Nigeria. Based on the findings of the study, the researcher recommended that, government and education agencies should provide appropriate procedures for staff selection, government and education authorities should organise induction programmes for new and old staff for the management of public primary schools in the north-central, Nigeria. Staff should be given opportunities to attend training programmes to improve their performance, workshops, seminars and conferences should be organized for teachers in order to update their skills and knowledge to enhance their performance and achieve school goals and objectives. Government and education agencies, school administrators should rotate teachers from one task to another in order to acquire more skills, knowledge and experiences to develop them for high performance and productivity to achieve quality education outcomes in public primary schools especially those in North- Central, Nigeria. Suggestions for further study include influence of human resource development on the management of public secondary schools in other zones in Nigeria as well as to conduct study on other variables like motivation, prompt payment of salaries, promotion, security, health facilities.

**Key words:** influence, human resource development, management of public primary schools

## I. INTRODUCTION

In every organization, there are two major factors that are very crucial to its existence. They are human and material resources. These are supposed to be put to use for the realization of the organization set objectives. In school or educational organization, human resources are very necessary for the actualization of its goals and objectives. However, in order to attain productivity and efficiency in the organization, the human resources known as the personnel need to undergo some training which will prepare them to carry out their work effectively and efficiently. The art of training these personnel is known as human resource development.

Human resource development is a strategy and comprehensive approach of managing people to acquire knowledge, skills and ability to contribute effectively and productively to the over all organizational goals and objectives. As observed by Akpakwu (2012), human resource development is a planned organizational effort concerned with helping a teacher to acquire specific skills, knowledge, concepts, attitudes and behaviour to help teachers perform their job effectively and efficiently. Similarly, Obaji (2011) opines that, human resource development is the provision of opportunity to increase teachers skills and knowledge through training while they are being prepared to carry out new responsibilities and challenges in their teaching job, that is to improve on their present and future performance on their jobs.

Teacher's development is very vital at any level of education. Teachers are very essential factor for educational success; they are to be properly developed for effective achievement of educational goals and objectives. Since teachers play great role for the implementation of the school curriculum, educational policies, there is every need for teachers to be properly developed for acquisition of skills, knowledge and ability to perform their teaching task effectively and efficiently. Teachers' development is vital most especially at primary level which is the bedrock and foundation of all educational levels. However, teachers in public primary schools appear not to be properly developed to acquire specific skills, knowledge and ability to perform their

duties effectively, giving low academic standard in public primary schools.

Human resources in public primary schools in the North Central States refer to the academic, non-academic staff and pupils. As regards teacher development, Djabatey (2012), teachers are vital in school organization as they shape the behaviour of learners, when developed properly. The development of teachers in the North Central, Nigeria especially in public primary schools helps greatly for the implementation of nation's educational goals. According to Wadak (2011), teachers' development is essential in enhancing teaching qualification which leads to effective job performance and high productivity. Teachers' development to Wanekenzi, Okoli and Meziebi (2011) is said to be imperative, considering the dynamic nature of the world and coupled with the constant changes in science, technology, various socio-economic and political challenges in Nigeria. In the words of Bassey, Bassey, Ojua and Ottong (2011), teachers' development is one of the qualities of good management of staff in school organization. Development of teachers in public primary schools in North Central Nigeria may be done in several ways for effective achievement of school objectives. From a pool of recruited staff, qualified teachers could be selected to fill vacant positions or job openings in public primary schools.

Selection of qualified teachers in to public primary schools in the North Central, Nigeria plays a great role for the development of staff and pupils. It is the process of choosing suitable candidates who applied for job vacancies for employment. Similarly, Bacon and Hoque as in Ekwoba, Ikeje and Ufoma (2015) state that, selection is the process of making the choice of the most suitable applicant from the pool of applicants recruited to fill job vacancies. As observed by Kpepha, Mukulu and Waititu (2014), selection involves the use of different methods to assess applicant's suitability in order to make the correct selection decision which may be identified as a process of rejecting a number of applicants and selecting only a few applicants qualified to fill job vacancies.

