

Human Resource Management and Organizational Achievement

Case Study of the Lagos State Education District III

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<p>Abstract:</p> <p>The study evaluates the effect of human resource management practices on organizational achievement in schools and teaching profession in Education District III in Lagos State, Nigeria. A total of 100 teachers and non-teachers randomly from 5 schools and 1 education responded to self-reported questionnaire that measures Ten Human Resource Management practices and subjective measures of organizational achievement. Chi-square statistical method was used to analysis the data collected which compares respondents' actual responses/observation with expected answers. Results indicated that there is a relationship between Human Resource Management Practices and Organizational Achievement. Thus, it provides an insight for the management to use these practices as a strategic tool for organizational effectiveness and profitability.</p>	
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Glossary

APER= Annual performances evaluation report

ED = Educational district

FOS = Federal office of statistic

FRN = Federal republic of Nigeria

HR = Human resource

GL = Grade level

LGA = Local government area

NCE = Nigerian college of education

SQHRMOA= Structured questionnaire human resource and organizational management

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1.0 INTRODUCTION

Human Resource Management first emerged as a clearly defined concept in the mid-1980s as a natural development of personnel management. Human Resources are the most critical factor in development. As active agent of production, Human Resources are not only a major cost of doing business, they are also determines success of enterprise through the ability to raise, exploit and manipulate other factors/resources, Brown R. (2004). Its increasing popularity in Nigeria is a recent development dating back to the last two decades.

This development stimulated interests in human Resource Management practices in organizations. Corporate executives in the public and private sector organizations came to realize that indeed human resource is the very necessary and essential resource that energizes all other material and financial resources to enable the organization achieve its objectives. However, despite its centrality in organizational life, as people-management activity and its evident impacts on organizational performance and competitiveness, many organizations in Nigeria are yet to integrate its functions into their systems, Adebayo (2002). None of the three arms of governance in the country is an exception.

1.1 BACKGROUND OF THE STUDY

Nigeria is a country of 140 million people from 373 ethnic groups/nationalities, each with its own distinct language and culture. The population is currently divided between Christians, Muslims and Traditional religions 40%, 40% and 20% respectively. Nigeria came under British Rule beginning in 1849 through the instruments of separate treaties with respective kingdoms like, Lagos, Bonny and Opobo in the Niger Delta etc. Resulting from this were the Lagos Crown Colony 1862, which later became Lagos Protectorate; Oil Rivers Protectorate 1885, which later became Niger Coast Protectorate 1893 and was renamed Protectorate of Southern Nigeria 1900; and the Sudan Province consisting of territories under the shadow control of the Royal Niger Company, which was renamed the Protectorate of Northern Nigeria in 1900. From 1900 – 1906, there were three Administrations, namely: Southern and Northern Protectorates and Lagos Colony. Lagos Colony was later administered as part of the Southern Protectorate, under the name “Colony and Protectorate of Southern Nigeria” from 1906 until amalgamation in 1914 when the entire area, Southern and Northern Protectorates, began to be governed as a country. Nigeria gained independence from Britain on October 1, 1960 and became a Republic on October 1, 1963.

Map 1



Map of Nigeria

The Nigeria situation has clearly shown us that no matter how a nation is richly blessed in natural resources, that nation will remain a sleeping giant until she is able to effectively develop and mobilize her human resources toward developmental goals. There is need for effective management of inter-personal relationship within an organization and between organizations due to the fact that our life as an active human being depends largely on organization.

However, the relationship in organization may either be inter-organization or intra-organization. If intra-organization is well managed, there is going to be success attainment of goals and set out objectives will be realized and growth will be stimulated on the other hand, if inter-organization, interpersonal relationship is equally well managed, those organization in mutuality step to reap dividends in form of large scale-economies. Hall halted the all pervasiveness of organization viz-a-viz human resources and summarized as follows. “Organization surrounds us; we are born in them and usually die in them. Our life span in between is filled with them, they are not just impose”.

Over the past decade there has been a common emphasis among scholars that human resources are the actual wealth of any nations.

At the local government level, management of Human Resources toward achieving the stated goal is not their priority. It is a situation where by the workers are allowed to do whatever they like and this is capable of obstructing the smooth running of the local government system especially the local education department under focus.

Egwunyenga EJ (2000) observed that the major factors which causes, mal-administration and non-performance in local government system include lack of effective management of Human Resources within organization.

Although ineffective management of Human Resources to achieve organization goals is not peculiar to Local Government System, it cut across all tier of government and organization. The ineffective management of Human Resources ranging from lack of discipline, lack of training and development of workers, lack of inter-personal relationship, corruption, etc.

1.2 Statement of the problem

Undoubtedly, it seems obvious that the Human Resources in most of the organizations today are not up to expectation, local governments being the third tier of the system of governance, practice in Nigeria are not exempted. The frequent alleged lopsided recruitments, promotions, appointments and retirement in the Local Government Civil Service have always raised public concern. Furthermore, the service lack of a human resource management mechanism has led to the ebb in professionalism and lack of zeal in the personnel. The Primary and Secondary education sector under the supervision of the Local Government are a no going area, the worker, the student, teacher and the principal low level of discipline in punctuality to work. The scale chain of responsibility and delegation of authority has been thrown into waste bin. In fact there are no specifications of jobs, and where there are, the definition of it is not been clearly spelt-out by the direct boss. Consequently, the desire and the ultimate goal of the organization will be in jeopardy.

In view of the above, this study is set out to determine and to investigate on how the problems of Human Resources Management could effectively be tackled and in turns make the organization to achieve its desire goals and objectives.

1.3 Objective of the study

The purpose of this study will find out the Human Resources Management and Organization Achievement in Local Government Council Areas with particular reference to the Lagos State

Ministry of Education, Education District III. Thus the study looks into the extent to which the Human Resources have been adequately taken care of and use it to solve the problems that are militating against Human Resources Management.

In terms of motivation, conducive atmosphere, better salary structure, Administrative pattern of work, selection process and inter-relationship among the staff, leader, head of department and field officers and performance appraisal so as to elicit the achievement of the organization and the development of Human Resources in general.

1.4 Method and used theories

The research methodology will involve the use of a descriptive research design; the essence will be an attempt to investigate the relationship between independent variable “Human Resources Management” and the dependent variable “Organization Achievement”.

The sample for the study consists of about one hundred Teaching and Non-Teaching staff. A discretely selection sampling technique has been use as the procedure for distributing the questionnaire.

The instrument for data collection will be structured Questionnaire, which will consist of personal data of the respondent and items that will examined the effect of Human Resources Management and Organization Achievement.

The Chi-square Statistical analysis will be the method of data analysis.

Formula for Chi-square statistical analysis

$$X^2 = \sum \frac{(O-E)^2}{E}$$

Where \sum = Summation

O = Observation

E = Expected

1.5 Research Questions

In this study attempt will be made to provide answers to the following questions:

- a. Is there any significant relationship between employer and employee as regard to organization achievement?
- b. Is there any significant relationship between the selection/recruitment of Human Resources and Organizational Achievement?
- c. Is there any significant relationship between performance appraisal and organization achievement?

1.6 Relevant research hypotheses

In order to justify the purpose of the study and make answers available to the questions raised, the following three Hypotheses are set:

1. There is no significant difference between employer/employee and organizational achievement.
2. There is no significant difference between selection/recruitment and organizational performance
3. There is no significance difference between Human Resources performance appraisal and organizational achievement.

1.7 Scope and limitation of the study

This study will cover the human resources management practices in Education District III (ED III) of The Lagos State Government Ministry of Education. The study will be delimited in scope to randomly sampled staff of 5 selected secondary schools and the Education District III. For some constraints of time and other investigation difficulties such as distance, finance and mobility, this study will be limited to staff of the Education District as well as teaching staffs and students of 5 public schools under the supervision of the Education District III.

The result that will emanate from this study will be limited to Lagos State Secondary Schools due to the sample population involve. Also being an academic study, the time at hand to conduct the

research and my limited study period left will not be adequate considering the nature and area of the research.

1.8 Significance of the study

This study is necessary due to the worrisome occurrence of non-utilization of Human Resources toward achieving organizational goals. Considering the attention currently being given human resources management in various organization.

Efficient utilization and integration of Human Resources Management would enhance the performance of the organization most especially in local government level. Moreover, the finding of this study will help the manager or any administrators to believe in the various ways in which the motivation, good remuneration, appropriate performance appraisal can be used to ascertain the performance and ability of the staff in relation to the objectives and the achievement of the organization.

