

An Assessment of Human Resource Management Practices on Newly Appointed Teachers in Secondary Schools in Gwembe District, Zambia

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Abstract

The study assessed the human resource management practices on newly appointed teachers in secondary schools in Gwembe District. The objectives of the study examined teachers' biographics, the effects of human resource planning and human resource training and development on organizational effectiveness, assessed and determined the influence of employee recognition and the extent to which work place climate influenced teacher effectiveness in secondary schools. Descriptive research method was employed. The target population comprised 16 secondary schools and 212 teachers. A sample contained 14 schools and 112 teachers (8 per school). All the 7 senior schools with grades 8-12 were purposively selected and out of the 9 junior schools with grades 8-9, only 7 schools were simple randomly selected and used. A questionnaire and an interview guide were used. A pilot study was conducted in two schools to determine the reliability of instruments. An Alpha reliability coefficient of 0.890 was obtained which deemed the instrument reliable. The data collected was coded and analyzed using descriptive statistics, regression and content analysis. Findings from the study on demographics revealed that the teaching profession was dominated by males, majority teachers held Bachelor's Degree, were married and have worked for about 10 years to 14 years. Other findings revealed that HR planning, training and development, employee recognition programs and work place climate had a positive and significant influence on organizational and teacher effectiveness. The study concluded that teachers were not given job descriptions; orientations were not done. The majority teachers were not confirmed within 3/6 months of their appointment. Schools lacked effective communication and management did not involve staff in decision making. Also, teachers refused of having a health scheme supported by the government. The study recommended that job descriptions should be given to newly appointed teachers at the initial stage. Adequate orientation should be conducted. Teachers should be confirmed within 3/6 months. Management should enhance effective communication and involve staff in decision making at all times. The government should support teachers practically with health scheme not just on paper.

Keywords: Assessment, Human Resource, Human Resource Management Practices, Newly Appointed teachers, research, conclusion, Secondary school Teacher, Secondary School.

1. INTRODUCTION

Arsad (2012) purported that, Human Resource Management Practices (HRMP) were associated with these variables; Human Resources (HR) planning, recruitment, selection, orientation, training and development, appraisal, recognition, workplace climate motivation and also several functions within an organization

that focused on employees. In order to develop a sound Human Resource Management (HRM) system to achieve the quality education, the organization should have had effective HRMP (Mondy, 2017). HRM practices referred to organizational activities directed at managing the pool of Human Resources and ensuring that the resources were employed towards the fulfilment of organizational goals (Osman & Galang, 2013; Hiti, 2017; Marry, 2017). HRMP differed from one organization to another and from one country to another (Meyer et al 2014).

According to Demeter and Tapardel (2013), Human Resources were a set of individuals who made up the work force of an organization. Teachers constituted the work force in the school as an organization (Waseem, Farooghi and Afshan, 2013). Consequently, organization should prioritize the development of the human element to maximize talents, skills and ability which would automatically reflect on the institution's effectiveness thereby motivating the work force (Kwangho, Gapsung, Junga, Insik & Kwangwon, 2017). Without an adequate, skilled and well-motivated workforce operating within a sound HRM Programme, development would not be possible henceforth, be compromised (Dimba, 2017).

1.1. Statement of the Problem

Organizations must focus more than ever on their manpower for their success (Meyer & Amp, 2014). Nowadays, several institutions have been reluctant to invest in human resources development of their employees in organizations, this was because it was believed that employees recruited under a merit system were alleged to be qualified (Ahmad & Schrveder, 2013). Subramaniam, Shamsudin & Ibrahim (2018) mentioned that training and development could influence organizational performance because employee's skills, knowledge and abilities could be enhanced. Most organization did not have plans for the development of the old and newly appointed employees such that, once employee were recruited, they were not oriented, neither were they trained to acquire other modern skills or improve upon their talents and educational qualifications they came in with. Omari (2013) added that, organizations gave less importance to human resources training and development programmes which in turn affect productivity. The Ministry of General Education (MoGE) and Ministry of higher Education (MoHE) (2018) observed that a good number of school managers lacked leadership and management competences to manage secondary schools as evidenced by the education outcomes. MoGE & MoHE) (2016) observed that, for the past 5 years, a huge gap in terms of secondary school effectiveness existed in developing countries like Zambia due to ineffective human resources management practices. numbers of classrooms and staff houses especially with the newly upgraded combined schools.

Despite the district ensured to enhance practical strategies in place that culminated into improved performance at grade 9 and 12 respectively in 2019, Gwembe District Education Board Statistical Office (GDEBSO) report, (2022) revealed that the average performance at grade 9 in the district for the past 5 years (-2021) trailed at 39% while that at grade 12 has been at 55.47%. It was in view of this that this study was carried out to assess the human resource management practices on newly appointed teachers in secondary schools in Gwembe district, southern province of Zambia in order to come up with findings which would help to improve effectiveness in various schools.

1.2. Purpose of the Study

The purpose of this study was to assess the human resource management practices on newly appointed teachers in secondary schools and its effects to organizational effectiveness in Gwembe district, southern province of Zambia.

1.3. Research Objectives

The objectives of this study were specifically:

