

Human Resource Management and the Achievement of Sustainable Development Goals in Secondary Schools in Enugu Education Zone

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ABSTRACT

The study investigated the influence of human resource management in the achievement of sustainable development goals in secondary schools in Enugu Education Zone. Two research questions and two null hypotheses were formulated for the study was tested at .05 levels of significance. Descriptive survey research design was adopted for the study. A fifteen (15) item questionnaire on effective Human Resource Management for the achievement of SDGs was developed and used for data collection. The population for the study was 31 respondents, comprising 19 male principals and 12 female principals in public secondary school in the Zone. The data collected were analyzed using mean and standard deviation to answer the research questions and t-test statistics for the hypotheses. Major findings of the study revealed that systematic recruitment, training and compensation influence the achievement of sustainable development goals in secondary schools in Enugu Education Zone. Recommendations were made that teacher recruitment process should be streamlined and handled by qualified and experienced personnel so as to employ qualified and competent teachers for secondary schools business. Again, that teacher should be motivated through increased salary and other incentive packages to enhance teacher performance outcome across the zone while driving the achievement of SDG in the state.

Key Words: Human Resource Management, Education, Achievement of Sustainable Development Goals.

INTRODUCTION

Education is a purposeful activity directed at achieving certain aims, such as transmitting knowledge, skills and character traits. These aims may include the development of understanding, rationality, kindness and honesty. Various researchers emphasize the role of critical thinking in order to distinguish education from indoctrination. Some theorists held that education results should be centered on the improvement of the student while others prefer and value-neutral definition of the term. In a slightly different sense, education may refer, not to the process, but the product of this process: the mental states and dispositions possessed by educated people. Education originated as the transmission of cultural heritage from

one generation to the next. Today, educational goals increasingly encompass new ideas such as the liberation of learners, skills needed for modern society, empathy, and complex technological and vocational skills.

Evidently, no nation develops beyond its level of education. This simply means that the qualification and condition of service for people who manage educational programmes determines the quality of educational programmes developed for the nation and the quality of educational programmes of the nation determines the nation's hope and level of development in all facet of its existence, both in science,



technology, arts etc. National Policy on Education (2013) holds that education is an instrument for national development and social changes. This implies that the Nigeria society believes that education is the bedrock upon which its corporate existence and level of development is centered, especially with every hands on deck. This made Uche, Ani and Ozoagu (2019) to observe that education is a co-creation investment aimed at all round development of the society.

The Sustainable Development Goals is initiative developed in 2015 by the United Nations General Assembly (UNGA) as part of the Post-2015 Development Agenda, which sought to create a future global development framework to succeed the Millennium Development Goals, which ended that year. They were formally articulated and adopted in a UNGA resolution called the 2030 Agenda, known customarily as Agenda 2030. On 6 July 2017, the SDGs were made more actionable by a UNGA resolution that identifies specific targets for each goal and provides indicators to measure level of development progress in member Countries. Most targets are to be achieved by 2030, although some have no end date. Some of the areas that the initiative focuses are quality and inclusive education for all, good health, affordable and clean energy, industry and infrastructure etc.

Nevertheless, it is a known fact that the SDGs are attainable goals and the achievement of these goals in a nation like Nigeria is greatly depended on the caliber of human elements involved in driving its educational development programmes of the nation as well as their condition of service as they carry out these tasks. Unarguably, Nigeria's believe of education is based on the development of the individual into a sound and effective citizen; the full integration of the individual into the

community and the provision of equal opportunities for all citizens of the state at the primary, secondary and tertiary levels both inside and outside the formal school system (FGN 2013). School programmes to this end, need to be relevant, practical and comprehensive while interest and ability should determine the individual direction in education. The achievement of the SDG goal depends on the extent to which human resource management among other factors are efficiently implemented in the school system.