Admittedly, it will also help the government to provide enabling environment where the teaching and learning ought to be taken place. Also at the same time provide the needed materials to the staff for their utilization. The study will equally unravel the power behind the optimal utilization of human resources in achieving organization goals

2.0 REVIEW OF RELATED LITERATURE

This chapter is concerned with the review of related literature on Human Resources Management and Organizational Achievement. It also review appropriate concepts and past studies

2.1 The Concept of Human Resources Management

Human Resources (HR) are the life blood of an organization. Despite the application of technology in modern business management, human resources are still relevant and most adaptive resources of the

organization. The strategic values of HR stem from the fact that apart from other resources employed in the course of production (land, capital, technology, etc.) which are passive, human resources are endowed with discretionary decision-making power and thus have competitive advantage over the other resources. Besides, HR combines other resources in the right mix to formulate appropriate strategies for the accomplishment of the desired objectives of the enterprise. This essential attribute of HR assist the enterprise to make rightful decisions and respond effectively to the threats and opportunities within the environment of the organization. Thus the enterprise depends highly on its HR for success and survival. This dependence continuously is increasing considering the complex and turbulent nature of the business environment of this century.

The management of HR is complex and problematic because the individuals as workers hardly adapt or voluntarily embrace the objectives of the organization. As individuals, the employees have needs, aspirations, motivations, desires and interests which influence their behaviour at work but unfortunately these objectives are sometimes in conflict with the corporate objectives of the enterprise. In reconciling this conflicting interests Human Resources Management and Planning are useful tools employed in harmonizing the needs of the employees with the goals and objectives of the organization on a continuous basis. New kinds of technical knowledge, skills and abilities would require HR practitioners in future who are flexible and willing to deal with the ever accelerating pace and often unpredictable changes in the global workplace (Maryhofer and Brewster, 2005).

The main focus for managers of this century is the urgency to manage change speedily and efficiently in a HRM context with appropriate competencies. Issues like international HRM, diversity, employment equity, reputation management and corporate ethics amongst others must be factored regarding future identification of HR professionals' role and capabilities. Bhagwatti, J. (2004) clearly states that the forces of global change are at work in organizations and are bound to significantly influence the future of the HRM profession.

Personal management is that part of management concerned with people at work and their relationship within an enterprise. It aims is to bring together and develop into an effective organization men and women who make up an enterprises and having required for the well-being of the individual and of working group to enable them make their best contribution to its success.

Human Resource/Personal management in the sense of getting thing done through people is an essential part of every managers responsibilities find it advantages to establish specialist division to provide an expert services dedicated to ensuring that the human resources function is performed efficiently.

People are the most valuable assets “is a cliché which no member of any senior management would disagree with. Yet reality for many organizations is that their people remain undervalued, undertrained and underutilized. Good human resource management strategies make a lot of difference in the output of the employees. Human resource management (also known as HRM or HR) involves managing people in an organization. The last few decades have seen some drastic changes in the strategies employed by various companies for this purpose. Earlier, it had limited functions which were mainly confined to paperwork related to hiring and payment of the staff in the company. However, now, it is understood that the most valuable resources of any establishment are its employees, as they play a crucial role in accomplishment of the aims and objectives of a business. Therefore, the focus of human resource management is to deal with the manpower and all the decisions related to it that can have an impact on the productivity. Human Resources refer to worker with different skills, qualification, ambition, managerial talents and so on either in an organization.

Adebayo (2002) The function of personal is the management of Human Resources and is concerned with the optimum deployment and development of people within an organization in order that the objectives of the organization may be meet and effectively adopted to changing circumstances.

The fortunes of personal management started in the 1980s Torrington and Nneka (2005) noted that the underlying trend was for personal specialist. The opinion they put toward was that personal management was being directed mainly at the organizations employees and not being total identified with managerial intend. They concluded by observing that personal managers always prefer to be in between the management and employees, in mediating the need of each to the other. Expressing a similar criticism of personal management Watson and McKenzie (2000) postulated that personal manager appear to be facing two ways at the same time, they want to be in good book of their employee and also to show concern for the workers welfare. To justify the existence with their own employee i.e. the management they want to show a concern for the efficient use of labour and equally ensuring that staff interest are always made secondary to organization effectiveness.

Human Resources Management Philosophy emerges wherever people are perceived not as a cost of doing business but as the only resources capsule of training inanimate factor of production into wealth, people provide sources of creative energy in any direction the organization dictated. Egwunyenga EJ (2000). Human Resources are based in the behavioural sciences because; it concerned with the induction and development of individuals and enhances organization performance.

It changes personal from the role of “control oriented supply of labour to an overall human resources planning development and utilization agency. It integrates and coordinates people planning with strategy formulation and takes a practice view of human resources activity in any organization setting. Adebayo (2002)

Human Resource Management (HRM) has seen a lot of nick naming in its age. Since it was recognized as a separate and important function, it has been called "personnel relations" then it evolved to "industrial relations", then "employee relations" and then, finally, to "human resources". The researcher strongly believes that human resource is the most apt name for it. It, quintessentially, proves the importance of the human beings working in the organization.

2.1.1 From personnel management to human resources management

There has been increasing interchangeable usage by personnel management and human resources management concept in recent times. The two are conceptually separable, notwithstanding their similarities in their prying focus on the management of people in the work organization.

The notion of human resources management has become very topical in many organizations. This kind of development is symbolized by the change in terminology from industrial relations to employee relations and from personnel management to human resources management.

There are some relevant authorities for the bench mark of strategic human resources management as contracted with traditional personnel management. Karen Legge (2005) said that human resources management introduces innovation such as strategic management and planning of human resources utilization and new orientation such as individualization of employee rewards but perceived the same function of both as being similar in terms of imperative of employees' selection and development among others.

Karen Legge 2005) also perceived traditional personnel management as supply driven while human resource is demand driven. Also human resources management is considered as a further dimension to a multi-faceted role. While personnel management on the other hand has two broad functions managerial and cooperative.

Personnel Management was focused on the welfare of labors in the organizations. According to the tasks they have done, the officers at Personnel Department were called as "Welfare Officers". The

complexity of organization tasks, quick growth and quick changes in needs and wants of their operations. These officers have called as "Labor managers" at that time. This has grown up and changed to "Personnel Management", and Personnel Management was focus basically on employee administration and the legislation. In the late 70s the economics of the world changed gradually and organizations started to consider labors work as an important resource. At the decade of 80 the concept of "Human Resource Management" was started and then it has shown growth gradually in decade of 1990. Finally the tasks and operations of personnel management were shifted to the Human Resource Management and it is functioning now in broad way in the organizations than Personnel Management.

2.1.2 History of human resources management

They say that communication is the oldest existential phenomenon on earth. Well, if that's the case then Human Resources Management (HRM) would get the second place in the sibling hierarchy. In spite of being added as a subject in management courses fairly late, HRM has been a concept that was utilized ever since human beings started following an organized way of life.

Some of the vital principles of HRM were used in prehistoric times. Like, mechanisms being developed for selecting tribal leaders. Knowledge was recorded and passed on to the next generation about safety, health, hunting, and gathering. 1000 B.C. to 2000 B.C. saw the development of more advanced HR functions. The Chinese are known to be the first to use employee screening techniques, way back in 1115 B.C. And turns out it was not Donald Trump who started "the apprentice" system. They were the Greek and Babylonian civilizations, ages before the medieval times. Egwunyenga EJ 2000.

Fredric Taylor father of scientific management movement is traceable to many scientific approaches. Fredric Taylor, with his theory of scientific management started the era of modern management in the late nineteenth and early twentieth centuries. Taylor strongest positive legacy was the concept of breaking a complex task form into a number of small subtasks and optimizing the performance of the subtasks.

One can see Taylor turning to 'science' as a solution to the inefficiency and injustice of the period, his idea of breaking a complex task into a sequences or simple subtask closely mirrors the interchangeable part idea. Furthermore, the concepts by training the workers and developing a heavily cooperative represented a significant improvement over the feudal human relations of the time. However, Taylorism was an extreme success. Application of his method yield significant improvement in productivity.

At the long run his approach was under heavy criticism by workers, psychologists and management theorists. These are McGregor Theory Y and X termed management by the objectives and self-direction. Between the 1960s and 1970s, the HRM movement gained further momentum due to the passing of several acts like the Equal Pay Act of 1963, the Civil Rights Act of 1964, the Employee Retirement Income Security Act of 1974 (ERISA), and the Occupational Safety and Health Act of 1970. Now, the HR department was the apple of the corporates' eyes because, the corporates placed a lot of importance on HR management to avoid plausible law suit. Budhwar and Debrah (2004)

So by the end of the 1970s, HRM had taken over the world! Almost all big and medium scale industries had a department to manage their recruitment, employee relations, record-keeping, salaries and wages, etc. Towards the 1980s, the importance of HR continued to intumescence for several reasons like increase in skilled labor, training, regulation compliance, dismissal, etc. In today's date, HR has the same importance as the other departments, in some corporates organization, it has more. With the constant increase in education, technology and frequent fluctuations in economic status and structures, I believe, HR is the oldest, most mature and yet, the most efficient of all management styles. Organizations have many operational functions. HRD is one of the functions that are engaging with the tasks of an organization. In early 70s there was no division called as Human Resource Department or Division. By that time there was only a division called "Personnel" engaged with the labor related in the organization.