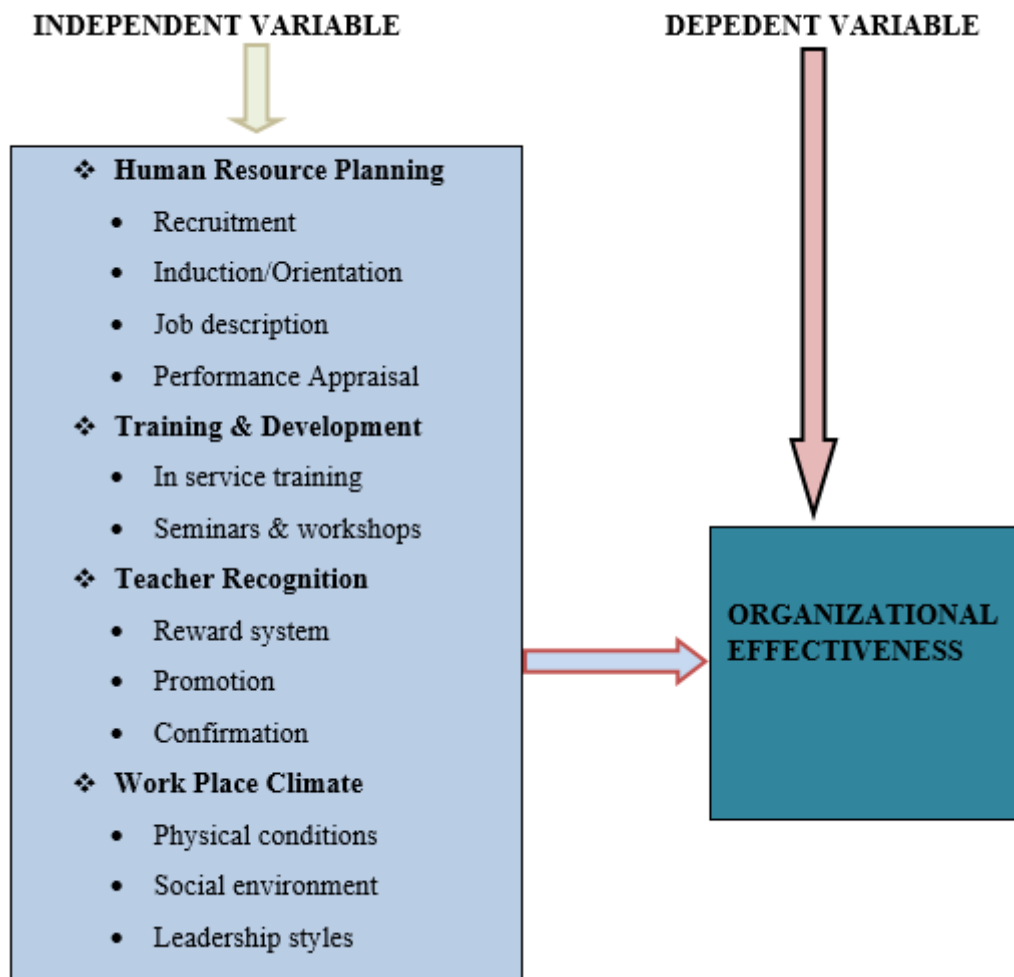
1. To establish the biographic characteristics of teachers in terms of gender, age, marital status, educational qualification and years of experience.
2. To examine the effects of human resource planning on organizational effectiveness.
3. To examine the effects of human resource training and development on organizational effectiveness.
4. To assess the effects of employee recognition programs on teacher effectiveness in secondary schools.
5. To determine the effects of work place climate on teacher effectiveness in secondary schools.

1.4. Significance of the Study

The study was beneficial to other researchers as they used this research as a source of reference. Henceforth, the results of this study might be useful to the Ministry of education and the entire teaching fraternity in Zambia and other countries to bring about effective and efficient human resource management practices on newly appointed teachers in secondary schools in order to attain organizational effectiveness. This research also provided a check measure which enabled the administrators realize their weaknesses in the way they managed its human resource in various institutions of learning hence put appropriate interventions in motivating the human resource in order to increase their commitment and productivity. This study helped administrators to come up with a changed approach in the human resource management practices in the quest to achieve organizational effectiveness. Nonetheless, the study furthermore, helped to identify the developmental needs of the members of staff in order to enhance sustainable development in an organization or rather institutions of learning.

1.5. Conceptual Framework

A conceptual framework was defined as a set of broad ideas and principles taken from different relevant fields of enquiry and used to structure subsequent presentation (Kothari, 2017). On the basis of specific objectives and literature review, conceptual framework was developed by the researcher to guide this study. This framework was constructed to direct and organize data collection. The conceptualization of the study was based on the assumption that Human Resource Management Practices influenced teacher performance in secondary schools which in turn resulted in organizational effectiveness. The dependent variable was organizational effectiveness and independent variables were Human resource planning, training and development, teacher recognition and work place climate. The relationship of the variables was illustrated in the figure below;



Source: Researcher, 2022

2. LITERATURE REVIEW

2.1. Human Resource Planning

According to Sang (2015), Human Resource planning (HRP) was a strategy used to maintain steady stream of skilled employees avoiding employee shortages or surpluses. HRP should serve as a link between human resource management and the overall plan of an organization. The planning processes of best practice organization not only defined what would be accomplished within a given time frame, but also the numbers and type of human resources that would be needed to achieve the defined organization goals. Mursi (2013) underscored that HRP was a process of guiding activities related to the human resources management which facilitated on how the management made decisions on how the human resources needed in an organization could be staffed with minimum costs.

2.1.1. Recruitment

Boyd, Lankford, Loeb, Ronfeldt and Wyckoff (2018) purported that every school strived to recruit good and qualified teaching staff that could deliver quality education to its learners. They also stressed that only highly qualified and committed teaching staff or teachers produced effective results by producing good quality of learners, who contributed to their country in future. Therefore, it was crucial for schools to keep the talented or key teaching staff because only qualified teachers could give best education to the learners.

Okpara and Pamela (2019)'s study on HRM practices, it was revealed that employee recruitment (selection) was important in enhancing organizational effectiveness if only right people with right competences were put in the right positions at the right time. Zangata (2019) described recruitment as the set of activities and processes used to legally obtain a sufficient number of qualified people at the right place and time so that the people and the organization could select each other in their own best short- and long-term interests.

2.1.2 Induction/Orientation

In Ahmad & Schrveder (2013)'s study in Pakistan, it was revealed that there was existence of positive relationship between human resource management practices in terms of orientation (information sharing) and organizational performance. They further attested that orientation was the act or process of placing someone in a new job or position by giving information and boundaries or rather introducing a new employee to her/his job and organization. During this process, a new employee was given all the necessary information required to undertake her/his new work or rather responsibility. Awoniyi (2013) indicated that, when new employees joined the school or when others have been elevated to perform new roles within the same school, it was imperative to give them the right induction at the beginning of employment and may stretch for several weeks, or even months depending on the organization, and when need arise to boost organizational effectiveness.