Selection of teachers in schools is viewed by Ofori and Aryeetey (2011) as the process by which specific instruments are engaged to choose from the pool of individuals most suitable for the job available. Proper selection of teachers in public primary schools has maximum influence on their performance since the output of a teacher would be dependent on the skills and knowledge level that the teacher acquired. Improper selection of quality teachers in primary school system may result to low standard of education. This is supported by Uche in Ekpenyoung, Okon, and Imo (2016) that, wrong selections of candidates who are not capable come with a huge negative cost which school organization cannot afford. Similarly, Idoko (2017) adds that, a wrong selection of employees will cause a heavy loss in school organization in terms of expenditure incurred in the selection process and inadequate job performance. The quality of classroom instruction or teachers' lesson delivery depends heavily on the effectiveness of selection of qualified teachers

in public primary schools in the North Central, Nigeria. Gamage (2014) asserts that, high quality of teachers in school organization influence heavily in the performance of learners in the classroom instruction. In order to enhance teachers' productivity in public primary schools, proper selection should be taken in to consideration. The Federal Government in the National Policy on Education section 8 sub-section 70(b) states the minimum qualification for entry in to teaching profession which shall be the Nigeria Certificate in Education (NCE). Teachers in schools need to be properly selected so that staff academic performance and productivity would be improved. After selection of teachers in to primary schools, the next possible step that appears to be put in place is staff induction programme.

Newly selected members of staff in any organization especially school could be inducted so that they would become conversant with the workings of the organization. In other words, it is the process of introducing personnel recruited and selected in organization to new job to acquire skills and knowledge in order to perform it satisfactorily. However, Vyas (2011) asserts induction as the planned introduction of new and old staff to their jobs, co-workers and the organizational environment. Induction which is also referred to as orientation or socialization, to Tyokyaa (2016) is the process of introducing new entrants to their colleagues, acquainting them with their duties and getting them informed about the organization's culture, policies and expectations regarding employees behaviour. Induction according to Odeh (2014), is a planned training programme to help employees with vital information about their salary pay, work schedule, special facilities, break periods, resumption and closing time and other information in organizational system. Induction programme which is one of the management functions is speculated to be neglected by some administrators/head teachers.

Teachers need to be given adequate training to cope with the challenges of their assigned tasks. Newly inducted members of staff in any organization may still find difficulties in carrying out their assigned responsibilities. This explains why organizations carry out training of their staff. Training is therefore an aspect of developing human resources in an organization. Training and development are recognized as personnel management activities to increase employee's abilities to contribute to organizational effectiveness. According to Tyokyaa (2016), training helps to improve employee's skills in their present job, while development helps to prepare them for promotions. Teachers who are professionally trained carry out their teaching job with ease. To support this, Akpakwu (2012) observed that, training of teachers is done through in-service training, study leave with and without pay, part time programmes, seminars, conferences and workshops which contribute greatly to the achievement of school goals and objectives. Teachers in public primary schools need training in order to enhance their performance and productivity and pupil's performance which reflect through their classroom activities. Teachers also need

to engage in more training in order to update their skills, knowledge and keep abreast of new innovation in their area of specialization, when they are allowed to attend workshop programmes.

Management generally is a concept that deals with putting educational system under formal control by formulating policies and implementing same to achieve the desired goals and objectives. Babalola and Isuku in Apase and Yawe (2019) state that, educational management is a concept that goes along with the quest to put the formal education system under control, regulation or supervision. The success of any educational system depends on the quality of its management for effective achievement of its set goals and objectives. Management in the words of Deplasand, Raiisi, Bagdeley and Shahabi (2011) is the effective organization and utilization of the human and material resources in school system for the achievement of its goals and objectives. The authors add that management involves a sequence of events such as planning, organizing, coordinating and controlling in order to use available resources to achieve a desired outcome in a fast and most efficient ways. In the words of Idoko (2015), the primary task of the head teacher in a primary school is to get the work done in order to get the objectives accomplished in a pre-planned way. Primary school is the level of education given in institutions for children aged 6 -11 years plus as stated in National Policy on Education (NPE, 2014). Since the rest of the education system is built upon it and is the key to the success or failure of the whole system, it must be properly managed for effective achievement of the goals and objectives. In primary school system, the head teacher is the leader of the teachers and pupils of the school. Management of primary school by the head teacher is carried out in various ways.