2.2 Human Resources Management in Education

Human Resource Planning in education is not only effective utilization of people parcels at work but it is the harnessing of the totality of the people skills, energies, talent, capability, social characteristics, like and belief to achieve educational objectives and simultaneously making the people to be part and parcel of organization in fulfilling their life goals. Human Resource in Education is the systematic utilization of human potentials to realize educational objectives and staff contentment. Egwunyenga EJ 2000.

The benefits of proper human resource management in education are many. An organization cannot build a good team of working professionals without it. The key functions of the HR management team include recruiting people, training them, performance appraisals, motivating employees as well as workplace communication, workplace safety, and much more. The beneficial effects of these functions are discussed here:

2.2.1 Recruitment and training

These are some of the major responsibilities of the human resource team. The HR managers come up with plans and strategies for hiring the right kind of people. They design the criteria which are best suited for a specific job description. Their other tasks related to recruitment include formulating the obligations of an employee and the scope of tasks assigned to him or her. Based on these two factors, the contract of an employee with the company is prepared. When needed, they also provide training to the employees according to the requirements of the organization. Thus, the staff members get the opportunity to sharpen their existing skills or develop specialized skills which in turn, will help them to take up some new roles.

Recruitment means attracting individuals to apply for the job that are open; the goal is to attract qualified candidates. Recruitment relates to these activities in human resources management commonly associated with the attraction of the quality and quantity of staff needed for the system. The facet is starting for the appointment of staff. Generally recruitment is done from three principal sources.

Through Application Sources: Through the mass media, radio television newspaper etc. Through internal and external sources constricts. Selection of personnel, staff selection in the school system is very important. The primary aim of the selection process is to identify the most suitable and qualified applicant that would fill the vacant post in the school.

Interview of Personnel: interview is one of the popular techniques of staff selection in any organization including the school. It is the final stage of trying to fix the right person into the right job.

Placement of Personnel: the staffing of school should be carried out in order to improve instruction and able to maintain existing program. When applicant has been interviewed and found appointed, a letter is given to them; after that, these individuals are posted to various school to fill the vacant position and post.

Induction of Personnel: A new member of staff need to be introduced formally into the school system not only to ensure his/her smooth and orderly start but also to minimize the problem of adjustment that normally confront new member of staff.

2.2.2 Performance Appraisal

Human resource management team encourages the people working in an organization, to work accord-

ing to their potential and gives them suggestions that can help them to bring about improvement in it. The team communicates with the staffs individually from time to time and provides all the necessary information regarding their performances and also defines their respective roles. This is beneficial as it enables them to form an outline of their anticipated goals in much clearer terms and thereby, helps them execute the goals with best possible efforts. Performance appraisals, when taken on a regular basis, motivate the employees.

2.2.3 Maintaining work atmosphere

This is a vital aspect of human resource management because the performance of an individual in an organization is largely driven by the work atmosphere or work culture that prevails at the workplace. A good working condition is one of the benefits that the employees can expect from an efficient human resource team. Watson and McKenzie (2000). A safe, clean and healthy environment can bring out the best in an employee. A congenial atmosphere gives the staff members job satisfaction as well.

2.2.4 Managing disputes

In an organization, there are several issues on which disputes may arise between the employees and the employers. You can say conflicts are almost inevitable. In such a scenario, it is the human resource department which acts as a consultant and mediator to sort out those issues in an effective manner. They first hear the grievances of the employees. Then they come up with suitable solutions to sort them out. In other words, they take timely action and prevent things from going out of hand.

2.2.5 Developing public relations

The responsibility of establishing good public relations lies with the human resource management to a great extent. They organize business meetings, seminars and various official gatherings on behalf of the company in order to build up relationships with other business sectors. Sometimes, the HR department plays an active role in preparing the business and marketing plans for the organization too.

Any organization, without a proper setup for human resource management is bound to suffer from serious problems while managing its regular activities. For this reason, today, companies give a lot of stress for setting up of a strong and effective human resource management system.

2.3 Personnel Evaluation and Update

What is a personnel Evaluation with specific reference to teaching? Personnel evaluation is the continued appraisal of staff performance in recruiting to set goals.

However, evaluation of staff is usually built into any system of education. This includes checklist, usually filled out by principal in respect of teacher in his school or a general report of performance, also written out by the principal.

In development and utilization of human resources in education, it must be aim at maintaining and improving the organizations ability to achieve cooperate objective by developing strategies designed to focus on survival and success strategies is a plan to be carried out in a skillful way.

The personnel department should be competent to advise on the best and most modern techniques and practices and to provide a professional support and monitoring services to ensure that the right people will be in right place at the right time.

2.4 Job Enrichment

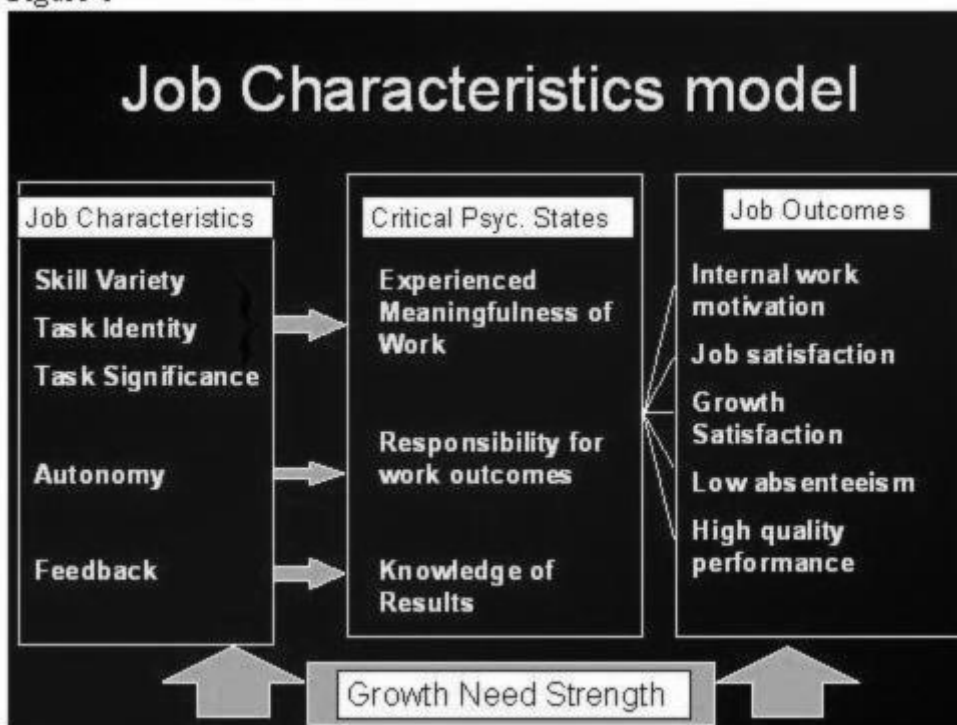
Job enrichment means a vertical expansion of a job. It is different from job enlargement. Job enlargement means a horizontal expansion of a job. Job enrichment makes the job more meaningful, enjoyable and satisfying. It gives the workers more autonomy for planning and controlling the job. It also gives the workers more responsibility. Job enrichment gives the workers opportunities for achievement, recognition, advancement and growth. So, the workers are motivated to work harder. Therefore, Job enrichment makes the job a source of motivation.

Job enrichment is a type of job redesign intended to reverse the effects of tasks that are repetitive requiring little autonomy. Some of these effects are boredom, lack of flexibility, and employee dissatisfaction (Leach & Wall, 2004). The underlying principle is to expand the scope of the job with a greater variety of tasks, vertical in nature, that require self-sufficiency. Since the goal is to give the individual exposure to tasks normally reserved for differently focused or higher positions, merely adding more of the same responsibilities related to an employee's current position are not considered job enrichment

The basis for job enrichment practices is the work done by Frederick Herzberg in the 1950's and 60's, which was further refined in 1975 by Hackman and Oldham using what they called the Job Characteristics Model. This model assumes that if five core job characteristics are present, three psychological

states critical to motivation are produced, resulting in positive outcomes (Kotila, 2001). Job enrichment can only be truly successful if planning includes support for all phases of the initiative. Figure 1 illustrates this model.

Figure 1



Note. From Drez, J. (1999). *Chapter seven motivation through needs, job design, and satisfaction, slide 20*. Retrieved February 14, 2004, from <http://www.siu.edu/departments/cola/psych/psyc323/chat07/index.htm>.