Anyanwu (2021) opined that human resource management can be seen as the design of formal systems in an organization to ensure effective and efficient use of human potentials to accomplish organizational goals. Human resource management is a set of organizational activities directed at attracting, developing and maintaining an effective workforce within the educational institution (Ugah 2019). It concerns the recruitment, staffing, welfare, maintenance, training and retraining, placement, promotion, motivation, relationship, compensation or rewards, transfer and discipline of staff. It lies at the care of the efficiency of the organization. Offor (2020) stated that HRM is a basic function of management that determines the performance of staff in any organization. This simply implies that when staff in the educational system are adequately recruited, selected and supervised, inducted and adequately rewarded, and provided for, properly developed, appraised and promoted on the job, they will be committed to the job, remain dedicated and productive in the education systems. This can simply be put that it is the co-ordination of the activities and efforts of the workers in educational system so that educational goals under the SDGs initiative are achieved. Hence, human resource management in education is the process of motivating workers to maximize their performance in order to obtain

maximum output starting from the day they are recruited.

The focus of the school is to educate, and the most important resource in the school is the teacher. Human resource management (HRM) is one of the most important and challenging functions of any organisation because it constitutes the ultimate basis for the creation and utilization of the wealth of a nation. It holds the potential of increasing outcomes through increased involvement, performance, empowerment and motivation of teachers (Offor, 2015). Aguba (2017) observed that education develops the mind of man and the mind of man develops the society, stressing that when the society is developed without developing the mind of man, the mind of man will grow and destroy the society. Thus, the activities of any school system are initiated and determined by the persons who make up the school (Ume, 2014). The objectives of an organisation are met through the coordinated actions of people working with individual target but with common purpose. Going further, Offor (2015), opined that teachers are the critical resources for effective and efficient execution of educational programs and objectives in the classroom. They play significant role in the determination of the quality of education in the society. The Federal Republic of Nigeria (FRN, 2013) observed that no education system can rise above the quality of its teachers. The teachers are the supporting pillars for the realization of educational objectives according to the SDGs initiatives. Offor (2015) held that it is very important to consider gender balancing when recruiting teachers who will carry out educational development programmes in the society, if efficiency must be achieved. However, gender equality and equity in education is not only very important for driving the achievement of SDGs in Nigeria System, but also has a positive impact on macroeconomic and financial stability in the school system. In order to help teachers to

be the most effective educators they can be, there is every need that women are considered in holding certain positions as men in the school management system like principalship position and have their opinion count in making certain decisions regarding the development of the educational system. It is in view of this that researcher considers combining both male and female principals as respondents for the study.

Okoh (2019) stated that critical attention must be paid to those employed to work in the educational system in Nigeria as well as the processes of recruiting them, because, they contribute to the success and /or failure of the society at large. Those who should be recruited into the educational system should be people with sound knowledge of the educational development goal in the 21st century not anybody (Okoh, 2019). Onyefulu (2022) and Okuwa (2016) in their separate work held that the achievement of educational goals as contained in the SDG initiative is largely possible when the personnel in the educational industry, especially teachers are recruited based on competency, capacity, experience, with special focus on area of specialisation and verified willingness to serve. Ani (2015) suggested that special policy guide on processes and qualifications for the recruitment of staff into the educational industry at various levels in Nigeria should be adopted, while critical review of the educational programmes is very necessary to suit the SDGs educational need.

Invariably, compensation and benefits are crucial in motivating, and retaining personnel in any establishment. This means that adequate resources should be made available for salaries, benefits, rewards and bonus in such a way that will motivate the teachers to giving out their best to make the system functional. Uche, Ani and Ozoagu (2019) stated that the achievement of educational goals under the SDG initiative is possible with adequate motivation of

those who drive the process. Okezi (2017) observed that teachers' condition of service in Nigeria is very worrisome considering the role of the teachers in societal development. Akpa (2014) stated that teachers are the number one key players in the achievement of educational goals under the Sustainable Development Goals initiatives and for them to perform well, their salary packages need to be reviewed, health, transport, housing etc allowances as well as other necessary incentives to boost their motivation in the service.