The head- teacher or school administrator plans the activities that could be carried out in the school. Planning of school activities depends solely on the school administrator. The management of human and material resources of the school is vested under his/her control. According to Odeh (2014), planning is the process of deciding in advance what should be done in future, how it is to be done. The schools' administrator could involve teachers in planning decision concerning them for the progress and success of the schools' objectives for primary schools. However, it appears that, the indices of Human Resource Development such as staff selection, staff induction, staff training, staff workshop attendance and staff job rotation are not considered as serious management tasks. If this scenario is true, it means that management of public primary schools would not be effective and efficient. It is for this reason, that the researcher has chosen to undertake a research on Human Resource Development on the Management of Public Primary Schools in the North-Central, Nigeria.

Finally, stakeholders like teachers, parents and pupils/students are of the opinion that, if teachers are not properly selected and trained they may not perform effectively in their assigned task of teaching. It is for this reason that, the researcher is

challenged to carry out a research on the topic: Influence of Human Resource Development on Management of Public Primary Schools in the North Central, Nigeria.

The researcher observes that teachers in public primary schools appear not to be properly developed to acquire specific skills, knowledge and ability to perform their duties effectively. The researcher also observed that there appears to be low academic standard in public primary schools in the North-Central, Nigeria. Could it be that human resource development programmes are not properly put in place? The researcher is therefore challenged to investigate, the influence of human resource development on the management of public primary schools in North Central, Nigeria. Specifically, the study sought to;

1. determine influence of staff selection on the management of public primary schools in the North Central, Nigeria;
2. ascertain influence of Staff training on the management of public primary schools in the study area;

The study was guided by two research questions

1. What influence does staff selection have on the management of public primary schools in the North Central, Nigeria?
2. What influence does the staff training have on the management of public primary schools in the study area?

The following hypothesis was formulated and tested at 0.05 level of significance:

1. H<sub>1</sub>: There is no significant influence of staff selection on the management of public primary schools in the North Central, Nigeria.

Ho: There is a significant influence of staff selection on the management of public primary schools in the North Central, Nigeria.

2. There is no significant influence of staff training on the management of primary schools.

Ho: There is a significant influence of staff training on the management of primary schools.

## II. METHODOLOGY

The study adopted a descriptive survey research design. Survey research design according to Emaikwu (2015) is the type of design in which a group of people or items is studied by collecting and analyzing data from a few people considered to be a representative sample of the entire population. This design was used because; the purpose was to gather information about the variables from a representative sample of the population of the study. The study area is North-central states of Nigeria. The geographical area of the study has six states and the Federal Capital Territory (FCT) Abuja, with a population of 20,266,257(2006 Census). These states

are: Benue, Kogi, Kwara, Nasarawa, Niger, Plateau and FCT Abuja; which consist of one hundred and twenty (120) Local Government Areas. The North-Central geo-political zone lies within the lower River Benue and River Niger in the Middle-Belt region of Nigeria. The researcher has chosen the North Central Nigeria because of the vast number of public primary schools in the zone. North-Central, Nigeria also has large number of teachers in the public primary schools about 94, 492 (UBEC, 2016).

The total population is 94, 492 teachers. The sample size for the study was 397 teachers using Taro Yamane Formula ( $n = \frac{N}{1+N(E)^2}$ ).

The instrument for data collection was a structured questionnaire developed by the researcher. The instrument is titled "Influence of Human Resource Development on Management of Public Primary Schools Questionnaire (IHRDMPPSQ)". The questionnaire items are structured in such a way as to elicit responses in accordance with the objectives of the study. The self-developed questionnaire was based on the research variables in line with the research questions. It is divided into two (2) sections. Section A seeks to obtain information on the demographic data of respondents. Section B comprised employed a four-point rating scale with the response modes of: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1 respectively. The bench mark of 2.50 was used, as an item with a mean rating above this bench mark indicated a positive

contribution of the item while any item that has mean of below 2.50 was regarded as not having positive influence.