In order for a job enrichment program to produce positive results, worker needs and organizational needs must be analyzed and acted upon. According to Cunningham and Eberle (1990), before an enrichment program is begun, the following questions should be asked:

1. Do employees need jobs that involve responsibility, variety, feedback, challenge, accountability, significance, and opportunities to learn?
2. What techniques can be implemented without changing the job classification plan?
3. What techniques would require changes in the job classification plan?

A job enrichment program can be a very effective intervention in some situations where a Performance Technician is faced with a request for motivational training. Ralph Brown (2004) summed it up very nicely: “Job enrichment doesn't work for everyone. Some people are very resistant to more responsibility or to opportunities for personal growth, but...researchers report that some people they expected to resist seized the opportunity. Enriching jobs is a particularly effective way to develop employees provided the jobs are truly enriched, not just more work for them to do”.

2.4.1 Advantages of job enrichment

The importance or merits or advantages of job enrichment are:-

1. Job enrichment is useful to both the workers and the organization.
2. The worker gets achievement, recognition and self-actualization.
3. The worker gets a sense of belonging to the organization.
4. The worker finds the job meaningful.
5. Job enrichment reduces absenteeism, labour-turnover and grievances.
6. It motivates the workers to give best performance.

2.4.2 Limitations of Job Enrichment

The **shortcomings** or demerits or limitations of job enrichment are:-

1. In many cases, job enrichment does not give the expected results.
2. It makes many changes in the job. So many workers oppose it.
3. It has limited use for highly skilled managers and professionals. This is because their jobs are already challenging.
4. The consent of workers is not taken before implementing job enrichment.
5. Managers force the workers to accept job enrichment, which is not good.

2.5 Training Need of Human Resources in Nigerian Schools

In order to achieve the goals and objectives of educational systems, particularly in post-primary Education Board, there is need for staff professional development. Peretomode (2001) explains that employees may become obsolete and rustic if they do not update themselves with new work, methods, skills and knowledge about their work, organization and environment. The entire organization may also become rustic and obsolete if it lacks a systematic means of continually developing and reviewing organization capabilities.

Training is as dynamic as the environment itself. This truth has an implication for the staff in service, the need to develop on the job and keep abreast with the continual changes in the job which may be conditioned by changes in the environment in terms of scientific, technological and socio-cultural and economic advancement. The deficiency in the training programme of most human resources needs to be remedied through a system of staff training (Whawo 2003).

Peretomode (2001) highlighted the determinants of training as acquiring more conceptual knowledge, skills and competencies both in teaching areas and non-teaching areas, obtain a high academic or professional qualifications in school / organization hierarchy, to meet up with the new changes in the educational system, the new methods, techniques and technological developments, to keep the staff in the system, procure job security. The government comes with different policies at different times. Those who improved themselves on the job have greater chances on the job, and also the presence of aging staff and explosion of knowledge has been noted that with age, human beings suffer from diminished validity, creativity and flexibility, staff can be assisted to remain or once again become vibrant, vital, productive and pertinent through staff renewal activity, the declining rate of mobility and high tenure density coupled with less hiring new blood, the increasing heterogeneity of staff in the system.

Whawo (2003) explains that irrespective of the method of training that staff engaged in, the importance is to improve their teaching skills and use of teaching aids, evolve modern methods of evaluating students and above all, make them have a deeper knowledge of their teaching subjects. Equally important is the team work among staff, development of self-confidence in school leadership and effective classroom control. Also, that the training activities equip the trainees to contribute more meaningfully to the realization of educational objectives in the school and in the understanding of how the socio-economic and cultural values of the society influence school work.

However, the training approaches of human resources are different and the certificates obtained are equally different. The scientific management principle of school administration of Frederick Taylor believes that performance should be part of each job so that each workman knows his job well (Egwunyenga 2000). Thus, in the training of trained staff, their courses comprise of their main area and edu-

cation course in which they are introduced to teaching techniques, methods, presentation of lessons, art of classroom management and other factors affecting teaching and learning.

2.5.1 Benefits of training and development programs

Training is a process of learning as well as the application of acquired knowledge aiming at better performance of the employees, while development involves not only the related process but also helps the employees in building up their personalities, at the same time as, improving their progress towards the actualization of their full potentials. It is training and development programs that bring about tremendous change in terms of knowledge, attitudes and behavior of the employees. Owing to these programs, the employees are not only well acquainted with what is expected of them and how they need to enhance their skills and competencies but also it is a way to achieve overall organizational development, effectiveness and efficiency in a desired manner.

Before the training programs being implemented, the need of training is identified. It is ensured whether training can serve the purpose. Depending upon the needs of various jobs, different methods of training programs are conducted, such as, on-and-off the job methods, special lectures, conferences and seminars. Francis C. Anyim (2001). The purpose of on-the-job method is to involve the employees in learning while they are at work, whereas through off-the-job training program, the employees need to leave the work place so as to spend the required duration in the learning process. Special lectures are meant to create the awareness of fundamental knowledge. By way of arranging conferences, various discussions are held on the points of common interest, in regard to the organization and various issues, ideas are collected and experience is shared in order to deal with the problems. With critical discussions, the participants of seminars study the various aspects and the complexities of particular jobs.

A trained and skilled employee is far better than those untrained and unskilled. He becomes competent and performs his assigned task independently. As an illustration, once an untrained employee asked his friend who was trained, “After all what you learn by training program? I don’t think it’s of any worth.” He replied jokingly, “We are trained even how to ask questions and the art of effective communication which you seem to be lacking.” In fact, it’s funny instance but it reveals the fact as training is all en-

compassing - it covers all necessary skills of the employees required in the workplace while motivating them to work in a desired and capable manner.

The major benefits of training and development programs are that the employees who are trained need lesser supervision than those who are not. A trainee acquires new knowledge, skills and attitudes and applies them in job situations. Training is a way to create the confidence among the employees so that they can operate the tasks without any obstruction with all efficiency and effectiveness. To conduct such programs is to save money because a company is likely to bear heavy expenditure on hiring new employees. It is also one of the best ways to expand the span of management.

What is the rationale for training?

- Training helps existing employees to learn their job quickly and effectively and efficiently
- Training helps existing employee to improve work performance
- Training helps employee to perform greater volume of work
- Training helps employees to stay longer on their job.

Job Description: is an organized factual statement of the duties and responsibility of a specific job. It defines the overall purpose of the job and the main tasks to be carried out. A good job description is vital to the success of selection procedures because it is the foundation upon which all the process is based.

Job specification; it aims at maximizing the interest and challenge of work by providing the employee with increased responsibility and discretion in carrying out tasks, these are however no one way to enriching a job the technology and the circumstance will dictate the technique used.

Manpower Planning: Manpower Planning which is also called as Human Resource Planning consists of putting right number of people, right kind of people at the right place, right time, doing the right things for which they are suited for the achievement of goals of the organization. Human Resource Planning has got an important place in the arena of industrialization. Human Resource Planning has to be a systems approach and is carried out in a set procedure. The procedure is as follows:

1. Analyzing the current manpower inventory
2. Making future manpower forecasts
3. Developing employment programmes
4. Design training programmes

Manpower embraces analysis on supply demand, surplus shortage, wastage and utilization of human resources. Its concepts are also concern with the development of critical human competence skills and attitude necessary to the development of an organization guided by the corporate policies and objectives.

Motivation and Reward: Employee has certain need and want, the organization is expected to provide, the organization has certain type of behavior that is wishes to elicit from the employee. The managerial responsibility for eliciting this behavioural termed “directives” or ‘motive” motivation can be complex people are not only motivated by money but by work.

2.5.2 Basic goal and objectives of human resources management

The goals of human resources management in any educational system are to attract, develop, retain and motivate personal in order to:

- Achieve the purpose of the system
- Assist individual member of the system to achieve set performance standards for each position and unit
- Maximize the career development of personal

The specific objectives derived from the goals includes

- i. The formulation of long and short term manpower plans
- ii. Formulation of personnel policies to guide the development and implementation of civil services master plans for personal
- iii. Recruitment of the quantity and quality of personal capable of and committed to, the delivery of appropriate and effective educational services to clients
- iv. Selection of personnel who meet manpower requirement.
- v. Developing reward systems in keeping with the objectives of personnel functions
- vi. Formulation orientation plans to assist new member and the system to accommodate each other among others.