Similarly, Onyefulu (2022) and Okuwa (2016) in their separate work hold that the SDG can be achieved in Nigeria when teachers are recruited based on competence, capacity and experience. Ani (2015) suggested that special policy guide on processes and qualifications for the recruitment of staff into the educational industries is of paramount importance in achieving the SDGs in Nigeria. On the contrary, Uche, Ani and Ozoagu (2019) reported that the achievement of educational goals under the SDG initiative is possible with adequate motivation of those who drive the process. Akpa (2014) stated that teachers need more money to perform their daily task while Ukwa (2020) found no significant difference as to the extent recruitment determines the achievement of SDG over compensation and improved condition of service. This gap of no definite conclusion created the need for this research problem which is simply put in a question form as how will Human Resource Management help in the achievement of Sustainable Development Goals in Secondary Schools in Enugu Education Zone?

Purpose of the Study

The purpose of the study was to determine the extent to which human resource management influences the achievement of SDGs objectives for Education in Secondary Schools in Enugu education zone. In specific term, the study examined:

- i. recruitment as HRM function in the achievement of SDG goals in Public Secondary Schools in Enugu Education Zone.
- ii. staff compensation as HRM function in the achievement of SDG goals in public Secondary Schools in Enugu Education Zone.

Research Questions

The following research questions were raised to guide the study.

1. To what extent do staff recruitment as HRM function influence the achievement of SDGs in public secondary schools in Enugu Education Zone?
2. To what extent do staff compensation as HRM function influence the achievement of SDGs in Public secondary schools in Enugu Education Zone?

Hypotheses

- Ho₁:** There is no significant difference in the mean rating of male and female principals on the extent to which staff recruitment as HRM function influence the achievement of SDGs in Public secondary schools in Enugu Education Zone.
- Ho₂:** There is no significant difference in the mean ratings of male and female principals on the extent to which staff compensation as HRM function influence the achievement of SDGs in Public secondary schools in Enugu Education Zone.

Research Methodology

The design adopted for this study was descriptive survey design. This design was preferred because it enabled the researchers to collect original data from the representatives or population and use the result of data analyses to describe the situation as it was found. Area of the study was Enugu Education Zone of Enugu State. This zone is made up of Enugu North, Enugu East, and Isi Uzo Local Government Areas. Population for the study consisted of

31 principals of public secondary Schools in Enugu Education Zone as at the time of the study. Census sampling technique was used to draw all the 31 principals as sample for the study since the population was small. A structured questionnaire titled “human resource management questionnaire on the achievement of SDGs in Enugu Education Zone was used for data collection. The questionnaire was made up of 15 items scored on a four point scale. The instrument had two sections, A and B. Section A addressed the bio data of the respondents while section B focused on the two research questions that guided the study. The instrument was validated by three experts, two from Department of Educational Management and one expert from Measurement and Evaluation Unit Department of Mathematics and Computer Education. All the experts are from Faculty of Education, Enugu State University of Science and Technology (ESUT) Agbani. The experts made useful input that enhanced

the validity of the Instrument. The Validated copies of the instruments were administered on 14 principals of public Secondary Schools in Agbani Education Zone in a trial test. Responses of the 14 principals were used to establish the internal consistency of the Instrument. Hence using cronbach Alpha method, the instrument yielded a reliability coefficient of .75 which means that the instrument was valid and good enough for the study.

The 4-point rating scales were used in this order.

Very Great Extent (VGE)	4 points
Great Extent (GE)	3 points
Low Extent (LE)	2points
Very Low Extent (VLE)	1point

Results

Research Questions 1: To what extent do Staff Recruitment as HRM function influence the achievement of SDGs in Public Secondary Schools in Enugu Education Zone?

Table 1: Mean Response Scores of the Respondents on Staff Recruitment as to the extent HRM function influence the achievement of SDGs in Public Secondary Schools in Enugu Education Zone.