2.1.3 Job description

Awoniyi (2013) stated that job description included basic job-related data that was useful to advertise a specific job and attract a pool of talent. It included information such as job title, job location, reporting to and of employees, job summary, nature and objectives of a job, tasks and duties to be performed, working conditions, machines, tools and equipment to be used by a prospective worker and hazards involved in it. Al-Marwai and Subramaniam (2019) underscored that, job analysis was a primary tool to collect job-related data. It was necessary to have had them defined accurately in order to fit the right person at the right place and at the right time which helped both employer and employee understand on what exactly needed to be delivered and how for organizational effectiveness..

2.1.4. Performance Appraisal System

Performance Appraisal System (PAS) was defined by Craig (2018), as the system which helped the administration to find out deficiencies and provides motivation to the employee. On the other hand, Davis (2017) revealed that performance appraisal system was a review and discussion of an employee's performance of assigned duties. PAS was an effective tool for employee's evaluation and setting standards for their performance and provided feedback to the employee (Craig, 2018) attested that, PAS helped employees to understand the requirements or standards of particular job requirements

2.2. Training & Development

Newman, Thanacoody and Hui (2018) observed that training and development played an important role in the achievement of any organizations' goals since it increased both effectiveness and efficiency not only for the organization but for the employees too. Ombui, Kagiriand Omoke (2014) studied the influence of training and development on the performance of employees in research institutes in Kenya. The findings obtained showed that training and development were positively correlated with the level of

employee performance in the organization. Katou (2015) `s study in Greece on training and development as a factor influencing Human Resource Management (HRM) practices, the study revealed that training and development had a positive relationship with institutions' effectiveness.

2.2.1. In service training

To show how important School Based Continuing Professional Development (SBCPD) was, most European countries considered it a professional obligation and consequently all teachers were compelled to embrace it (Commission, 2013). According to the European Commission (2013), participation in SBCPD became a requirement for advancement in the career and salary increment in countries like France, Romania, Slovenia and Lithuania. From the European perspective, there was a realization that teachers could not remain static professionally when the global educational needs were dynamic. Japan was one country which witnessed many problems in its education system in the past ten years because of lack of competence among teachers (Eid, 2014). This had seen Japan coming up with a school based professional development programme called the lesson study. Lesson study was a less familiar but apparently more successful professional development practice which attracted international attention (Doig and Groves, 2018).

2.2.2. Seminars & workshops

According to Karachiwalla (2017) `s study in China, he observed that, Once the deputy principals had been deployed to the specific institutions, they were left on their own to navigate their way as deputy principals. The investigation found that the deputy teachers rarely attended workshops for in-service and that situation made their work strenuous. Sang (2015), in his study conducted in Japan found a positive influence of human resource management practices in terms of employee training (seminars and workshops) on organization performance. He added that, during seminars and workshops new skills and knowledge were obtained which boosted employee performance which led to organizational effectiveness. Hervie and Winful (2018) study findings revealed that, poor performance of teachers was due to lack of frequent in-service training in terms of seminars and workshops, lack of teaching and learning materials, lack of incentives and motivation, and improper supervision.

2.3. Teacher Recognition

According to Nyakundi, Karanja, Charles and Bisobori (2012) the aim of employee recognition was to allow individuals to know and understand that their work was valued and appreciated, provided a sense of ownership and belongingness, improved morale, enhanced loyalty and increased employee retention and effectiveness rate in the organization. Manzoor (2012) revealed that there was a significant impact of empowerment and recognition of efforts on employee's motivation. They added that employee recognition was one of the missing elements between employees and leadership. If their efforts were recognised at the right time, they would be motivated enough to perform better than the past. They also revealed that appreciation has been found the highest nuancing factor in predicting employee's contribution. Bertrand (2014) `s study demonstrated that recognition had a positive impact on performance. Dessler (2018) purported that recognition was for employees who would have worked above the call of duty.

2.3.1. Reward system

Danish and Usman (2017) `s study examined the impact of reward and recognition on job satisfaction and

motivation. The statistical analysis showed that different dimensions of work motivation and satisfaction were significantly correlated and reward and recognition have had great impact on motivation of the employees. Ndungu (2016) carried out a study on the effects of rewards and recognition on employee performance in public educational institutions. Results obtained showed that salaries and fringe benefits as well as job security to be weak in Kenyatta University and caused dissatisfaction and affected employee performance. Kanyiri & Wangui (2012) and Emily (2015) argued that effective rewards and compensation schemes motivated teachers in private secondary schools to work harder. Hervie & Winful (2018) `s study in Ghana Education Service, added that, poor performance of teachers was as a result of lack of incentives and motivation.

2.3.2. Promotion

A study in the United States of America by Rupia (2012) on the Perception of Civil Servants towards Promotion on Merit revealed that civil servants in general had positive perception towards promotions based on merit. In conclusion, the study affirmed that when promotion was conducted in fairness, it motivated the employees to be boost their morale and performance and enhanced teamwork. Gibbons (2013) cited an example in Holzhausen (2015) who observed that, in Japanese organizations, promotions to managerial positions took place later in the career. Jones (2014) added that organizations should promote from within whenever possible than to hire outside as this may demotivate workers as there would have no incentive to work hard. Park (2015) stated that if organizations wanted to accelerate performance of employees in the organization, fair promotional opportunities should be given to employees.

2.3.3. Confirmation

Gibbons (2013) alluded that, confirmations were grounded on good employee performance, having completed the outlined probation period, having worked for quite a number of years and have had acquired vast experience in the job performed, being in possession of correct academic and professional qualifications and being of good conduct. Park (2015) revealed that, confirmation in appointment demanded a recommendation from the supervising officers who highlights the suitability and eligibility of an employee in relation to his/her duty discharge. Park (2015) stated that, confirmation should be genuine where issues like corruption, tribalism, favouritism and who knows who and how who knows who should not take centre stage for organizational effectiveness.

2.4. Work Place Climate

According to Tripathi (2014), the work place environment (climate) could be defined as the environment in which people worked that included physical setting, job profile, and culture and market condition. Each aspect was interlinked and impacts on employee's overall performance and productivity. It was the quality of the employees' workplace climate that most impacted on their level of motivation, commitment and subsequently effectiveness. Chandrasekar (2018) attested that the type of workplace climate in which employees operated determined whether or not organizations would be effective. Chakanyuka (2019) postulated that, effectiveness and success of an organization and its leadership was not solely measured by profitability, but also by organizational climate. Vengesayi (2020) opined that organizational climate was one of the elements which contributed positively to organisational effectiveness.