2.5.3 Factors affecting hrm in international markets

In the present day, business is conducted on international scale and this involves the transfer of goods and services, technology, managerial knowledge and capital to other countries or across national boundaries. Globalization has made the world smaller through fast communi-

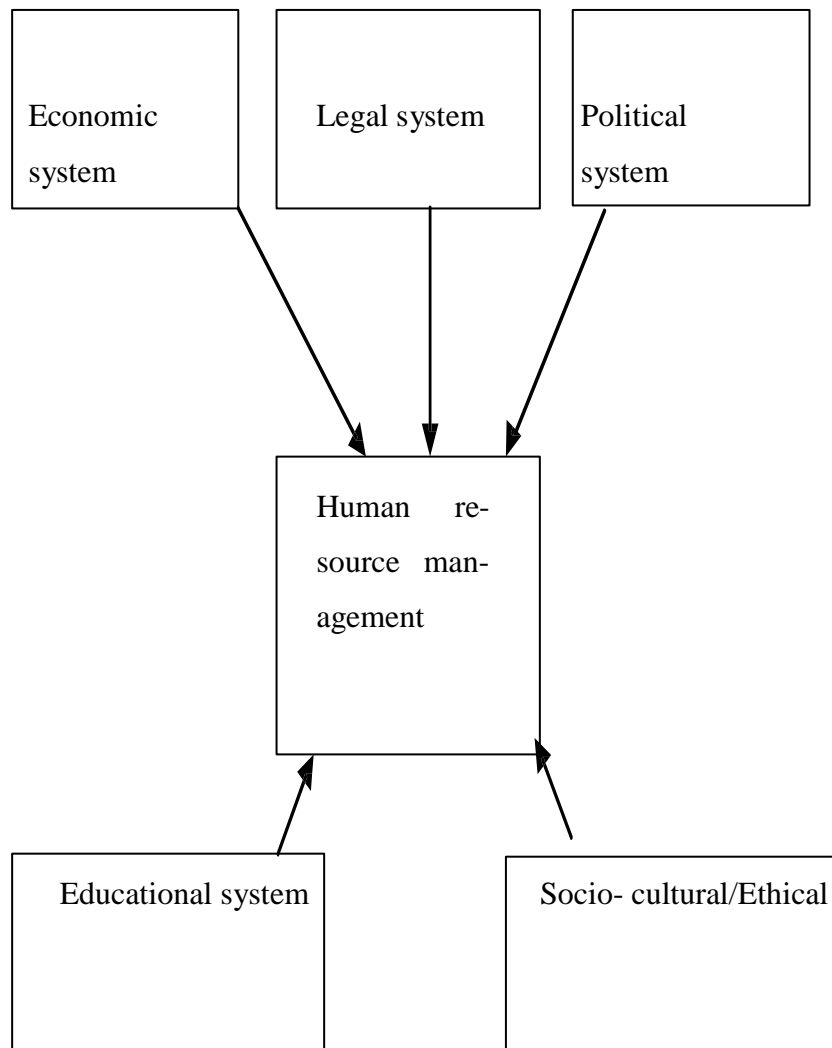
cation network. The economies of the world have become increasingly integrated (Bhagwati, 2004). Besides, we are now in a world where quality, efficiency and competitiveness count most.

Therefore, Managers of this century must strive to balance the demand to think globally and act locally. However, some environment factors may constitute a problem and affect the rate of adaptation from international to local environment for the under-listed reasons

- i. Economic system (capitalism; mixed economy, Marxist) and level of economic development (Developed, Developing and underdeveloped)
- ii. Legal system/environment and constraints (laws, regulations and administration of justice)
- iii. Political environment (power, ideologies, government policies and regulations)
- iv. Educational system and language vary from one country to the other;
- v. Socio-cultural/Ethical environment (values, social organizations/systems, reward system).

The foregoing constraints have high potentials for conflicts hence Managers must develop social and diplomatic skills to forestall emergent conflict(s)

FIGURE 2: Factors Affecting HRM in International Markets



Source Author July 2012

2.6 Brief History of Lagos State Government Ministry of Education (EDUCATION DISTRICT III)

Lagos State is one of the 36 states of the Federal Republic of Nigeria. Lagos state is the financial hub of the nation, with its Capital in Ikeja City. Lagos State covers a land area of 3,577 sq. km of which consists of lagoons and creeks, with a population of 10,601,345 (2005 FOS EST.).

Map 2



Map showing some of the Local Government Area boundaries of Lagos State.

Source: Lagos State House of Assembly, (2012)

Lagos State Government has taken giant strides in fulfilling the educational aspiration of its citizenry. The state has 906 primary schools with 859,456 pupils. The state also has 360, secondary school with 633,247 students, 5 technical colleges with 3,223 students, two colleges of education including that for primary education, a polytechnic and a university. (Source Lagos State Ministry of Education)

For effective management of various public schools in the state, the Lagos State Government through its Ministry of Education undertook some reforms in the Teaching Service of Lagos State, below are the details of the reform:

1. The creation of six education districts into which all the schools in the State have been grouped.

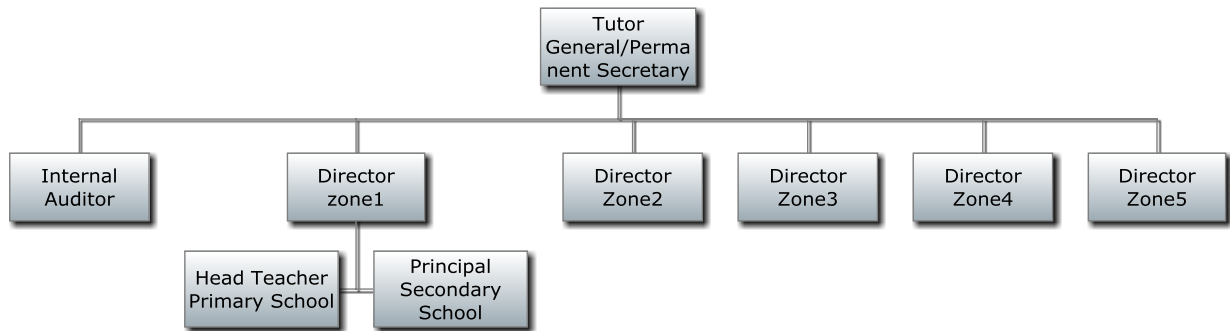
2. Each District will be headed by a Tutor-General/Permanent Secretary appointed from the cote of serving principals. The Tutor-General/Permanent Secretary is the Chief Executive and Accounting Officer of the District.
3. Each District will have 5 directorates and one office of Internal Audit.
4. Each Principal would be accounting officer of his school and will take full responsibilities for all the activities of the school. All the Principals in each district will report to Tutor-General of the District.
5. No teacher who has not attained GL 15 would be appointed as Principal.
6. Inter-District transfer will be discouraged and can only be approved by the Governor in exceptional cases. This is to make sure that every staff is given an opportunity to rise to the peak of the profession in the district.
7. There will be staff redistribution and every staff is advised to accept deployment, as government may deem necessary. This is to ensure that there is no lopsidedness in the human resources available to each Educational District.
8. The running costs of the schools have been increased to engender greater efficiency in the running of the schools.
9. Inspectorate Departments of the Districts and the Ministry of Education are to be re-invigorated and revitalized for greater role performance. **(Source Lagos state ministry of education newsletter 2005)**

The reform have been able to achieve some level of success in that it have help to offer teachers and principals an opportunity to reach the highest point possible in their career as public servant. This way, Government has expanded the scope of career progression for Teachers, providing them the maximum opportunity to achieve their full potentials in their chosen profession. Also free some human and material resources for the better funding and management of public schools.

The Lagos State Government, ministry of education, Education District III covers the following local government areas such as Epe, Ibeju/Lekki, Eti-osa and Lagos Island. These four LGA falls under education district III. Education district III is located in Ikoyi Lagos State, and Headed by the Tutor-General/Permanent Secretary.

Education District III controls and manages 56 education institutions that fall within the named four Local Government Areas of the state. The education institution comprises of Primary School, Secondary Schools and Technical colleges

Organization Structure Of Education District III (fig3)



(Source EDIII, 2012)

2.6.1 Human resources management in Lagos state education district III

The goals and objectives of Human Resources Management in any organization are the same but the policy to adopt are varies from one organization to another. The function of all departments of personnel management in the education sector are the same, the district under focus is not an exception. Such activities can be grouped into six which include

- a. Employment/Staffing
- b. Training and Development
- c. Coordination of staff performance Appraisal
- d. Transfer
- e. Separations
- f. Core processes

Employment and Staffing: The term employment is used here to mean the same thing as staffing which Olefin and Folawewo (2006) defined as the formal process of ensuring that an organization has qualified workers available at all level to cater for at short and long term objectives.

Employment and staffing is a continuing step-by-step process directed at ensuring that an organization is supplied with right workers in the right positions at right time. Based on these definitions, staffing or employment is viewed here as comprising of the following activities.

- i. Job Analysis
- ii. Human Resources Planning
- iii. Recruitment
- iv. Selection and Appointment
- v. Induction and Orientation

All these has been discussed earlier, but it has been suggested that newly appointed staffing the school system be first given post recruitment orientation at the ministry of education, teaching services commission, state universal basic education commission, education district as well as local government education directorate before their deployment to the school.