Instruments were validated by three research experts in the Department of Educational Foundations and General Studies, Federal University of Agriculture, Makurdi. The face and content validity of the instrument were determined by experts in Measurement and Evaluation, Educational Administration and Planning, who painstakingly examined each of the items of the instrument and made comments on their suitability or ambiguity, with a view to correcting any mistakes. Copies of the prepared questionnaire were administered to 397. Research assistants were used because they are familiar with the study area. This enables the research assistants to properly assist the researcher in distributing and collecting the copies of questionnaire. The three hundred and ninety-seven (397) copies of the questionnaire were administered and after completion were retrieved for analysis.

The data collected analyzed using descriptive statistic of Mean and Standard Deviation to answer the research questions. The Chi-Square Statistic was used to test the hypotheses at 0.05 level of significance.

### III. RESULTS

#### Research Question One

What influence does staff selection have on the management of public primary schools in North Central Nigeria? Answer to this research question is presented in Table 1.

S/N	Items	N	SA	A	D	SD	$\bar{x}$	Std. dev.	Decision	Rank
1	The experiences of prospective candidates are used in the selection of teachers in school for effective school management.	397	159	57	148	33	2.86	1.04	Agree	3 <sup>rd</sup>
2	The selection of teachers in school is based on qualification which leads to effective management.	397	203	13	75	106	2.79	1.31	Agree	5 <sup>th</sup>
3	Internal selection does not boost teachers' morale towards the effective performance of their duties and school management.	397	171	65	102	59	2.88	1.13	Agree	2 <sup>nd</sup>
4	Aptitude test and oral interview are adopted in the selection of teachers in the schools for effective management.	397	169	158	31	39	3.15	0.94	Agree	1 <sup>st</sup>
5	Lack of proper selection process has adverse influence on school management.	397	173	29	133	62	2.79	1.16	Agree	5 <sup>th</sup>
6	Teacher's selection for appointment in school is not done on the basis of referral checks	397	143	71	77	106	2.63	1.22	Agree	7 <sup>th</sup>
7	Selection is done in order to choose teacher with physical and mental competences in school management.	397	213	14	63	107	2.84	1.32	Agree	4 <sup>th</sup>
Cluster Mean and Standard Deviations							2.85	1.16	Agree	

\*A= Agree, SA= Strongly Agree, D=Disagree, SD=Strongly Disagree,  $\bar{x}$  = Mean and Std. Dev.= Standard deviation

The data presented in Table 1 shows the influences staff selections have on the management of public primary schools in the North Central Nigeria. Respondents with a mean score of 3.15 with standard deviation of 0.94 maintained that

aptitude test and oral interview are adopted in the selection of teachers in the schools for effective management. This shows that lack of proper selection process has adverse influence on school management. 171 respondents strongly agreed that

internal selection does not boost teachers' morale towards the effective performance of their duties and school management. 159 respondents strongly agreed that the experiences of prospective candidates are used in the selection of teachers in school for effective school management with a mean score and Standard Deviation of 1.04 and 2.86 respectively. Another influence of staff selection on Management of public primary school is that selection is done in order to choose teacher with physical and mental competences in school management (Mean and Standard Deviation of 2.84 and 1.32 respectively). Respondents with a mean score of 2.79 and a Standard Deviation of 1.31 reveal that, the selection of teachers in school is based on qualification which leads to effective school management. This shows that, lack of proper selection process has adverse

influence on school management. Furthermore, 213 of the respondents strongly agreed that teacher's selection for appointment in school is not done on the basis of referral checks with mean response of 2.63 and standard deviation of 1.22. All the items captured in Table 4.1 had mean responses above 2.50 with a cluster Mean of 2.85 and Standard Deviation of 1.16 which indicates that, all the items captured in Table 4.1 agree that staff selection has influence on the management of public primary schools in the study area.