2.4.1. Physical conditions

Katou et al (2015) `s study conducted in Greece where they looked at the factors influenced Human Resource Management (HRM) practices, on the safety and health factor, the study showed that safety and health had a positive relationship with organizations' effectiveness. According to Ahmad & Schrveder (2013) `s study conducted in Pakistan, it revealed that there was existence of positive relationship between human resource management practices in terms of employment security and organizational performance.

2.4.2. Social environment

Sang (2013) conducted a study in Taiwan and Cambodia, in which the respondents stated that teamwork among employees had a positive and significant influence on organizational performance. Sang (2015), in his study conducted in Japan found a positive influence of human resource management practices in terms of team work, employee participation and status difference on organization performance. Gruman and Saks (2018) affirmed that, if an organization placed emphasis on employee engagement in decision making, it would promote human resource (employee) performance improvement which led to organizational effectiveness. According to Marry (2017), school teachers' performance was depended upon intrinsic and extrinsic motivation, if there was good culture climate in terms of effective communication, it would facilitate in the attainment of organizational intended goals.

2.4.3. Leadership styles

Marry (2017) s` study highlighted that school teachers' performance was dependent upon intrinsic and extrinsic motivation, if there was management of good personnel, culture climate and good supervision. Tickle, Chang and Kim (2018) argued that the teacher performance could be measured by supervision of school activities, regular and early reporting at school, adequate teaching preparation, general punctuality and participating in extracurricular activities. Liu, Yang & Nauta (2013) study pointed out that, the role of the manager in an organization was to generate good leadership styles that would promote goal attainment as a way of measuring organizational effectiveness.

3. Research methodology

3.1 Research Design

Research design referred to the types of inquiry which provided specific direction for procedure in research (Ary, Jacobs and Sorensen, 2013). The descriptive survey method was used in this research. It adopted quantitative approaches supported partly by qualitative data.

3.2 Population of the study

A Population referred to all members of a well-defined class of people, events or objects, (Awoniyi, Aderanti & Tayo, 2018). It was any group of people that have had one or more characteristics in common which were of interest to the researcher. The study focused on secondary schools and secondary school teachers in Gwembe District, Southern Province of Zambia. The target population were all the 16 secondary schools (7 Senior and 9 Junior Schools) and all the 212 secondary school teachers. The total population were all the 16 secondary schools and all the 212 secondary school teachers.

3.3 Sample and sampling techniques

A sample was a small group of persons or items selected from the population that was subjected to the

study (Amin, 2012). It was usually a representation of the entire population. Sampling was the process of selecting the required individuals for the study (Omari, 2018). The district contained 16 secondary schools (7 senior schools (5 combined schools and 2 boarding schools with grade 8 to 12), 9 Junior schools with grade 8 to 9). The study focused on secondary schools and secondary school teachers in Gwembe district. The target population comprised of, all the 16 secondary schools and all the 212 secondary school teachers in 16 secondary schools in the district. The senior schools had at least 15 teachers or more per school, while junior schools had at least 8 teachers per school. In this study, out of the population of 16 secondary schools in the district, only a sample of 14 schools was used. All the 7 senior schools with grades 8-12 was purposively selected and out of the 9 junior schools with grades 8-9, only 7 schools were simple randomly selected to be used in this study. Out of the population of 212 secondary school teachers, only a total sample of 112 teachers was used in the study which was 8 teachers per each of the 14 selected schools.

3.4. Data Analysis

Ary, Jacobs & Sorensen (2013) postulated that, data analysis was the process of examining what has been collected in a survey or experience thereby, making deduction. The researcher in the first place gathered data using both qualitative and quantitative methods. Thereafter, the researcher interpreted the data in order to understand the problem in depth. Quantitative data collected was analyzed using descriptive statistics in the Statistical Package for the Social Sciences (SPSS) version 23. 0. Measures of the central tendency (mean) and measures of dispersion (standard deviation) was used to analyze the data.

Qualitative data collected using interviews was analyzed using Content analysis. The study used Analysis of Variance (ANOVA) to test the level of significant of the variables on the dependent variable at 95% confidence level. In addition, the study conducted a multiple regression analysis to test the relationship between independent variables and dependent variable. The table below show the scale for the interpretation of mean scores in which respondents stated their level of agreement on the five-point Likert scale questionnaire.

3.5. Ethical Consideration

The ethical considerations were observed in getting informed consent from the HRM practices on newly appointed teachers in secondary schools. The researcher asked for an introduction letter from Rockview University to the district from which the research was conducted. Apart from that, the researcher maintained high levels of confidentiality and assured the respondents that the information obtained from them was used for no other purpose apart from that of the intended purpose-educational research.

The identity of respondents was not known to anyone apart from the researcher (Kombo and Tromp, 2018). The researcher also made sure that the integrity, dignity and interest of the subjects from both physical and psychological pain which would have arised as a result of this research were protects (Cameron, 2018). The purpose aims of the study was explained to the subjects before they were subjected to the research instruments.

4. FINDINGS AND DISCUSSIONS

The findings were presented according to study questions as follows:

4.1. Biographical Information

The first research question sought to establish the biographic characteristics of teachers in terms of gender, age, marital status, educational qualification and years of experience. These findings were presented below:

Table 1. Biographical Distribution of the Respondents (N=212) (n=112)

ITEM	DESCRIPTION	FREQUENCY	PERCENT
Gender	Female	19	17
	Male	93	83
	Total	112	100
Age	Below 25 years	12	11
	26-35 years	52	46
	36-40 years	30	27
	41 years & above	18	16
	Total	112	100
Marital Status	Single	15	13
	Married	97	87
	Total	112	100
Educational Level	Diploma	36	33
	Bachelor`s Degree	67	59
	Master`s Degree	9	8
	Total	112	100
Years of Working	0-4	12	11
	5-9	31	28
	10-14	44	39
	15-19	13	12
	20-24	5	4
	25 and above	7	6
	Total	112	100

Source: Field data, 2022

Table 1. above showed that 19(17%) of the respondents were female whilst 93(83%) of the respondents were male. These findings indicated that the teaching profession was dominated by males. This was because male teachers were more satisfied with teaching than their counterparts' females and the information collected reflected perspectives from both gender in this study (Cook, 2019). From the information obtained, it was evident that a greater number of teachers 52 (46%) were aged between 26 and 35 years while 12 (11%) which were the minority were aged below 25 years. This implied that most of the secondary schools were manned by the middle aged to older teachers who were aged between 26 and 35 years and were therefore knowledgeable and mature enough to provide information relevant to the study. The reason could be that the middle aged to older teachers still valued the teaching profession and were often contented with staying in the place for longer periods as opposed to the younger teachers who were often keen on exploration (Lim, 2020).