Training and Development: Training in the context of human resources management, commutes providing an employee with the skills he requires to enable him maintain and improve on the current job performance. Developing on the other hand means teaching or providing an employee with the skills he will require for future job. The teachers are exposed to workshop, conferences, seminars which are designed to train them in current trend in the teaching methodology of their subjects.

On the other hand, teachers who enroll for higher degree program or NCE (Nigerian Colleges of Education) teachers who enter for undergraduate courses in higher institution in their areas of chosen profession or specialization are undergoing development programme which prepared them for higher position in the no-to-distance future. The task of designing and initiating training and development programme for deserving staff is one of the conducive functions of education district which is one of the agencies of ministry of education.

Coordination of Staff Performance Appraisal: Appraisal programs are designed not only to provide more systematic control of the behavior of subordinates, but also to control the behavior of superior. Performance Appraisal or evaluation is the systematic pro-

cess of assessing the present performance of the worker in their job and of making forecasts, based on the results. The appraisal instruments in use in the education sector are basically variation of the civil services.

Annual performances Evaluation Report (APER) form. The APER form is based essentially on behavioural on rating approach in which performance is evaluated on specific description of work behaviour expected on the employee using a five point like rating scale for each valuable. The APER is in two version code named Form Gen 79, the version is used for employees on salary grade 03 and below and Form Gen 79a for those on grade Level 01 and 02.

Formal performance appraisals of staff in Education organization performed by Education districts serve the following purpose among others.

- Providing feedback to employees about how their performance in job is being rated
- Identify the training needs of employees
- Forecasting long term potentials of the employees
- Maintaining discipline and optimum standards of performance and others

Transfer, Promotion and Demotion: In the context of the public and civil services of the country, the term transfer which is a function of personnel management department. The purpose of transfer is to give the employee wider job experience as part of their development filling vacancies as they arise, keeping promotion ladders open in order to keep employees interested in the job etc. Outside of this purpose which is regarded as fundamental. Certain compelling reason makes the transfer of educational personnel necessary and regular exercise in the administration of school system by the education district. Some of these reason include, among others the need:

- To correct over staffing and non-staffing in schools
- To adjust the staffing position in the schools as may be occasioned by enrolment occasion or increases in some schools.
- To relocate troublesome or poorly performing personnel for reassessment and further observation.

- To relocate personnel who have stayed long in a school and whose productivity are diminishing
- To meet legitimate requests for transfer by personnel conversion from Assistant education officer in the ministry to classroom teacher or from class room teachers to the ministry this is refer to as to the inter-cadre transfer of conversion.

Promotion: This is the approve movement of an employee from a lower to a higher position in the hierarchy which is usually accomplished by an advance in salary, status and authority. Promotion in teaching services may or may not be accompanied by a change in duties and responsibilities such as the case of classroom teacher who is promoted from say education officer Grade II or Grade Level 08 to education officer Grade 1 and Grade Level 09.

The variables upon which promotion is based were reduced to qualification criterion, weighted into maximum of 100 by degree 43 of 1988 is usually notating twice in a year. Initially, the variable comprises of performance/APER score (50) interview (30), Additional qualification/Examination passed (15) and relative seniority (5), but these criteria were later in 1995 reduces to three, interview (65) performance/APER scores (30), and relative seniority (5). The weight of each of these criteria has since been aired from performance/APER score (20) and Relative Seniority 10. Based on a 1998 guideline issue by the federal civil services commission, the overall pass mark for promotion is 60% in all cases (FRN 1995, 1998, 2003)

Demotion: This is the approved movement of an employee from a higher to a lower post in the hierarchy. Usually due to result of recommended disciplinary measure, Olefin and Folawewo (2006) demotion is the reduction in a value of an individual or position from the higher one to lower one e.g. from principal to vice principal or classroom teacher. Demotion is usually accompanied by a reduction in salary, status and authority.

Separation: The various personnel management department in various educational district and ministry of education in education sectors are responsible for the processing the separation or dissentients or educational personnel from the services. Ikundayisi (2002) “by separation or disengagement is meant to process by which an employee leaves or relinquishes his job”. He also recognizes five common form of disengagement or separation in Education system.

- Retirement
- Termination/Discharge
- Dismissals
- Resignation/Withdrawals
- Death

Retirement: It may be voluntary i.e. at the instance of the employee or it may be involuntary i.e. at the instance of the employer. Adebayo (2002) defines voluntary retirement as process whereby an employer at his own volition opts to stop working at his job in the service either he has attained the age of 60 or has put up to 35 years of services. While involuntary retirement is the one in which the employer who has attained higher cadre of his service was force to retire or the employer retired him. The retirement age in this case of education system is 60 years or put in 35 years in services and in entitle to both gratuity and pension.

Termination: is the process by which an employer disengages an employee for the reason of reorganization, unsatisfactory performance or some other reason such employee may not be entitled to gratuity which is a lump sum of money paid by employer to employee which is disengaged from the services. This is very an occurrence in education system.

Dismissal: Azolukwam and Perkins (2009) says a situation when by a public services employee is separated from his job with no benefit as a result of a proven misconduct after due process is known as dismissal. Dismissal occurs in the education system when a teacher or an education officer found waiting and has broad any position of the professional ethics of teaching.

Resignation/Withdrawal: Resignation of appointment meaning giving up a job at one's own volition especially when the appointment is still temporary or on probation rather than permanent and pensionable in resigning in education system, masker must give a month notice or pay a month salary in lien of notice if he has served less than five years. While withdrawal of services is the term used to describe the voluntary disengagement of public services whose permanent and pensionable has been approved or confirmed and who has served up to five year but less than ten years. Azolukwam and

Perkins (2009). Such worker in the education sector or system is qualified for a year's salary as gratuity or withdrawal.

Finally, death to a worker may singularly exit from the active service by the way of death.

Core Processes: These processes which is performed by personnel department of education districts includes.

- Discipline
- Personal policy
- Organizational communication
- Employee and labour relation
- Health and security safety

3.0 RESEARCH METHODOLOGY

This chapter presents procedures and methods adopted in this study. It deals with research design, population of the instrument, data collection, the method of scoring data and data analysis.

3.1 Research Design

The research design used for this research work was descriptive research design. The essence of this was an attempt to investigate the relationship between independent variable "Human Resource Management" and the dependent variable "Organization Achievement". In other words the study looked at the effective management of Human Resource and the Organization Achievement.

3.2 Population of the Study

The population of the study includes some staff of Education District III and Teachers. Also Students of the five schools used in the research study.

The schools are:

1. Wahab Folawiyo High School, Osborn Ikoyi
2. Government College Osborn
3. Irete Grammer School, Ribadu Ikoyi
4. Falomo High School, falomo
5. Aunty Ayo High School, Keffi Obalende

3.3 Sampling and Sampling Technique

The sampling for this study includes a hundred staff of 5 Senior Secondary School and Education District III. Five different schools from the Education District III were selected for this research work. One hundred (100) sample questionnaires were administered to some discretely selected Administrative and Academic staff from the focus study area of this research work. Each questionnaire was administered to respondents to answer and return back same day.

A person to person question and answer response interview were conducted for twenty (20) selected students; four from each of the 5 sampled schools covered by this research work.

3.4 Instrument and Instrumentation

Construction of the Structured Questionnaire, consideration were given to the policies of the organization such as recruitment, personnel management, hierarchy structure, disciplinary methods, inter-personnel and organization relationship, in order to obtain relevant information regarding Human Resource Management and Organization achievement from the Lagos State Education District III.

The major instrument used was questionnaires for administrative and teaching staff. A Structured Questionnaire on Human Resource Management and Organizational Achievement (SQHRMOA) which is design by the researcher on 'likert scale method' in addition interview questionnaire was also adopted to elicit the view of student.

In order to test the hypothesis the researcher designed the questionnaire to consist of Section A and B. personal data of the respondent which concern, year of experience, school etc. also of items that examined the effect of Human Resources Management and Organizational Achievement.

3.5 Validity of the Instrument

In order to ascertain that the sampling instrument used is internally consistent with the management policy of the Lagos State Ministry of Education, the developed research questionnaire instrument was given to the management of Education District III in for scrutiny and approval. After making necessary corrections, the instrument were later given to the thesis supervisor and HR supervisor of EDIII after adequate correction to ensure a face validity of the instrument used.

3.6 Administration of Instrument

The questionnaire where administered by proxy. Research assistance was approved by the research supervisor for this project. The research assistance is based in Lagos State Nigeria, which is the focus research area. He distributed and did the administration of the questionnaire. He personally gave out the questionnaire to each respondent in each of the sample schools and office of education district III. This was done in order to ensure 100% of return of administered questionnaire, which is to get the same number of the questionnaire distributed.

