



Managing Human Resources and Kindergarten Teachers Instructional Delivery in Public Schools in Port Harcourt Metropolis, Rivers State

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ABSTRACT

This study investigated managing human resources and kindergarten teachers' instructional delivery in public schools in Port Harcourt Metropolis, Rivers State. Three objectives, three research questions and three null hypotheses guided the study. The study adopted correlational research design. The population of the study was 399 kindergarten head teachers' public schools in Port Harcourt Metropolis. There was no sampling technique applied as the entire population was used as the sample for the study, the reason was that the population size is manageable. Two different questionnaires self-structured by the researcher was used for data collection titled: "Managing Human Resources Questionnaire (MHRQ)" and "Kindergarten Teachers Instructional Delivery Questionnaire" which were face and content validated by two experts in Measurement and Evaluation and Department of Educational Management. The instruments were structured on a 4-point rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree with 4, 3, 2 and 1 point respectively. Cronbach Alpha statistics was used to test for reliability and obtain reliability index of 0.82 Pearson Product Moment Correlation Coefficient (PPMCC) or "r" was used to answer the research questions while the null hypothesis was tested by transforming the coefficient correlation to t-test at 0.05 level of significance. Findings of the study revealed that there was a high and positive relationship between compensation, training and recruitment and kindergarten teachers' instructional delivery in public schools in Port Harcourt Metropolis, Rivers State. Based on the findings, it was recommended among others that Government should provide anti-corruption watch dogs to monitor recruitment process of teachers to ensure that there is transparency in the exercise so that qualified applicants who have adequate knowledge of content delivery can be selected

Keywords: Managing, Human Resources, Compensation, Training, Recruitment, Kindergarten, Teachers Instructional Delivery

INTRODUCTION

Education exist to create value in humans. The importance of education cannot be overemphasised. It pertains to success of individuals in the future as opportunities are created. Being educated in a particular area develops learners thinking ability, behaviour and contribute to their personal satisfaction and self-confidence (Al-Shuaibi in Dambo & Pyagbara, 2021). Today education is a necessity as it improves the knowledge, develops social and economic status of individuals. Education is the fundamental human right of citizens of Nigerians. Education can be anywhere as long as human can do it. Education refers to the investment in human beings, which yields economic benefits or returns and contribute to a nations future wealth and development by increasing the productivity and consumptive capacity of its citizens.

In the view of Epelle, (2023) the beginning of a child's formal education is the kindergarten which is also known as early childhood education. Kindergarten education is the formal training given to children prior to their entering to the primary school. Its purpose include: effect a smooth transition from the home to the school; prepare the child for the primary education; provide adequate care, supervision and security for the children while their parents are at work; inculcate social and moral norms; inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and the use of toys etcetera; to develop a sense of cooperation and team spirit; to stimulate in the child good habits, including good health habits and teach the rudiments of number, letters, colours, shapes and forms (FRN, 2013). The actualization of effective instructional delivery of the kindergarten teachers to a large extent depends on the proper management of human resources.

Teachers play a pivotal role in shaping the future of the young individuals in the society right from kindergarten to university. They are the ones who impart every knowledge about ethical values and sound morals. Teachers are models to children, because they inspire their dreams, counseling and mentoring them. Without doubt, the teacher is most important person who connect curriculum contents to individuals that reflect their career interest. It is the teacher who ultimately interprets and implements policy as represented in the school curriculum, which is designed to actualize educational goals (Ayeni, 2012). Teachers' instructional delivery is the actual accomplishment of assigned task. It is the actual work done against the expected standard of achievement. There are various activities which teachers carryout which determine how effective and productive their job might be such activities includes the drawing or preparing of scheme of work, lesson plan, delivery of lesson, evaluation of students, reporting of students' progress (Wey-Amaewhule & Udofia). Teachers are the main resource of any education system and requires specific management to achieve the stated educational goals.