On the marital status of respondents, the study results revealed that 15(13%) of the respondents were single, whilst 97(87%) were married. Consequently, these findings showed that, the majority of

respondents were married and were therefore knowledgeable enough to provide information relevant to the study. The results obtained on the level of education of the respondents revealed that the majority 65(58%) had Bachelor’s Degrees while the minority 9(8%) had Master`s Degree. These findings indicated that majority of respondents were Bachelor’s Degree holders. This meant that schools were generally run by teachers who were professionally qualified for their job and were therefore knowledgeable enough to provide information relevant to the study. On the respondents` years of teaching experience, the findings of the study revealed that, the majority 12(11%) of the respondents 44(39%) have worked for 10 years to 14 years while the minority 7(6%) have worked for more than 25 years. These findings demonstrated that, the majority of respondents have worked for about 10 years to 14 years and were therefore knowledgeable enough to provide information relevant to the study.

4.2. Effects of Human Resource Planning on Organizational Effectiveness

The second research question sought to establish the effects of human resource planning on organizational effectiveness. This was rated with a degree of agreement or disagreements i.e. 5= Strongly Agree (SA), 4=Agree (A), 3=Not Sure (NS), and 2=Disagree (D), and 1=Strongly Disagree (SD). Also, the five-point Likert Scale considered an interval mean scale. From one 1 to 1.8=SD, 1.9 to 2.6=D, 2.7 to 3.4=NS, 3.5 to 4.2=A, and 4.3 to 5.1=SA. Below were the findings of research question two as shown in Table 2 below.

Table 2: Effect of human resource planning on organizational effectiveness (N=212)

Statements	n	SD	D	NS	A	SA	Mean	St.D
Genuine Human Resource Planning has a positive effect to organizational effectiveness	112	1.8%	3.4%	6.7%	18.1%	70.0%	4.75	1.539
There are right number of teachers in the right departments with right competences in my school	112	4.3%	3.4%	4.2%	21.1%	67.0%	5.00	.000
I was given the job description/specification when I was initially appointed to my current position	112	11.6%	55.4%	33.0%	.0%	.0%	2.21	.636
I was inducted/oriented at the beginning of my employment in order to be abreast with my schools` expectation	112	89.3%	10.7%	.0%	.0%	.0%	1.11	.311
Poor performance of teachers is as a result of	112	32.1%	56.3%	11.6%	.0%	.0%	1.79	.632

inadequate orientation by the school								
My school has a deliberate performance appraisal system for teachers which facilitate confirmation, incremental & promotion	112	.0%	.0%	.0%	33.0	67.0%	4.33	.472
In my school there is an annual training and development plan of teachers that are set according to their need	112	10.7%	67.0%	22.3%	.0%	.0%	2.12	.565

Source: Field data, 2022

Table 2. above indicated that genuine human resource Planning had a positive effect to organizational effectiveness which was affirmed by 70% of respondents who were highly satisfied to the statement in which they strongly agreed (Mean=4.75; SD=1.539). Also, the null hypothesis which was rejected on this research objective affirmed so. This finding corresponded to Rawashdeh, Karim & Al- Adwan (2012) `s study conducted which indicated that there was a relationship between HRP and organizational performance. Katou (2015) study conducted in Greece revealed that Human Resource Planning have had a positive relationship with firms' performance or rather effectiveness. From the interviews conducted, informants also supported that, there was a positive relationship between effective human resource planning and organizational effectiveness. They added that in their secondary schools, human resource planning facilitated in enhancing positive effects to organizational effectiveness when done on merit grounds in as far as recruitment was a concern.

The newly appointed teachers were fairly satisfied with the statement that they were given job descriptions/specifications when they were initially appointed to their current positions which they disagreed (Mean=2.21; SD=.636). This therefore made teachers to find it difficult in discharging their duties effectively in the early stages. Awoniyi (2013) stated that job descriptions included basic job-related data that was useful such as job title, job purpose, job location, reporting to and of employees, job summary, nature and objectives of a job, tasks and duties to be performed, working conditions, machines, tools and equipment to be used by a prospective worker and hazards involved in it. The respondents also were fairly satisfied that in their schools they had annual training and development \plans of teachers that were set according to their school needs which they disagreed (Mean=2.12; SD=.565).

On the statements concerning orientations/inductions, 89% of respondents were not satisfied with the statement that they were inducted/oriented at the beginning of their employment in order to be abreast with their school expectation which they strongly disagreed (Mean=1.11; SD=.311). The findings were contrary to what obtained in Zimbabwe according to Mashavira et al (2014)`s study which illustrated that, the Education Officers (EOs) attested that nation-wide new teachers were inducted/oriented by school heads and heads of departments in their schools due to inadequate training workshops.

Test of Hypothesis one

Hypothesis 1 (H₀₁): There was no significant relationship between human resource planning and organizational effectiveness.