However, explanation was made where necessary to the staffs, which needed certain clarification on the questionnaire in order to give adequate guidance to the respondents. The questionnaire was collected the same day.

3.7 Method of Data Analysis

The chi-square statistical analysis was used to determine the relationship between the dependent variable and the independent variable.

The chi-square statistical formula:

$$X^2 = \sum \frac{(O-E)^2}{E}$$

Simple percentage was used where applicable

4.0 DATA ANALYSIS AND INTERPRETATION OF RESULT

This chapter presents the analysis of data collected and interpretation of the result. It intended to validate the hypothesis based on the data gathered from the STAFF HUMAN RESOURCES MANAGEMENT AND ORGANIZATION ACHIEVEMENT QUESTIONNAIRE. A total of one hundred questionnaires were administered, seventy five from teachers from the five schools and twenty five from education district staff.

4.1 Data Tables and Results

SECTION A (Personal Data)

Table i. SEX

Options	No of Respondent	Percentage (%)
Male	42	42
Female	58	58
Total	100	100

The table above shows that majority of the respondent are female as represented by 58% while the male of 42 respondents is 42%

Table ii. EDUCATIONAL QUALIFICATION

OPTIONS	NO OF RESPONDENTS	PERCENTAGE
NCE	19	19
BA.ED	25	25
HND/B.S .ED	31	31
POSTGRADUATE	25	25
TOTAL	100	100

Source: field survey; 2012

The table shows that 31 of the respondent representing 31% are the majority in the organization. 25 correspondents each of 25% follows while 19 respondents of 19% are the minority in the organization

Table iii. YEAR OF SERVICE

OPTIONS	NO OF RESPONDENTS	PERCENTAGE (%)
1-5	17	17
6-10	21	21
11-15	25	25
16 and above	37	37
TOTAL	100	100

Source: field survey; 2012

The table above shows that 37 respondents representing 37% have served 16 years and above in the organization, 15 respondents of 25% have served between 11-15 years, 21 respondents of 21% have served 6-10 years while 17 respondents of 17% have served 1-5 years.

Table iv. PROMOTION

Option	No of respondents	Percentage (%)
1	29	29
2	27	27
3	25	25
4	19	19
Total	100	100

Source: field survey; 2012

Table above shows that majority of the respondents have been promoted once of 29% follows by twice of 27%, three times of 25% and 4 times of 19%

Table v. AVERAGE SCORE OF STUDENT IN EXAM

Options	No of Respondents	Percentage (%)
0-39	23	23
40-49	25	25
50-59	29	29
60 and above	23	23
Total	100	100

Source: field survey; 2012

The tables above indicate that majority of the student score between 50-59 as represented by 29%. Followed by 25 students of 25% and 0-30 and 60 above 23% each.

Table vi.

No	QUESTIONS	OPTIONS		
		YES	UNCERTAIN	NO
1	Will the student scores improve if teaching environment is conducive?	67	22	11
2	Have ED been managing the performance appraisal system effective?	61	13	26
3	Is under staffing of teachers a problem in the school?	25	20	55
4	Should the retirement age of teachers be raised in order to retain experts?	90	6	4

Source: field survey; 2012

SECTION B

Table 1: A disciplinary oriented education district could contribute to the success of schools in district III

Variable	Frequency	percentage
Agree	94	94%
Disagree	-	-
Strongly Agree	-	-
Uncertainty	6	6%
Strongly Disagree	-	-
TOTAL	100	100%

Source: field survey; 2012

From the table above (94%) of respondents affirms that a disciplinary oriented education could contribute to the success of schools in district III and other part of the state, while 6% are uncertain

Table 2: The main duty of the district is to supervise the activities of the staff in his/her education district.

Variable	Frequency	Percentage
Strongly Agree	-	-
Agree	58	58%
Uncertain	16	16%
Disagree	26	26%
Strongly Disagree	-	-
TOTAL	100	100%

Source: field survey; 2012

On whether the main duty of the district is to supervise the activity of the staff in the education district, (58%) Agree, (26%) disagree while (16%) were uncertain.

Table 3: Teachers and other recruitment staff remuneration should be improved for them to perform their assigned role as expected.

Variable	Frequency	Percentage
Strongly agree	-	-
Agree	90	90%
Uncertain	-	-
Disagree	10	10%
Strongly disagree	-	-
TOTAL	100	100%

Source: field survey; 2012

(90%) of the respondents agreed that teachers and other educational staff remuneration should be improved for them to perform their assign role as expected while (10%) disagree.

Table 4: Newly employed educational personnel should undergo there months in-house teachers training.

Variable	Frequency	percentage
Strongly Agree	70	70%
Agree	-	-
Uncertain	20	20%
Disagree	10	10%
Strongly Disagree	-	-
TOTAL	100	100%

Source: field survey; 2012

As seen above a greater percentage of the respondent strongly agreed (70%) that newly employed educational personnel should undergo three months in-house teachers training, while (20%) of the respondents were uncertain and (10%) of the respondents disagreed.

Table 5: Is there any significant relationship between human resource performance appraisal and organization achievement.

Variable	Frequency	Percentage
Strongly agree	96	96%
Agree	-	-
Uncertain	4	4%
Disagree	-	-
Strongly disagree	-	-
TOTAL	100	100%

Source: field survey; 2012

Whether regular performance appraisal review of personnel will improve learning process in schools of our district III (96%) of the respondent strongly agreed, (4%) were uncertain and other variables are null.

Table 6: Selection and recruitment into the district III staff should be strictly professional.

Variable	Frequency	Percentage
----------	-----------	------------

Strongly agree	100	100%
Agree	-	-
Uncertain	-	-
Disagree	-	-
Strong Disagree	-	-
TOTAL	100	100%

Source: field survey; 2012

All respondents strongly agreed that selection and recruitment into the district III staff should be strictly professional.

Table 7: It is the belief that the award appraisal process of the human resource has been done appropriately.

Variable	Frequency	Percentage
Strongly agree	-	-
Agree	54	54%
Uncertain	18	18%
Disagree	-	-
Strongly Disagree	28	28%
TOTAL	100	100%

Source: field survey; 2012

Table 7 shows that it is the belief that the award appraisal process of the human resources has been done appropriately is highly embraced by the district with (54%) of the respondents agree to this nation, (28%) disagreed, while (18%) of the respondents are not certain.

Table 8: The principal of each school should be given power to sanction erring teachers and order personnel under him/her.

Variable	Frequency	Percentage
Strongly Agree	94	94%
Agree	-	-
Uncertain	-	-
Disagree	-	-
Strongly disagree	6	6%
TOTAL	100	100%

Source: field survey; 2012

(94%) of the respondent agreed that the principal of each school should be given power to sanction erring teachers and order personnel under him/her (6%) strongly agreed.

Table 9: More training and development will help to improve the teacher awareness and be effective in their job.

Variable	Frequency	Percentage
Strongly agree	100	100%
Agree	-	-
Uncertain	-	-
Disagree	-	-
Strongly disagree	-	-
TOTAL	100	100

Source: field survey; 2012

The entire respondent agreed that more training and development will help to improve the teacher awareness and be effective in their job.

Table 10: Method of teaching adopted by teachers needs to be reviewed from time to time in order to achieve the organization goals.

Variable	Frequency	Percentage
Strong agree	-	-
Agree	10	10%
Uncertain	-	-
Disagree	90	90%
Strongly disagree	-	-
TOTAL	100	100%

Source: field survey; 2012

Majority of the respondent representing (90%) strongly disagree that method of teaching adopted by teachers needs to be reviewed from time to time in order to achieve the organization goals. (10%) of the population agree to the notion.

4.2 Test of Hypotheses

In the course of the study, hypotheses was formulated in chapter one and they will be put to test so as to know if there is any bearing in the existing knowledge.

Hypotheses One

H₀: There is no significant relationship between the employer/employee and organization achievement

H₁: There is significant relationship between employer/employee and organization achievement

Using Chi-square (χ^2 test)

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

Decision Rule: At 0.05 level of significance, the critical hypothesis will be rejected if χ^2 calculated value is greater than χ^2 table value and the alternative hypothesis will be rejected otherwise decision is reversed.

Table 11: Hence, to test hypotheses one, using data from Table 1.

Variable	O	E	O-E	(O-E) ²	$\frac{(O - E)^2}{E}$
Strongly Agree	94	33.3	60.7	3684.49	110.6
Agree	0	33.3	-33.3	1108.89	33.3
Uncertain	6	33.3	27.3	745.29	223.8

Strongly Disagree	-	-			
Disagree	-	-			
TOTAL	100				367.7

Source: field survey; 2012

$$\text{Expected frequency} = \frac{100}{3} = 33.3$$

$$\sum \frac{(O-E)^2}{E} = 367.7$$

Level of significance = 0.05

Degree of freedom = 2

X^2 calculated (2, 0.05) = 5.991

Discussion of Result

The result above depicts that (367.7) value is greater than (5.991) value. Hence H_0 is rejected while H_1 is accepted. Thus there is significant relationship between employ-ers/employee and organization achievement.

