

**DEVELOPING HUMAN RESOURCES IN SECONDARY SCHOOLS IN
ANAMBRA STATE FOR SUSTAINABLE DEVELOPMENT IN TEACHING AND
LEARNING THROUGH CONTINUOUS TEACHERS TRAINING AND
DEVELOPMENT**

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Abstract

The study investigated development of human resources in Anambra state secondary schools for sustainable development in teaching and learning through continuous teachers training and development. The study adopted descriptive survey design. Three research questions guided the study. The population of the study was 261 principals and 5,827 teachers in Anambra state public secondary schools. A sample of 20 principals and 260 teachers was used in analysis drawn from using simple random sampling technique to select 20 principals while balloting procedure was used to select 260 teachers from the two education zones randomly selected. Questionnaire constructed by the researcher, titled "Human Resource Development For Sustainable Development In Teaching And Learning Questionnaire"(HRDSDLQ) was used as an instrument for data collection. Three experts validated the instrument, two experts from education management and one expert from measurement and evaluation, all in the faculty of education, ChukwuemekaOdumegwuOjukwu University, Igbariam. The reliability coefficient of the questionnaire was calculated using Cronbach alpha and was found to be 0.89. The data collected were analyzed using mean and standard deviation. The findings of the study showed that teachers were not often involved in training and professional development in their schools. Principals encounter some hindrances in carrying out training and professional development for teachers in their schools. Based on the findings, the researcher recommends as follows: provision of adequate fund for the periodic training and professional development of teachers by government, involving teachers in training and professional development for improved performance and achievement of set goals, among others. Involvement of principals in these recommendations is imperative.

Keywords: Human Resources, Sustainable Development, Teaching and Learning, Training and Development.

Introduction

Any organization's effectiveness and efficiency depend to a large extent on the management and utilization of their human resources. Every manager must therefore be able to work effectively with people and solve their different problems associated with management. Human resources are the functions in an organization that deals with the people and issues such as compensation and benefit, recruiting and hiring of employees, on boarding of employees, performance management, training and organization development and culture (Heath field 2019). Human resources involve management of the people who make up the workforce of an organization, industry, business sector or economy. In most organization there is a department that takes charge of the human resources. It manages this arm of organization for optimal utilization and attainment of organizational objectives. This was emphasized by Bain and Zunda-Fraser (2016) when they stated that human resources department is about providing people with knowledge, understanding, skills and training that enable them to perform effectively. Human resources practices are part of the school system.

Secondary education which is education received after primary education and before tertiary education needs teachers to be exposed to periodic training and professional development in order to attain the 21st century requirement for sustainable development. Sustainable development is the exploitation and improvements in all aspect of human existence for the continued satisfaction of mankind both today and tomorrow (Aja, Onoh and Igwe, 2018). Sustainable development involves the act of improving peoples skills and opportunities to enable them achieve their aspirations and potential over a period of time. For education to be sustainable, it must achieve its objectives through well trained and professionally developed teachers.

As the primary objective of any school is to enhance the teaching and learning processes, the principals, as school managers should be actively involved to achieve this aim. The principals should endeavor to influence the teachers positively to achieve the goals of the schools. He or She can only accomplish this through the effective management of human resources. Adueng (2012) observed that human resources of any school are its most valuable asset. Human resources within educational system can be classified into teaching and non-teaching staff (Ekundayo 2009). In schools, teachers are one of the most important because upon which the implementation of government policies in schools rest on as they interact one on one with students and facilitate teaching and learning processes. Okandji (2007) in his research stated that teachers constitute a very significant factor to students' academic success. Furthermore, Okebukola (2010) identified teacher's quality and dedication as significant predictors of quality of education. Achieving quality education in schools can only be possible if the teachers are competent and dedicated to impact effective teaching and learning. To achieve this, the school principals should always engage teachers in continuous training and professional development as the outcome could affect the performance of schools. Moreover, the success of principals depends on their effectiveness as well as that of the classroom teachers. For the school principals to carry out their administrative roles which include providing teaching and learning, curriculum

and co-curriculum management and students affairs, development of schools, school management and teaching, they need to effectively adhere to human resources practices. This is in tandem with the observation of Gitonga (2012) who noted that one of the ways of enhancing performance of teachers and by extension that of students is putting in place teacher-sensitive human resources management practices, such as: recruitment and staffing, motivation, training, professional development, reward, welfare packages, appraisal schemes, salaries and wages, job security and equity.