Model 1 for (H₀₂) was stated as $Y = \alpha_0 + \beta_1 x_1 + e$

4.3. The effect of Human Resource Training and Development on Organizational Effectiveness in Secondary Schools

The previous section presented the findings on the effects of human resource planning on organizational effectiveness in secondary schools. The third research question sought to establish effects of human resource training and development on organizational effectiveness in secondary schools. This was rated with a degree of agreement or disagreements i.e. 5= Strongly Agree (SA), 4=Agree (A), 3=Not Sure (NS), and 2=Disagree (D), and 1=Strongly Disagree (SD). Also, the five-point Likert Scale considered an interval mean scale. From one 1 to 1.8=SD, 1.9 to 2.6=D, 2.7 to 3.4=NS, 3.5 to 4.2=A, and 4.3 to 5.1=SA. The findings of research question three were summarized in **Table 3.** below:

Table 3: Effect of resource training and development on organizational effectiveness in secondary schools (N=212)

Statements	n	SD	D	NS	A	SA	Mean	Std. D
Human Resources Training and Development has a positive effect to organizational effectiveness.	112	21.4%	67.9%	10.7%	.0%	.0%	1.89	.559
My school observe and identify teachers who need in-service training and facilitate their training in order to increase their knowledge about their job	112	10.0%	5.0%	5.0%	70.0%	10.0%	4.00	.000
Teachers are free to go for an in-service training at any time at any recognized school of higher learning to sharpen their skills	112	10.7%	67.0%	23.3%	.0%	.0%	2.12	.565
I am supported by my supervisor to attend team building capacity workshops/seminars	112	21.4%	57.1%	21.4%	.0%	.0%	2.00	.658
My school usually conduct workshop in-service training in form of	112	21.4%	57.1%	21.4%	.0%	.0%	2.00	.658

school-based continuing professional development								
My school facilitate the attending of subject association workshops/seminars to sharpen teachers` skills/competences	112	.0%	67.9%	32.1%	.0%	.0%	2.32	.469
Adequate training and development of teachers result in high rate of school performance which in return leads to organizational effectiveness.	112	.0%	67.9%	32.1%	.0%	.0%	2.32	.469
Lack of adequate skilled teachers in schools leads to poor performance and a decline in organizational effectiveness	112	.0%	.0%	.0%	11.6%	88.4%	4.88	.322
Total	112							

Source: Field data, 2022

From the above findings in **Table 3.**, there was a positive relationship between human resource training and development and organizational effectiveness in secondary schools as indicated by the null hypothesis 2 (H₀₂) which was rejected which stated that “there was no significant relationship between resource training and development and organizational effectiveness in secondary schools”. This finding concurred with the findings from Sang (2013) study who affirmed that workforce training had a positive and significant influence on organizational performance or rather effectiveness. The informants from the interviews conducted said that, there was a positive relationship between training and development and organizational effectiveness and that training and development helped in improving teacher performance (effectiveness). The majority of the respondents (68%) were fairly satisfied to the statement that Human Resources Training and Development had a positive effect to organizational effectiveness which they disagreed (Mean=1.89; SD=.559).

The statement was disagreed that teachers were free to go for an in-service training at any time to sharpen their skills where 67% of respondents were fairly satisfied (Mean=2.12; SD=.565) and 57% of respondents were fairly satisfied to the statement that they were supported by their supervisors to attend team building capacity workshops/seminars which they disagreed (Mean=2.00; SD=.658). The respondents (57%) had the similar perception like for the aforementioned one on the statement that their schools usually conducted workshop in-service training in form of school-based CPD which they disagreed and were fairly satisfied (Mean=2.00; SD=.658). 68% of teachers were fairly satisfied to the statement that their schools facilitated the attending of subject association workshops/seminars by them to sharpen skills/competences which they disagreed (Mean=2.32; SD=.469).

These findings concurred with Karachiwalla (2017) `s study in China where it was observed that, once the deputy principals had been deployed to the specific institutions, they were left on their own to navigate their way as deputy principals and that they rarely attended workshops for in-service and that situation made their work strenuous. These findings were contrary to Sang (2015) `s findings where it was observed that employee training and development in terms of seminars and workshops had a positive influence on organization performance. He added that, during seminars and workshops new skills and knowledge were obtained which boosted employee performance which led to organizational effectiveness. However, in Ahmad & Schrveder (2013) `s study, their results obtained revealed that there was existence of positive relationship between extensive training and development through seminars and workshops and organizational performance. They added that, through extensive training, employees were equipped with necessary skills, knowledge and competences required to perform tasks at hand effectively.

It was worth noting that, the majority (88%) of the respondents strongly agreed to the statement that lack of adequate skilled teachers in schools led to poor performance and a decline in organizational effectiveness which they were highly satisfied (Mean=4.88; SD=.322). This finding agreed with the findings of Ombui (2014) study that showed that training and development were positively correlated with the level of employee performance in the organization as well as Hervie & Winful (2018) study that revealed that, poor performance of teachers was due to lack of frequent in-service training, lack of teaching and learning materials, lack of incentives and motivation and improper supervision.

Test of Hypothesis Two

Hypothesis 2 (H02): There was no significant relationship between resource training and development and organizational effectiveness in secondary schools.

Model 1 for (H02) was stated as $Y = \alpha_0 + \beta_2 x_2 + e$

4.4. The effect of Employee Recognition Programs on Teacher Effectiveness in Secondary Schools

The previous section presented the findings on the established effects of human resource training and development on organizational effectiveness in secondary schools. The fourth research question sought to establish the effects of employee recognition programs on teacher effectiveness in secondary schools. This was rated with a degree of agreement or disagreements i.e. 5= Strongly Agree (SA), 4=Agree (A), 3=Not Sure (NS), and 2=Disagree (D), and 1=Strongly Disagree (SD). Also, the five-point Likert Scale considered an interval mean scale. From one 1 to 1.8=SD, 1.9 to 2.6=D, 2.7 to 3.4=NS, 3.5 to 4.2=A, and 4.3 to 5.1=SA. The findings of research question four were summarized in **Table 4.** below:

Table 4: Effect of employee recognition programs on teacher effectiveness in secondary schools (N=212)

Statements	N	SD	D	NS	A	SA	Mean	Std. D
Employee recognition programs have positive effects on teacher effectiveness	112	.0%	.0%	.0%	78.6%	21.4%	4.21	.412