Principal	S/No	ITEM: Influence of Recruitment include:	Male Principal			Female		
			X	SD	DEC	X	SD	DEC
	1	public recruitment of qualified teachers	3.05	3.78	GE	3.31	3.43	GE
	2	qualified teachers are recruited when principals are involved in recruitment exercise	2.84	3.45	GE	3.94	4.00	VGE
	3	recruitment based of area of specialisation enhances efficiency	3.55	4.00	VGE	2.89	3.31	GE
	4	Establishment of formal procedures in recruitment exercise results in recruitment of better hands	3.21	3.35	GE	3.45	3.73	GE
	5	hiring of qualified personnel enhances quality staff	3.10	3.42	GE	3.39	3.48	GE
	6	making provision to train staff after recruitment will result to increase in outcome	3.11	3.48	GE	2.84	3.35	GE
	7	adequate staff in the school system closes gap of poor performance	2.75	3.39	GE	3.51	3.45	GE
		CLUSTER MEAN	3.90	3.55	GE	3.33	3.54	GE

From table 1, grand mean was 3.62 which indicated that strategic and adequate

recruitment of qualified and competent teachers, to a great extent will help in the

achievement of Sustainable Development Goals in Enugu Education Zone.

Research Questions 2.

To what extent do Staff Compensation as HRM function influence the achievement of SDGs in Public Secondary Schools in Enugu Education Zone?

Table 2: Mean Response Scores of the Respondents on Staff Compensation as to the extent HRM function influence the Achievement of SDGs in Public Secondary Schools in Enugu Education Zone

S/NO	ITEMS: Influence of Compensation are as follows:	X	Male Principal		Female Principal		
			SD	DEC	X	SD	DEC
8	establishment of standard performance target for the school.	3.40	2.81	GE	3.33	3.71	GE
9	analysis of the cause of deviation from targeted standard.	3.55	3.62	GE	2.84	3.58	GE
10	comparison of the actual performance and targeted performance.	2.83	2.58	GE	3.92	2.55	GE
11	periodic review of the results of exam/continuous assessment to ascertain the level of student's performance.	2.72	3.38	GE	2.82	3.96	GE
12	determining the effectiveness of teachers at using instructional materials during teaching activities.	3.43	3.02	GE	3.64	3.62	GE
13	Increase in the salary of teachers as source of motivation	3.45	3.83	GE	3.91	2.90	GE
14	Making provision for other incentive packages for teachers	3.51	3.72	GE	3.39	3.52	GE
15	Provision of health scheme for teachers will help increase their outcome	2.86	3.57	GE	2.90	3.09	GE
	CLUSTER MEAN	3.21	3.31	GE	3.34	3.40	GE

From Table 2, grand mean was 3.30 which indicated that strategic and adequate compensation and motivation of teachers will, to a great extent help in the achievement of Sustainable Development Goals in Enugu Education Zone.

Hypotheses

Ho₁: There is no significant difference in the mean rating of male and female principals on the extent to which Staff Recruitment as HRM function influence the achievement of SDGs in Public Secondary Schools in Enugu Education Zone.

Table 3: t-test on the mean ratings of male and female principals on the extent to which recruitment influences the achievement of SDGs in Public Secondary Schools in Enugu Education Zone

S/NO	Respondent Group	No of Respondents	Mean	SD	df	Calculated -t	table-t	Dec
1	Male Principals	19	3.90	3.55	29	-0.13	1.95	Not significance
2	Female Principals	12	3.33	3.54				

The table above shows the calculated t-value of -0.15 at 29 degree of freedom and .05 level of significant. Since the calculated t-value of -0.15 is less than the table of 1.95, the null hypotheses is not rejected. Thus, there is no significant difference in the mean rating of male and female principals on the extent to which recruitment influence the achievement of Sustainable Development Goals in Enugu Education Zone.