The function of human resource management in any institution cannot be overlooked. This is because of the pivotal role in motivating people to enhance vital relationship and physical facilities to achieve the institutional stated goals. Supporting this view Akpakwu in Arop, Owan and Madukwe (2019) view human resources management as the process of recruiting, selecting and retaining the best people and putting them in their respective positions where they can utilize their skills and talent. Human resource management is seen as the planning, organizing, directing, controlling of procurement, development, compensation, integration maintenance and separating of workforce to the end that individuals, organizational and societal objectives are achieved (Akpomi, 2018). This relationship is stipulated at bringing together and develop into an effective organization of the men and women who made up the enterprise and harmonize them for the well-being of the individuals and of working groups, to enable them to contribute to the success of the organization.

The need for managing human resources in educational institution is essential as it offers a wide range of channels through which the institutional administrators carryout statutory duties and other responsibilities. Amie-Ogan (2015), stated that managing human resource in education is essential and is seen as a systematic approach towards the acquisition, motivation, development and control of the human resources in the educational sector. Managing human resources involves obtaining, motivating, retaining and controlling employees to maximally achieve organizational and personal goals. Owan (2018) postulated different ways human resources in a formal system of education are managed, this include: promotion, compensation, training, remuneration, recruitment, supervision and delegation of responsibilities. Amie-Ogan and Epelle, (2021) stated that it can be adduced from the Universal Basic education law (2005) that the board is charged with the following responsibilities as; recruitment exercise, organizing induction programmes for newly employed teachers, provision of training programmes for teachers, appraising teachers' performance and supervision of teachers. It is worthy to note that the emphasis of this study was placed on compensation, training and recruitment as an aspect of managing human resources for effective instructional delivery of teachers.

The term compensation in management of human resource refers to basic salary, incentives, and fringe benefits given or paid to workers for the services they render to the organization. Compensation also includes payments such as bonuses, profit sharing, overtime pay, recognition, rewards, and sales commission payable to workers as a way of appreciating the work they do in an organization. (Samuel,

Meenyinikor & Akpelu, 2018). In the opinion of Osibanjo, Pavithra and Adenjii (2014) compensation refers to that means the benefit workers get in return for performing organizational tasks. Supporting this view, Sulyman, lawal, Ajadi and Aloba (2019) compensation covers wages, salaries, bonuses or commission, housing allowances, incentive bonus, new allowances, medical benefits, utility allowance, shift allowances, hospitalization expenses, out of station allowances, vehicle loan benefits, annual leave allowances and car basic allowances. When employees are adequately compensated the feel motivated to come to work. Their morale remains high, and their job satisfaction levels increase. High moral ensures that employees are motivated enough to come to work every day and deliver their job to the best of their competence. No wonder, Osibanjo, Adeniji, Falola and Heirsmac (2014) stated that, the ability of the organization to appropriately attract and keep experienced and effective employees depends on the level of attention given to employees in terms of compensation. Compensation packages determine the commitment or willingness of the employees to remain in the organization.

According to Surbhi (2015) believed that without exaggeration, salary is the basic aspect of compensation which need to be given adequate attention by the employers to facilitate effective instructional delivery in the education system. Salary connotes monthly pay given to the employees in an organization. Salary is a fixed amount of money given to the workers at regular periods for the services rendered towards the realization of organizational goals. In the view of Odoh (2011) salary is usually based on mutual agreement between the employees and the employer which may be sometime an individual, a group of individuals or government, depending on the ownership of the job. Salary is a fixed amount of money received by kindergarten teachers at regular periods for the services rendered towards the realization of the kindergartens education goals. It is believed that prompt compensation goes a long way in improving the viability and commitment of teachers as well as actualization of the stated school goals.