One of the most important aspects of human resources practices is the training and professional development which is seen as teachers process of improving their effectiveness, developing their beliefs and ideas and developing their classroom management through learning. Training and professional development should be a continuous process because learning is a lifelong process. Teachers need to be engaged in continuous changes in education especially, the technology aspect of it for sustainable development. Cotton (2003) noted that effective schools heads support professional development within their schools that meet the needs and goals of both teachers and students. In agreement with this, Steverson in Hoque (2004) maintained that effective school heads provide the time resources and structure for meaningful professional development. Training of teachers which might be quality training, skill training, refresher courses, on the job training, Computer Base Test training, classroom or instructor_ led training, participation in work shop, seminars, conferences, induction, taking higher education courses, team training and supervision increase teachers confidence in classrooms, enhances teachers performing skills and makes them more efficient and effective. Gove (2012) had earlier observed that training programs are essential in facilitating continuous improvement in most organizations.

These studies have shown that human resources enhance teachers teaching as well as improve academic performance of students. Unfortunately, it is observed that importance of human resources might be taken for granted in secondary schools. This was noted by Omebe (2014) who emphasized that human resources management has become notably complex in the sense that human beings are liable to doing one training over and over in exactly the same way. This seems to affect the teachers competence and quality. It is on this background that the researcher intends to investigate the extent to which principals involve teachers in training and professional development for effective teaching and sustainable development in Anambra state secondary schools.

Statement of problem

Secondary education has its set goals and objectives the attainment which to a large extent is dependent on human resources practices. One of the major objectives of secondary education is the achievement of effective teaching and learning strategic in improving the performance of students. This requires qualified, trained and well developed teachers.

Unfortunately, observations have shown that while a few secondary schools perform well in both internal and external examinations, most are lacking in this respect. This might be attributed to the inadequate training and professional development of teachers, resulting in their inability to meet up with innovations in education. This study therefore sets out to investigate the extent to which secondary school teachers are exposed to training and professional development for sustainable development in teaching and learning

Purpose of study

The purpose of this study was to investigate the extent to which principals involve teachers in training and professional development for effective teaching and sustainable development in Anambra state secondary schools.

Specifically, the study sought to:-

- (1) Assess the extent to which principals involve teachers in training and professional development for sustainable development in teaching and learning in Anambra state secondary schools.
- (2) Identify the benefits of training and professional development of teachers in effective teaching and learning for sustainable development in Anambra state secondary schools.
- (3) Evaluate the challenges that hinder the training and professional development of teachers for sustainable development in teaching and learning in Anambra state secondary schools.

Research questions

The following research questions were formulated to guide the study.

- (1) To what extent do principals involve teachers in training and professional development for sustainable development in teaching and learning in Anambra state secondary schools?
- (2) What are the benefits of training and professional development of teachers in effective teaching and learning for sustainable development in Anambra state secondary schools?
- (3) What are the challenges that hinder the training and professional development of teachers for sustainable development in teaching and learning in Anambra state secondary schools?

Methodology

This study adopted descriptive survey research design. The area of the study was Anambra state. The population of the study was 261 principals and 5827 teachers from the 261 secondary schools in Anambra state (Post Primary School Management Board, Awka, 2020). The sample size of this study was 20 principals and 200 teachers calculated from the multi-stage sampling technique. Firstly, simple random sampling technique (balloting) was used to select two out of the six education zones in Anambra state. These six zones are Otuocha, Onitsha, Aguata, Awka, Nnewi and Ogidi education zones. The selected education zones are Onitsha and Otuocha education zones. The same technique was adopted for the selection of two local government areas from each of the selected education zones, bringing the total to four local government areas. Five public secondary schools were randomly selected from each local government areas therefore the total number of public secondary schools used in the study was 20 out of which 13 were selected from each of the schools which gives a total of 260 teachers, while all the principals from 20 selected public secondary schools participated in the study because of the fewness manageability of their number. The total sample size for all the respondents was 280. The instrument for data collection was a self-structured questionnaire titled "Human Resources Development for Sustainable Development Teaching and Learning Questionnaire (HRDSDLTQ)". The Questionnaire had 4 Points Rating Scale of Very Great Extent/Strongly Agree =4 points,

Great Extent/Agree=3 points, low Extent/Disagree=2 points and Very Low Extent/Strongly Disagree=1 point. The instrument was validated by three experts, two experts from Education Management and one expert from Measurement and Evaluation, all from faculty of Education in Chukwuemeka Odumegwu Ojukwu University, Igbariam, Anambra state. The evaluators' comments were used to modify the instrument.