I am given all the allowances I deserve by the government	112	.0%	.0%	.0%	.0%	100.0%	5.00	.000
Promotions are based on one`s qualifications, experience and seniority	112	.0%	.0%	.0%	78.6%	21.4%	4.79	.412
Promotions are linked to performance appraisal system	112	.0%	57.1%	21.4%	21.4%	.0%	2.64	.815
Salaries are calculated according to academic qualifications.	112	.0%	67.9%	32.1%	.0%	.0%	2.32	.469
Deserving teachers are presented for promotion within my school and outside	112	.0%	.0%	.0%	77.7%	22.3%	4.22	.418
My school gives awards to deserving teachers during teachers`/labour day	112	10.7%	67.9%	21.4%	.0%	.0%	2.11	.559
I was confirmed within 3/ 6 months in my appointment	112	.0%	56.3%	43.7%	.0%	.0%	2.44	.498
There exists an employee recognition system in my school that is used for attracting and retaining suitable teachers.	112	33.0%	67.0%	.0%	.0%	.0%	1.67	.472
Non-financial rewards especially recognition, if managed well can be source of competitive advantage and hence influence school effectiveness	112	11.6%	77.7%	10.7%	.0%	.0%	1.99	.474

Source: Field data, 2022

Table 4. above revealed that employee recognition programs had positive effects on teacher effectiveness in secondary schools which was affirmed by the hypothesis 3 (H₀₃) which was rejected on this research objective which stated that “there was no significant relationship between employee recognition programs and teacher effectiveness in secondary schools”. Employee recognition programs had positive effects on teacher effectiveness in secondary schools as indicated by 79% of respondents who were satisfied with the statement which they agreed (Mean=4.21; SD=.412). The informants from the interviews conducted said that, employee recognition programs motivated and improved their performance. These findings

agreed with Simufwi (2019) study conducted which revealed that, human beings naturally liked to feel appreciated in recognition of their good deeds. He added that, recognition encouraged members of the organization to bring their best performance that contributed in meeting strategic business needs. In the same line, in Mgode (2020) study, the findings revealed that lack of recognition for teachers' good performance attributed to teacher demotivation. The study therefore, recommended that teachers should be recognized at all times to motivate them, henceforth, increasing school effectiveness.

79% of the respondents were satisfied to the statement that promotions were based on one's qualifications, experience and seniority which they agreed (Mean=4.79; SD=.412). These findings concurred with Simufwi (2019)'s findings which showed that promotion was grounded on good teacher performance, being in possession of rightful academic and professional qualifications, recommendations from immediate supervising officers, completion of probation period, and number of years in service and having no adverse report or disciplinary case

Nonetheless, about 57% of the respondents disagreed that promotions were linked to performance appraisal system which they were fairly satisfied to the statement (Mean=2.64; SD=.815). 68% of the respondents were fairly satisfied to the statement that salaries were calculated according to academic qualifications which they disagreed (Mean=2.32, SD=.469) and about 68% of the respondents were fairly satisfied to the statement that their school gave awards to deserving teachers during teachers' /labour day (Mean=2.11; SD=.559). These findings concurred with Yenga (2020)'s study which concluded that, rewards as work environmental factors influenced employee performance hence boosted the organizational performance.

56% of the respondents were fairly satisfied to the statement that there were confirmed within 3/6 months in their appointment which they disagreed (Mean=2.44; SD=.498). The informants from the interviews conducted stated that, employee recognition programs helped in identifying best practices and built skills, improved morale and school culture, and better cooperation and decreased absenteeism and turnover. Gibbons (2013) alluded those confirmations were grounded on good employee performance, having completed the outlined probation period, having worked for quite a number of years and have had acquired vast experience in the job performed, being in possession of correct academic and professional qualifications and being of good conduct. Park (2015) stated that, confirmation should be genuine where issues like corruption, tribalism, favoritism and who knows who and how who knows who should not take centre stage for organizational effectiveness.

Test of Hypothesis Three

Hypothesis 3 (H₀₃): There was no significant relationship between employee recognition programs and teacher effectiveness in secondary.

Model 1 for (H₀₃) was stated as $Y = \alpha_0 + \beta_3 x_3 + e$

4.5. Effects of Work Place Climate on Teacher Effectiveness in Secondary Schools

The previous section presented the findings on the effects of employee recognition programs on teacher effectiveness in secondary schools. The fifth research question sought to explore the effects of work place climate on teacher effectiveness in secondary schools. This was rated with a degree of agreement or disagreements i.e., 5= Strongly Agree (SA), 4=Agree (A), 3=Not Sure (NS), and 2=Disagree (D), and 1=Strongly Disagree (SD). Also, the five-point Likert Scale considered an interval mean scale. From one

1 to 1.8=SD, 1.9 to 2.6=D, 2.7 to 3.4=NS, 3.5 to 4.2=A, and 4.3 to 5.1=SA. The findings of research question five were summarized in **Table 5**. below:

Table 5: Effect of work place climate on teacher effectiveness in secondary schools (N=212)

Statements	N	SD	D	NS	A	SA	Mean	Std. D
Good work place climate has a positive effect on teacher effectiveness	112	.0%	.0%	.0%	89.3%	10.7%	4.89	.311
Human resources planning at my school aims to achieve adaptation with the changes in the external environment	112	.0%	.0%	.0%	.0%	100.0%	5.00	.000
My school sets an environment stimulating teachers to display their skills and knowledge without limitations	112	89.3%	.0%	10.7%	.0%	.0%	2.89	.311
There is effective communication in my school	112	.0%	67.0%	33.0%	.0%	.0%	2.33	.472
My work place provides an undisturbed environment without any noise that gives me time to perform my duties effectively	112	.0%	67.0%	33.0%	.0%	.0%	2.33	.472
I am happy with my office/classroom space and arrangement	112	.0%	.0%	.0%	89.3%	10.7%	4.11	.311
My school exercises good leadership for quality performance.	112	.0%	66.1%	23.2%	10.2%	.0%	2.45	.682
My school is situated in a safe and friendly neighbourhood	112	.0%	78.6%	21.4%	.0%	.0%	2.21	.412
Management involves staff in decision making	112	11.6%	88.4%	.0%	.0%	.0%	1.88	.032
I am able to contact senior management or	112	.0%	78.6%	21.4%	.0%	.0%	2.21	.4122

work hand in hand with my superior at the work place								
I have a health scheme supported by the government	112	.0%	78.6%	21.4%	.0%	.0%	2.21	.412
There is Job security in my ministry	112	3%	4%	2%	16%	75%	5.00	.002
Total	112							

Source: Field data, 2022

The results in **Table 5** above indicated that, there was a positive relationship between work place climate and teacher effectiveness in secondary schools as 89% of respondents agreed on the statement (Mean=4.89; SD=.311) an indication that they were satisfied in their response. Also, the null hypothesis which was rejected on this research objective affirmed so. The majority of the respondents (89%) were moderately satisfied with the statement that their school set an environment stimulating teachers to display their skills and knowledge without limitations for they strongly disagreed (Mean=2.89; S.D=.311).