#### 4.1.2 Research Question Two

What influence does staff training have on the management of public primary schools in the study area? Answer to this research question is presented in Table below

S/N	Items	N	SA	A	D	SD	$\bar{x}$	Std.Dev	Decision	Rank
1	Teachers in the school are always given opportunities to attend training as a way to improve on their lesson planning or delivery.	397	185	47	128	37	2.96	1.08	Agree	2 <sup>nd</sup>
2	The management of school does not adopt training as a means of enhancing teachers' job performance.	397	137	10	120	130	2.39	1.26	Agree	7 <sup>th</sup>
3	Staff Training is used in schools to improve teachers' job performance.	397	159	87	93	58	2.87	1.09	Agree	3 <sup>rd</sup>
4	Training is used to improve the job performance of newly employed teachers in schools.	397	209	83	66	39	3.16	1.03	Agree	1 <sup>st</sup>
5	Teachers in schools who are given opportunities for study leave with or without pay come back to put up better performances after training.	397	169	32	108	88	2.71	1.23	Agree	5 <sup>th</sup>
6	Teachers that go for in-service training show sign of improvement in their work when they return.	397	180	17	81	119	2.65	1.32	Agree	6 <sup>th</sup>
7	Training of teachers in school is a motivating factor for performance.	397	206	12	58	121	2.76	1.35	Agree	4 <sup>th</sup>
Cluster Mean							2.79	1.19	Agree	
*A= Agree, SA= Strongly Agree, D=Disagree, SD=Strongly Disagree, $\bar{x}$ = Mean and Std. Dev.= Standard Deviation										

The analysis of data presented in Table 2 shows the influences staff's training has on the management of public primary schools in the North Central Nigeria. The table revealed that 209 respondents strongly agree that Training is used to improve the job performance of newly employed teachers in schools with a Mean score and Standard Deviation of 3.16 and 1.03 respectively. Furthermore, respondents with a Mean score of 2.96 and a Standard Deviation of 1.08 strongly agree that teachers in schools should be always given opportunities to attend training as a way to improve on their lesson planning or delivery; 159 respondents strongly agree that staff training is used in schools to improve teachers' job performance with Mean response of 2.87 and Standard Deviation of 1.09.

Furthermore; respondents with mean score and Standard Deviation of 2.76 and 1.35 respectively maintained that training of teachers in school is a motivating factor for

performance. Training also has an influence on management of public primary schools as 169 respondents strongly agree that teachers in schools who are given opportunities for study leave with or without pay come back to put up better performance after training; moreover, 180 respondents strongly agree that teachers who goes for in-service training show sign of improvement when they return. Lastly, respondents with a Mean Score of 2.39 and a Standard Deviation of 1.26 on a negatively worded item disagree with the statement that management of schools does not adopt training as a means of enhancing teachers' job performance. All the items captured in the table except negatively worded item 2 has mean responses above 2.50 with a cluster mean of 2.79 and standard deviation of 1.19 which indicates that, all the items captured in the table represent the influence that

staff training has on the management of public primary schools in the study area.

*Hypothesis One*

Staff Selection does not significantly influence the management of public primary schools in the North Central Nigeria. The result of this hypothesis is presented in Table 3.

Table 3. Chi-Square Test Of Significant Influence Of Staff Selection On The Management Of Public Primary School S In The North Central Zone Of Nigeria						
	N	$\chi^2$	Df	Sig.	$\alpha$	Decision
Staff selection does not significantly influence the management of public primary schools	397	179.46 <sup>a</sup>	18	.000	0.05	Rejected
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 18.9.						

(P<0.05)

Df =degree of freedom (18), X<sup>2</sup>=chi-square calculated (179.46), X<sub>a</sub><sup>2</sup>=Chi-square critical (28.87), Sig. =P-value; P< 0.05, S=Significant, R= rejected.

Table 3. presents a summary of chi- square (X<sup>2</sup>) test on influence of staff selection on the management of primary schools. The result shows that, X<sup>2</sup> calculated value of 179.46 is greater than the critical value of 28.87 at 0.05 level of significance at 18 degrees of freedom. Therefore, the null hypothesis which states that staff selection does not significantly influence management of public primary schools is rejected. This indicates that, staff selection significantly

influences management of public primary schools in North Central, Nigeria.

*Hypothesis Two*

Staffs training do not significantly influence the management of primary schools. The result of this hypothesis is presented in Table 4

Table 4. Chi-square test of Significant Influence of Staff training on the Management of Public Primary Schools.						
	N	$\chi^2$	Df	Sig.	$\alpha$	Decision
Staff's training do not significantly influence the management of primary schools	397	124.33 <sup>a</sup>	18	.000	0.05	Rejected
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 20.9.						