Training is an activity made available to workers to learn the task and responsibilities associated with a given job or position (Amadi, 2012). Training is the process of getting the required skill for a particular task in an organization. To teachers, training is a valuable practice for them to enhance their teaching skills. In the view of Ulla (2018) a trained teacher has more skills and techniques to be applied for the better instructional delivery. A teacher having better teaching skill can also produce learner's interest in school (Jiovazolias in Muhammad, 2021). The importance of teachers training is sacrosanct as it provides solution to certain education problems in this modern age. It is on this note that Muhammad (2021) stated that teachers training is an important requirement and essential component for all instructional activities including curriculum development and implementation. Amie-Ogan (2015) sees staff training as a form of continuing education for teachers to acquire better and more effective skills to promote educational goals and individual interest.

According to Amie-Ogan and Epelle (2021), training remains the basic source of development for teachers and it relies on perseverance to constant learning and progress. It is a means of assisting poorly prepared, untrained and inexperienced teachers to improve both academically and professionally. Trained teachers has more ability to teach the students and implement the various teaching methods successfully when teachers apply the various teaching methods and techniques according to their achieved skills. Training provides new skills, knowledge and attitudes to educational staff on better task performance (Wakama, 2017). To this end, Nwabueze (2010) noted that, training is intended to assist teachers within the school to acquire relevant, desirable and expertise knowledge, skills, ideas and competencies that will enable them to perform effectively and efficiently in achieving the goals of the school.

According to Walker (2016) recruitment is the process of locating and luring prospective employees from both inside and outside a business in order to start interviewing them for open positions. In order to have a positive impact on teaching and learning, it is important to match the traits and motivation of potential teachers throughout the recruitment and selection process. This will help to draw in quality teachers those who are well-educated, talented, and experienced to the classroom (Darling-Hammond, 2010). In the opinion of Mark, Manasseh, Aloga and Michael (2016) recruitment is the process of attracting qualified candidates to apply for jobs opening in educational organizations. The aim of recruitment in education is to develop and maintain adequate human resources upon which educational organization can depend

when it needs additional workers. Today the drive of every educational institution is to recruit qualified teachers to deliver the curriculum effectively and contribute to societal.

Recruitment is the process of advertising available job spaces in an organization or school and selecting from the pool of applicant those considered competent in terms of certification and experience to be employed to work or teach in the school (Ofor, 2018). As indicated earlier, Oparaji, Ugwu, Chime and Ugochukwu (2021) affirm that recruitment exercise follows job analysis which helps management or education planners to determine the quality and number of teachers to be recruited based on established criteria. Recruitment is the first step in the employment process. At the first stage, emphasis is laid on attracting a large pool of applicants in order to select from among them those who have the ability and qualifications for the jobs being advertised. The next step is the selection process. This consists of the interview process and the purpose of making a choice out of those that attended the interview on who will be engaged to teach. At the public secondary school section, the teaching service commission is charge with the responsibility of teachers (National Policy on Education, 2013). In Nigeria, government rhetoric of employing the best qualified persons in the recruitment process may be melodious but has a lot of challenges. This led to the outcry of Amie-Ogan and Epelle (2021) that in the school system, the interference of politicians in the recruitment process endangers teachers' instructional delivery. This is because politicians submit the names of their relatives or family members who are not competent on the job and lack knowledge of subject content. It is believed by the researcher that if proper recruitment is done without interference of politicians, teachers who will deliver content effectively will be selected. It is against this backdrop that the study investigated managing human resources and kindergarten teachers' instructional delivery in Port Harcourt Metropolis, Rivers State.

Statement of the Problem

As the primary implementers of the curriculum, teachers play a crucial role in ensuring that educational goals and objectives are met around the world. However, some kindergarten teachers in public schools seems to be ineffective in their instructional delivery, as evidenced by their poor attitude to work, poor record keeping habits, poor punctuality habits, irregular attendance in classes, unethical marking of the attendance register, and several other unacceptable behaviors that undermine the quality of the teaching profession (Arop, Owan & Madukwe, 2019). Government in an effort to address this situation, has intensified supervision of schools, increase teachers' compensation and improved teachers' training opportunities in recent times.