To ensure the validity of the instrument, a trial test was conducted with 5 principals and 20 teachers in Delta State secondary schools. The reliability of instrument was determined using Cronbach Alpha which yielded 0.89 reliability co-efficient. This was considered appropriate for the study. This instrument had two sections, A and B. Section A sought information on the personal data of the respondents while section B elicited information on the research questions. The instrument was administered by the researcher with the help of the three research assistants who were thoroughly tutored. A total of 252 copies of the instrument were completed and returned. The study achieved 90% return rate. The data were collected and analyzed using mean and standard deviation for the research questions. The decision rule of 2.50 was used as cut off point. Any mean rating 2.50 and above was agreed while below was disagreed.

Result

Research Question 1: To what extent do principals involve teachers on training and professional development for sustainable development in teaching and learning in Anambra state secondary schools?

Table 1: Mean and standard deviation responses of principals and teachers on the extent principals involve teachers on training and professional development for sustainable development in teaching and learning in Anambra state secondary schools.

S/N	Item Description	Principals=12		Teachers=240		Decision
		X	SD	X	SD	
1	Participating in workshops, seminars and education conferences.	2.58	1.15	2.56	1.06	HE
2	Engages teachers in classroom or instruction-led-training (supervision).	2.48	1.18	2.39	1.12	LE
3	Organizing quality training for teachers.	2.36	1.19	2.43	1.12	LE
4	Providing in service training for teachers.	1.87	1.27	1.63	1.28	LE
5	Arranging for continuous Information and Communication Technology training	1.74	1.28	1.88	1.24	LE
6	Conducts Orientation for new teachers.	2.47	1.11	2.44	1.03	LE
7	Carry out Refresher courses for teachers.	2.42	1.21	2.43	1.21	LE
8	Organizes Skills training	2.44	1.17	2.47	1.16	LE
	Cluster mean	2.29	1.19	2.27	1.16	LE

Table1 revealed that the mean scores of principals and teachers for items 2, 3, 4, 5, 6, 7, 8, were below 2.50 indicating that principals involve teachers in training and professional development programs at low extent. Mean scores of principals and teachers for item 1 which refers to participation of teachers in workshop, seminars and education conferences was rated high above 2.50 which is the cut off point. The grand mean of 2.29 for principals and 2.27 for teachers showed that principals do not involve teachers in training and professional development. The standard deviation scores which range from 1.03 to 1.28 imply that the opinions of principals and teachers were similar.

Research Question2: what are the benefits of training and professional development on teachers teaching and learning for sustainable development in Anambra state secondary schools?

Table2: mean and standard deviation responses of principals and teachers on the benefits of training and professional development on teachers teaching and learning for sustainable development.

S/N	Item Description	Principal = 12		Teachers = 240		Decision
		X	SD	X	SD	
9	Training programs improves teachers competence and skills which most times result to good performance of the teacher in classroom.	2.67	1.11	2.58	1.00	A
10	Training and professional development programs conceive competitiveness among the teachers for better teaching and learning.	2.53	1.14	2.50	1.12	A
11	Professional training improves students performance as teachers are able to use their newly acquired skills and talents better.	2.56	1.13	2.52	1.04	A
12	Training and professional development raises the quality of work force of teachers as they are encouraged.	2.77	1.13	2.64	1.06	A
13	Training in teaching techniques changes teachers method of teaching for better performance.	2.54	0.87	2.58	1.00	A
14	Training and professional development affects teachers teaching and learning in classroom positively	2.63	1.09	2.71	0.98	A
15	Training and professional development make teachers more efficient and effective in classroom	2.58	1.15	2.56	1.06	A
	Clustermean	2.61	1.08	2.58	1.03	A

Table 2 showed that principals and teachers mean scores for all the items were above 2.50 indicating agreement with the statements. This implies that training and professional development enhances teachers teaching performance in classroom which influences students' performance. The cluster mean of 2.61 and 2.58 for principals and teachers respectively which is above the cut off mean of 2.50 indicated that training and professional development enhance performance skills of teachers. The standard deviation scores of

principals and teachers ranged from 0.87 to 1.15 indicating that the response of principals and teachers are of a similar consensus of opinion.

Researchquestion3: what are the challenges that hinderteachers training and professional development for sustainable development in teaching and learning in Anambra state secondary schools?

Table3: mean and standard deviation responses of principals and teachers on the challenges that hinder teachers training and professional development for sustainable development in teaching and learning.