(P<0.05)

N=397, X<sup>2</sup>= chi- squarecalculated (124.33), X<sub>a</sub><sup>2</sup>=chi- square critical (28.87), Df =degree of freedom, Sig. =P- value; P< 0.05, S= Significant, R= rejected.

From Table 4. with 397 respondents indicates that, staff training significantly influences the management of public primary schools. The result shows that  $\chi^2$  calculatedvalue of 124.33 is greater than the critical value of 28.87 at 0.05 level of significance at 18 degrees. Since the critical value of 28.87 is less than the calculated value of 124.33, the null hypothesis of no significant influence is rejected. This means that staff training significantly influences the management of public primary schools in North Central Nigeria.

*4.3 Summary of Major Findings*

The following major findings emerged from the study based on the research questions answered and hypotheses tested.

1. Staff selection significantly influence management of public primary schools in North Central, Nigeria.
2. Staffs training significantly influence management of public primary schools in North Central, Nigeria.

**IV. DISCUSSION OF FINDINGS**

The result of the findings of this study show that, staff selections and training significantly influence human resource development on the management of public primary schools in North Central, Nigeria. The study showed that, experiences of prospective candidates selected in primary schools enhance

teachers' performance which leads to effective school management; selection of qualified teachers in schools leads to effective management; lack of proper selection process of teachers has adverse influence which leads to mismanagement of schools and teachers' selection for appointment is done in order to choose those with physical and mental competence which leads to effective performance and achievement of school objectives. These findings were supported by hypothesis testing which revealed that staff selection significantly influence the management of public primary schools. Since the table value is less than 0.05 level of significance, the influence of no significant influence is rejected. The outcome of this study agrees with that of Uchekukwu and Chukwemeka (2017) who found that recruitment and selection, development such as workshops, conferences, on-the-job training and study leave with or without pay has influence on teachers' academic productivity. This study also agrees with Abdulkareem (2013) who found that private schools generally manage their human resources better than the public ones in terms of staff selection which enhances school management. The study also agrees with that of Ekwoaba, Ikeje and Ufoma (2015) who found that selection process if properly designed would identify competent candidate and accurately match them to the job. The study found that, the use of proper selection device would

increase the probability that the right person is chosen to fill a slot. When this is done, productivity increases.

The second findings of this study is on influence of staff training as a development strategy to enhance teachers' job performance for effective management of public primary schools. The findings revealed that, granting staff opportunity to attend training would have maximum influence on the management of primary schools in the study area in terms of improving their lesson planning and delivery especially newly employed teachers in schools; teachers in schools who are given opportunities for study leave with or without pay come back to put up better performances after training; training of teachers in school is a motivating factor for their better job performance. These findings were supported by hypothesis testing which revealed that staff training significantly influences the management of public primary schools. Since the table value is less than 0.05, the influence is significant and the null hypothesis of no significant influence is rejected. The outcome of this study agrees with that of Eze (2016) who found that teachers need to be trained and retrained regularly in order to enhance their productivity on-the-job. This study also agrees with that of Ekoye and Ezejiofor (2013) who found in their study that human resource development is very vital to any organization ranging from small to large scale enterprise which cannot exist without human beings. The researchers also found that human resources need to be trained and developed for high performance and productivity.

#### V. CONCLUSION AND RECOMMENDATIONS

Based on the findings from the study, the researcher concluded that, staff selection and staff training are all very necessary for the effective management of public primary schools in the North-Central Nigeria.

Based on the findings of this study, it is therefore recommended that:

- i. Schools administrators/school heads and government educational agencies should provide appropriate procedures for staff selection to enhance teachers development for effective management of public primary schools in the study area. These are some of staff selection procedures which are job announcement, reviewing candidate's application forms, curriculum vitae, screening interview, employment tests, and reference checks among others.
- ii. Create training programmes for teachers and opportunities should be given to teachers to attend study leave with or without pay among others to improve their performance and have job satisfaction.

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