On the interview conducted, the informants asserted that a healthy work place climate allowed for better social connections, empathy, collaboration, and encouragement among teachers, which made them grow as teachers in the teaching fraternity. On the other hand, the majority of the respondents were fairly satisfied to the following seven statements where they disagreed that; there were effective communication in their school (Mean=2.33; S.D=.472) as indicated by 67% of respondents, their work place provided an undisturbed environment without any noise that gave them time to perform their duties effectively (Mean=2.33; S.D=.472).

The informants from the interviews conducted also added that, Employee recognition led to improved communication. The respondents further were fairly satisfied that their school exercised good leadership for quality performance (Mean=2.45; S.D=.682), their school was situated in a safe and friendly neighbourhood (Mean=2.21; S.D=0.412), management involved teachers in decision making (Mean=1.88; S.D=0.32), there were able to contact senior management or work hand in hand with their superior at the work place (Mean=2.21; S.D=0.412) and further, the teachers were fairly satisfied as they disagreed that they did not have a health scheme supported by the government as alluded to by (79%) of the respondents (Mean=2.21; S.D=0.412).

The findings obtained on this research question concurred with the findings in the following studies conducted; Gitonga (2015) who revealed that work place environment significantly and positively influenced organizational performance in government ministries in Kenya. Yenga (2020) `s study where she opined that, employees were not satisfied with the management and leadership style that prevailed in their firm, hence affected their effective performance. According to Mgode (2020)`s study, it was discovered that, poor management style demotivated teachers.

Test of Hypothesis Four

Hypothesis 4 (H₀₄): There was no significant relationship between work place climate and teacher effectiveness in secondary schools.

Model 1 for (H₀₃) was stated as $Y = \alpha_0 + \beta_4 x_4 + e$

Table 6. Summary Table of Findings

The result of the entire hypothesis tested could be summarized in the table as below:

S/N	Hypotheses	Coefficient p-values	Decision
1	H0 ₁ : There was no significant relationship between human resource planning and organizational effectiveness in secondary schools	R=0.618, R ² =0.382, F=104.906, P=0.00 < 0.05	The null hypothesis was thereby rejected
2	H0 ₂ : There was no significant relationship between resource training and development and organizational effectiveness in secondary schools	R=0.339, R ² = 0.115, F = 22.066, P=0.000 < 0.05	The null hypothesis was thereby rejected
3	H0 ₃ : There was no significant relationship between employee recognition programs and teacher effectiveness in secondary schools	R=0.551, R ² = 0.001, F = 12.186, , P=0.000 < 0.05	The null hypothesis was thereby rejected
4	H0 ₄ : There was no significant relationship between work place climate and teacher effectiveness in secondary schools	R=0.677, R ² = 0.458 F = 141.994, , P=0.000 < 0.05	The null hypothesis was thereby rejected

5. Conclusion

Based on research findings, the study concluded that; there were few females in the teaching fraternity and most of the teachers had the required qualification. Further, genuine human resource planning had a positive effect to organizational effectiveness. In cases where right teachers were put in the right positions at the right time helped schools in attaining their set goals. Issues of availing job descriptions at the initial stage, orientations and having annual training and development plans for teachers were too weak in almost all the schools under study for effectiveness and efficiency.

Teachers were not free to go for an in-service training at any time, teachers were not supported by their supervisors to attend team building capacity workshops/seminars, schools did not conduct school-based continuing professional development (CPD). However, it was strongly agreed that lack of adequate skilled teachers in schools led to poor performance and a decline in organizational effectiveness.

Employee recognition programs had positive effects on teacher effectiveness. Deserving teachers were presented for promotion within schools and outside, promotions were based on one`s qualifications, experience and seniority and was not linked to Performance appraisal System. The majority teachers were not confirmed within 3/ 6 months of their appointment.

Good work place climate improved teacher effectiveness. Offices and classrooms were conducive to operate in and there was Job security in the ministry. There was no effective communication in secondary schools, schools exercised poor leadership for quality performance. Management did not involve staff in decision making. Teachers refused of have a health scheme supported by the government.

Recommendations

Females should be encouraged to join the teaching fraternity. On human resource planning, right teachers were to be placed in right positions at the right time in order for schools to achieve their set goals. Job

descriptions/specifications should be availed to teachers at the initial stage in order for them to be aware of their job purpose. Adequate induction/orientation should be conducted at the beginning of teachers' employment in order to be abreast with their schools' expectation.

Secondary schools should carry out training and development programs for tasks leading to successful operation like school-based continuing professional development (CPD). Secondary schools should create an environment which could make teachers feel free to go for in-service training at any time once they have the resources. Supervisors should take keen interest to support their teachers to be attending subject association and team building capacity workshops/seminars to sharpen their skills and competencies. Schools should ensure that they were staffed with adequate skilled teachers which leads to good performance and maximized organizational effectiveness.

On employee recognition programs, deserving teachers should continue to be presented by secondary schools for promotion within their schools and outside. Schools should not just promote teachers based on one's qualifications, experience and seniority, henceforth, promotion should be linked to Performance appraisal System. Teachers should be confirmed within 3/6 months of their appointment to motivate them hence boost their effectiveness.

On work place environment, Secondary school management should ensure that the workplace environments were comfortable enough to support teacher performance by improving the working conditions. Secondary schools should enhance effective communication and exercise good leadership for quality performance. Management should involve staff in decision making at all times. The government should support teachers practically with health scheme not just on paper.

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