S/ N	Item Description	Principal=1			Teacher=24		
		2 X	SD	Decisio n	0 X	SD	Decisio n
16	Inadequate fund	3.42	0.52	A	3.57	0.42	A
17	Incessant transfer of teachers.	3.41	0.71	A	2.99	0.55	A
18	Inadequate necessary knowledge and competencies by principals.	2.42	1.10	D	2.64	1.06	A
19	Poor working environment	2.52	1.04	A	2.55	1.13	A
20	Principals' use of old method of supervision.	2.54	0.87	A	2.36	1.11	A
21	Teachers rate of indiscipline.	2.77	1.13	A	2.36	1.19	D
22	Poor commitment to work.	2.39	1.12	D	2.58	1.15	A
	Cluster mean	2.74	0.92	A	2.77	0.94	A

Result presented on table 3 showed that principals and teachers mean scores for items 16, 17, 19, 20 and 22 are above 2.50 indicating agreement with the items. This suggests that there are some challenges that hinder training and professional development of teachers in

schools. Conversely, the mean scores of principals for items 18 and 21 were below the cut off mean of 2.50 and mean score of teachers for item 21 was below 2.50 indicating that principals and teachers disagree on those items. The cluster mean of 2.74 and 2.77 for principals and teachers respectively which were above the cut off mean of 2.50 indicated that there are some challenges that hinder training and professional development for teachers in schools. The standard deviation scores were at the range of 0.92 to 0.94 for principals and teachers respectively suggesting similar responses.

Discussion of result

The major findings of this study revealed that participation of teachers in continuous training and professional development for sustainable development is low. This was indicated in Table 1. This shows that teachers were not involved in quality training, in-service training, information and communication technology training, orientation for new teachers, classroom instruction-led-training, refresher courses and skills training. This may be attributed to the fact that human resources management has become notably complex in the sense that human beings are not liable to doing one thing over and over in exactly the same way (Omebe 2014). Teachers not being involved in training and professional development do not help both the teachers and students as their performances will continue to be low. The result of the study in table 2 showed that training and professional development has the potential to enhance teachers' performance. The two categories of respondents unanimously agree that training and professional development improve teachers competence and skills, conceive competition among teachers, improve students' performance, raise the quality of work force of teachers, change teachers method of teaching for better performance, affect teachers teaching and learning in classroom positively and make teachers more efficient and effective in classroom. These findings corroborate the submission of Gove (2012) who emphasized that training programs are essential in facilitating continuous improvement in most organizations. The observation in this study is equally in line with Oyitso and Olomukoro (2012) who opined that training brings higher confidence on workers, job knowledge, enhance performing skills, improvement in efficiency and effectiveness and increases performance. The finding is also backed up by Pitsoe and Maila (2012) who emphasized that teacher professional development plays an important role in changing teachers teaching method and assisting teachers to move beyond a comprehension of the surface features of a new idea or innovation, to a deeper understanding of a topic. Therefore continuous training and professional development are essential to enable teachers respond to constant changes in education for sustainable development and students better performance. Without this, teachers find it difficult meeting with the demands and challenges of 21st century that mainly hinge on sustainability.

It was found in table 3 that there are some challenges that hinder training and professional development for teachers, these include: inadequate fund, incessant transfer of teachers, inadequate necessary knowledge and competencies by principals, poor working conditions, principals use of old method of supervision, teachers rate of indiscipline and poor commitment to work. This is in agreement with the submission of Kedibone (2019) who opined that lack of systematic and regular monitoring of teachers reporting progress is a challenge to teacher training and professional development. These findings also agree with Sothy (2019) who observed that there were challenges that hinder managing human

resources. He also noted that training and development may face some difficulties due to tight budgets and schedules. The findings are equally in line with observation of Rebores (2010) who noted that lack of systematic and comprehensive view point on human resources management may pose some challenges for sustainable development in education. These hindrances may serve as a deterrent in the involvement of teachers in training and development for sustainable development.

Conclusion

From the findings, it was concluded that teachers were not regularly exposed to training and professional development as a result of some challenges, some of which include: inadequate fund, incessant transfer poor working conditions among others. Training and professional development potentially enhance the performance of teachers for effective teaching and learning for sustainable development. It is against this background that the following recommendations are given.

Recommendation

Based on the findings, the study, the following recommendations were made:-

- (1) Provision of adequate funding of secondary education by Government for training and professional development of teachers in secondary schools.
- (2) Training and professional development of teachers should be a priority in the management of secondary schools by principals.
- (3) Principals should also be involved in training and professional development as it will make them competent and committed in discharging their duties.

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