Despite all these measures applied by the government, some kindergarten teachers in Port Harcourt Metropolis are still underperforming below expectations in their instructional delivery. This is evidenced in children poor performance in the classroom and everything seems to be stagnating. However, the researcher believe that teachers may perform effectively in their instructional delivery if appropriate measures are put in place to improve their performance and direct their actions. The scenario described above shows unequivocally that there is a research-based knowledge gap that has to be objectively addressed by this kind of study. This makes the completion of this study necessary in order to objectively verify the facts and close the apparent research-based knowledge gap empirically. This assumption led the researcher to decide that it would be appropriate to investigate managing human resources and kindergarten teachers' instructional delivery in Port Harcourt Metropolis, Rivers State.

Purpose of the Study

The aim of the study was to examine managing human resources and kindergarten teachers' instructional delivery in public schools in Port Harcourt Metropolis, Rivers State. Specifically, the study seek to:

1. Examine the relationship between compensation and kindergarten teachers' instructional delivery in public schools in Port Harcourt Metropolis, Rivers State.
2. Determine the relationship between training and kindergarten teachers' instructional delivery in public schools in Port Harcourt Metropolis, Rivers State.
3. Ascertain the relationship between recruitment and kindergarten teachers' instructional delivery in public schools in Port Harcourt Metropolis, Rivers State.

Research Questions

The following research questions guided the study.

1. What is the relationship between compensation and kindergarten teachers' instructional delivery in public schools in Port Harcourt Metropolis, Rivers State?
2. What is the relationship between training and kindergarten teachers' instructional delivery in public schools in Port Harcourt Metropolis, Rivers State?

3. What is the relationship between recruitment and kindergarten teachers’ instructional delivery in public schools in Port Harcourt Metropolis, Rivers State?

Hypotheses

The following hypotheses was formulated for the study tested for the study.

1. There is no significant relationship between compensation and kindergarten teachers’ instructional delivery in public schools in Port Harcourt Metropolis, Rivers State.
2. There is no significant relationship between training and kindergarten teachers’ instructional delivery in public schools in Port Harcourt Metropolis, Rivers State.
3. There is no significant relationship between recruitment and kindergarten teachers’ instructional delivery in public schools in Port Harcourt Metropolis, Rivers State.

METHODOLOGY

This study adopted a correlational survey research design. The population of this study consist 399 kindergarten head teachers in public schools in Port Harcourt Metropolis, Rivers State. There was no sampling technique applied as the entire population was used as the sample for the study, the reason was that the population size is manageable. Two different self-structured instruments titled: “Managing Human Resources Questionnaire (MHRQ)” and “Kindergarten Teachers Instructional Delivery Questionnaire (KTIDQ)” were used by the researcher for data collection. The instruments were divided into two sections; Section A and B. Section A was for demographic data of the respondents while section B was divided into sub clusters (Cluster1, Cluster2, cluster3 and Cluster 4). The instruments were patterned on correlation as a coefficient indicates the extent and direction of relationship existing between two variables. The correlation between variables ranged from +1 (for a perfect positive relationship) through 0 (for total absence of a relationship) to -1 (for a perfect negative relationship) which depict the magnitude and direction to which the two variables were interrelated. The response scale was structured on a 4 point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with values 4, 3, 2 and 1 respectively. The instruments were face and content validated by three experts from Measurement and Evaluation and Department of Educational Management. Cronbach alpha statistics was used to test the reliability of the instruments which yielded reliability indexes of .82, .76, .86 and .89 meaning the instruments were reliable for the study. Pearson Product Moment Correlation Coefficient (PPMCC) or “r” was used to answer the research questions. The relationship value of 0.1 – 0.4 was counted as “low correlation”, 0.5 denotes “moderate relationship” while 0.6 and above denote “high relationship”. The hypothesis was tested by transforming the coefficient of correlation (r) to t-Transformation with a critical z-value of ±1.96 and at 0.05 level of significance. Analyzed data therefore with calculated value above the z-critical value of ±1.96 was rejected and below was accepted.