Ho₂: There is no significant difference in the mean ratings of male and female principals on the extent to which staff compensation as HRM function influence the achievement of SDGs in Public Secondary Schools in Enugu Education Zone.

Table 4: t-test on the mean ratings of principals on the extent to which compensation influence the achievement of SDGs in Public Secondary Schools in Enugu Education Zone

S/NO	Respondent Group	No of Respondents	Mean	SD	df	Calculated -t	table-t	Dec
1	Male Principals	19	3.21	3.31	29	-0.15	0.09	Not significant
2	Female Principals	12	3.34	3.40				

The table above shows the calculated t-value of -0.15 at 29 degree of freedom and .05 level of significant. Since the calculated t-value of -0.15 is less than the table of 0.09, the null hypothesis is not rejected. Thus, there is no significant difference in the mean rating of male and female principals on the extent to which compensation influences the achievement of Sustainable Development Goals in Enugu Education Zone.

Summary of Findings

1. That adequate recruitment of qualified teachers would to a great extent help in the achievement of SDGs in Enugu Education Zone.
2. That recruitment based on competency, capacity and area of specialization would to a great extent help in the achievement of SDGs in Enugu Education Zone.
3. That good remuneration would to a great extent motivate teachers more in

driving the achievement of SDGs initiatives in Enugu Education Zone.

4. Provision of good working condition for teachers would to a great extent enhance their zeal in the achievement of SDGs initiatives in teachers in Enugu Education Zone.

Discussion of Findings

Research question one addressed the issue of the extent to which recruitment influences the achievement of SDGs in Public Secondary Schools in Enugu Education Zone. The findings showed that to a great extent, adequate recruitment of qualified teachers influences the achievement of SDGs in Public Secondary School. This is based on the opinion of the principals that recruitment influences to a great extent when adequate publicity is done to recruit qualified teachers, when principals are involved in the Teachers Recruitment exercise, when plans are made to train teachers on job specification and enhancement etc. All these are aimed at promoting good educational outcome. This is as a result of the positive cluster mean which is above the bench mark set for the study.

The findings are in agreement with the work of Onyefulu (2022) and Okuwa (2016) who in their separate work agreed that the achievement of educational goals as contained in the SGD initiative is largely possible when the personnel in the educational industry, especially teachers are recruited based on competency, capacity, experience, with special focus on area of specialisation and verified willingness to serve.

Research question two addressed the extent compensation influences the achievement of SDGs in Public Secondary Schools in Enugu Education Zone. The findings showed that to great extent compensation influences the achievement of SDG goals in

Public Secondary Schools in Enugu Education Zone, because it enhances teacher's efficiency, promotes good working relationship, motivates teachers and enhances commitment. This is as a result of the positive cluster mean which is above the criterion level. The findings are in agreement with the work of Uche, Ani, Ozoagu (2019) who agreed that the achievement of educational goals under the SDG initiative is possible with adequate motivation of those who drive the process. Akpa (2014) stated that teachers are the number one key players in the achievement of educational goals under the sustainable development Goals initiatives and for them to perform well, their salary package need to be reviewed, health, transport, housing etc allowances as well as other necessary incentives to boost their motivation in the service.

Conclusion

That adequate recruitment of qualified educational personnel into the education system will motivate the achievement of SDG goals in Enugu Education Zone.

That increasing the motivation of teachers by ways of increase in salary, compensation, as well as other welfare packages for them will greatly influence the achievement of SDGs in Enugu Education Zone.

Recommendations

1. Government should review Teachers welfare packages to motivate increased interest in the discharge of their duties thereby driving the achievement of SDGs in Enugu Education Zone.
2. Qualified principals who know how best to organize the available resources in the achievement of education goals should be employed to manage Secondary Schools.
3. Teachers' Recruitment process should be streamlined and handled by qualified

and experienced manpower so as to employ qualified and competent teachers for Secondary Schools in Enugu Education Zone.

4. Teachers' training should be regular and adequate resources needed for the exercise, provided.

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