RESULTS

Research Question 1: *What is the relationship between Compensation and Kindergarten Teachers Instructional Delivery in Public Schools in Port Harcourt Metropolis, Rivers State?*

Table 1: Summary of Pearson Product Moment Correlation Coefficient on the Relationship Between Compensation and Kindergarten Teachers Instructional Delivery in Public Schools in Port Harcourt Metropolis, Rivers State

		Compensation	Teachers’ Instructional Delivery	Level of Correlation
Compensation	Pearson Correlation	1	.693**	High and Positive Relationship
	Sig. (2-tailed)		.000	
	N	399	399	
Teachers’ instructional delivery	Pearson Correlation	.693**	1	
	Sig. (2-tailed)	.000		
	N	399	399	

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher’s SPSS Data output (2023)

Table 1 for research question 1 showed the summary of Pearson Product Moment Correlation Coefficient on the relationship between compensation and kindergarten teachers' instructional delivery in Public Schools in Port Harcourt Metropolis, Rivers State. The result on Table 1 above revealed that responses to questionnaire items 1-5 for compensation and questionnaire items 1-5 for teachers' instructional delivery had correlation value of .693**. This implies that there is a high and positive relationship between compensation and kindergarten teachers' instructional delivery in Public Schools in Port Harcourt Metropolis, Rivers State.

Research Question 2: *What is the relationship between training and kindergarten teachers' instructional delivery in Public Schools in Port Harcourt Metropolis, Rivers State?*

Table 2: Summary of Pearson Product Moment Correlation Coefficient on the Relationship Between Training and kindergarten Teachers' Instructional Delivery in Public Schools in Port Harcourt Metropolis, Rivers State

		Training	Teachers 'Instructional Delivery	Level of Correlation
Training	Pearson Correlation	1	.632**	High and Positive Relationship
	Sig. (2-tailed)		.000	
	N	399	399	
Teachers Delivery	Pearson Correlation	.632**	1	
	Sig. (2-tailed)	.000		
	N	399	399	

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher's SPSS Data output (2023)

Table 2 for research question 2 showed the summary of Pearson Product Moment Correlation Coefficient on the relationship between training and kindergarten teachers' instructional delivery in Public Schools in Port Harcourt Metropolis, Rivers State. The result on Table 2 above revealed that responses to questionnaire items 6-10 for training and questionnaire items 1-5 for teachers' instructional delivery had correlation value of .632**. This implies that there is a high and positive relationship between training and kindergarten teachers' instructional delivery in Public Schools in Port Harcourt Metropolis, Rivers State.

Research Question 3: *What is the relationship between recruitment and kindergarten teachers' instructional delivery in Public Schools in Port Harcourt Metropolis, Rivers State?*

Table 3: Summary of Pearson Product Moment Correlation Coefficient on the Relationship Between Recruitment and kindergarten Teachers' Instructional Delivery in Public Schools in Port Harcourt Metropolis, Rivers State

		Recruitment	Teachers' Instructional Delivery	Level of Correlation
Recruitment	Pearson Correlation	1	.727**	High and Positive Relationship
	Sig. (2-tailed)		.000	
	N	399	399	
Teachers' Delivery	Pearson Correlation	.727**	1	
	Sig. (2-tailed)	.000		
	N	399	399	

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher's SPSS Data output (2023)

Data on Table 3 for research question 3 showed the summary of Pearson Product Moment Correlation Coefficient on the relationship between recruitment and kindergarten teachers' instructional delivery in Public Schools in Port Harcourt Metropolis, Rivers State. The result on Table 3 above revealed that responses to questionnaire items 6-10 for time scheduling and questionnaire items 11-15 for teachers' job