Hypotheses Two

H_0 : There is no significant relationship between recruitment process and organization performance.

H_1 : There is significant relationship between recruitment process and organization performance.

Using Chi-Square (X^2)

$$X^2 = \sum \frac{(O-E)^2}{E}$$

Table 12: To test Hypotheses Two, using the data as shown in Table 3

Variable	O	E	O-E	(O-E) ²	$\frac{(O - E)^2}{E}$
Strongly Agree	-	-			
Agree	90	33.3	56.7	3214.8	96.5
Uncertain	0	33.3	33.3	1108.8	33.3
Strongly Disagree	-	-			
Disagree	10	33.3	23.3	542.8	16.3
TOTAL	100				146.1

Source: field survey; 2012

$$\text{Expected frequency} = \frac{100}{3} = 33.3$$

$$X^2 = \sum \frac{(O-E)^2}{E}$$

Level of significance = 0.05

Degree of freedom = 2

X² calculated value (2, 0.05) = 5.991

Discussion of Result

Based on the result above (i.e. hypothesis two) 146.1 value is greater than 5.991 value.

Hence H₀: which is the null hypothesis is rejected while H₁: the alternative hypothesis is accepted. This suffice that there is significant relationship between recruitment process and organization performance.

Hypotheses Three.

H₀: there is no significance relationship between human resource performance appraisal and organization achievement

H₁: there is significant relationship between human resource performance appraisal and organization achievement

Using Chi-square (χ^2 test)

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

Table 13: To test for Hypotheses Three, using data from Table 5.

Variable	O	E	O-E	(O-E) ²	$\frac{(O - E)^2}{E}$
Strongly Agree	96	33.3	62.7	3931.2	118.1
Agree					
Uncertain	4	33.3	-29.3	858.49	25.7
Strongly Disagree					
Disagree	0	33.3	-33.3	1108.8	33.3
TOTAL	100				177.1

Source: field survey; 2012

$$\text{Expected Frequency} = \frac{100}{3} = 33.3$$

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

Level of significance = 0.05

Degree of freedom = 2

$$\chi^2 = \text{calculated value} = (2, 0.05) = 5.991$$

Discussion of Result

The above (Hypotheses Three) reveals that value 177.1 is greater than value 5.991. This says that null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. Therefore we can say that, there is significance relationship between human resources performance appraisal and organization achievement.

STUDENT INTERVIEW QUESTIONNAIRE

Section C

Table vii. CLASS

OPTIONS	NO OF RESPONDENT	PERCENTAGE (%)
SS1	6	30
SS2	5	25
SS3	9	45
Total	20	100

Source: field survey; 2012

The table above shows that majority of the respondent are students from senior secondary three (SS3) as represented by 58% while the SS1 has 30% respondents and 25% for SS2.

Table viii

QUESTIONS	YES	NO
Any difficulties with your teachers in school?	6	14
During classes do you find it	16	4

easy to understand the teaching?		
Are your teachers committed to their classes?	18	2
Do Education District supervisors visit your schools?	20	-
Do your school have needed teaching materials for learning	17	3

Source: field survey; 2012

4.3 Discussion of results

It was found in this study that a significant relationship exists between employer/employee and organization achievement, this means that, there was a significant differences between the employee/employer and organization achievement. It reveal that the good interaction between the employers and the employee will definitely have a positive effect on organization achievement, this is shown clearly in the finding that a good cordial relationship between the management and the worker is a panacea to organization achievement.

The result of the Hypothesis Two showed that there is a strong relationship between selection/recruitment and organization performance. The acceptance of the alternative hypothesis indicated that the right types of personal and their selection must be professionally and strictly followed. Once you have a wrong set of people recruited it will definitely have a negative effect on the organization achievement.

Human capital theory also states that, the accumulation of physical capital alone make little or no sense except there are human being with necessary skills to make use of the money and machinery. Karon Legge (2005) says that the success of any organization depends on the quality of the personnel since the quality input determines quality output.

Hypothesis Three shows that the relationship between human resource performance appraisal and organization performance is significant. More than 90% of the respondents are of opinion that a highly disciplinary oriented education district can undertake a proper performance appraisal. Human resources performance appraisal will boost the morale of the organization and thereby increase the stated organization performance. This is also in conformity with Kotila, O. (2001). That identification of human resource achievement by the organization administrator elicits rivalry among workers.

5.0 SUMMARY AND CONCLUSION

5.1 SUMMARY

Research on human resources and organization achievement was carried out in Lagos state with descriptive research design. The research was carried out in order to examine what extent the human resources management has been influencing the achievement of public institution/organization in Lagos State of Nigeria. Data collected were analyzed using chi-square to detect the differences between observed and expected frequencies. The instrument use to gather information was a questionnaire on human resources management and organization achievement.

This research project affirms the following results. For hypothesis one the result shows that there is a significant relationship between employer/employee and organization achievement. The result in hypothesis two also shows that there is significant relationship between recruitment and organization achievement in Lagos State Education Districts. The result of hypothesis three revealed that human resources appraisal and organization achievement in Lagos Education District III are significant.

5.2 CONCLUSION

Based on the finding of the study, the research made the following finding. In this study the questionnaire administer revealed that human resources is the key factor to the organization achievement. It was found out that the process of selection/recruitment of employee is the basic and most important for an organization.

Management should endeavor to carry worker and all his personnel along in certain decision making process. This will help management in curbing the disparity between the management staff and field personnel, thereby leading to good performance and achieve target organization goals.

In terms of good remuneration to worker, it thus become pertinent that quality and quantity of personnel especially worker (teacher) should not be allowed to be suffused. Even if embargo is placed on employment, teachers who are the personnel of the research study should be exempted.

Emphasis should be on recruitment/selection of qualified personnel. Also performance appraisal should be based on rewarding effective and productive personnel. Motivation should be encourage by management to a deserved personnel this is no doubt will enhance the performance of the school in all department.

Government on the other hand should provide the enabling environment, provide the basic infrastructural such as water, road, educational materials, teaching aids, science laboratory etc. so as to reduce the cost of running an organization and hence increase their power to recruit more and reduced the unemployment in the country.

6.0 RECOMMENDATION

Taking the finding of this study into consideration, human resources and organization achievement are highly important and fundamental to good organization performance. The recruitment, selection and placement of qualified teachers should not be compromised if success is to be attained. The period of training should be increased; this will help and enables the prospective teachers to be more academically qualified. In service training should be approved for teachers and sponsored by the employers. Teachers' remuneration scale and qualification level should be addressed in details. Finally unqualified persons should be fisted out of the teaching profession.

There should be an existence of a good intra and inter-personal relationship should be encouraged in the research studied area in focus, as well as the whole Lagos State Government, Department and Ministry in order to achieve set goals.

In addition, it was discovered during this research work that human resource management is an untapped academic field with potential of promoting, evaluating, recruiting, selecting and motivation that stand as the main defense for institution stability and growth. This area of study which includes selection, recruiting, compensation, staffing and promotion etc. should be made as a course of research for any other researcher who wishes to select institution as a case study in relation to human resource management.

Heinz, Mark and Harold (2008) states that planning involves selecting missions and objectives and deciding on the functions to achieving them should be studied and research into in other to reduce the internal and external pressure faced by the government owned schools in Nigeria

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APPENDIX

FORMART OF THE QUESTIONNAIRE

- Administrative (This includes workers from Education District III) and Teaching Staff (This includes principals and teachers)
- Student

The questionnaire will design to gather information on Human Resource Management and Organizational Achievement

ADMINISTRATIVE AND TEACHING STAFF

SECTION A

For each of the question below, please place a right tick as appropriate.

1. Name of School:
.....
2. Sex: Male () Female ()
3. Qualification NCE () B.A.Ed. () HND/B.S.ED. () POSTGRADUATE ()
4. Year in Teaching? 1-5 () 6-10 () 11-15 () 16 above ()
5. How many times have you been promoted? 1 () 2 () 3 () 4 () 5 above ()
6. What is the average score of your students in the last examination? 0-39 () 40-49 () 50-53 () 60 above ()
7. Did you think this will improve if there is improvement in teaching environment? Yes () No () Uncertain ()
8. Have Education District III been managing the performance appraisal system effectively? Yes () No () Uncertain ()

9. Is Under staffing of teachers a problem in the school? Yes () No () Uncertain ()

10. Should the retirement age of teaching be raised in order to retain experts? Yes () No () Uncertain ()

ADMINISTRATIVE and TEACHING STAFF Questionnaire on Human Resource Management and Organizational Achievement (SQHRMOA)

SECTION B

For each of the statement below, please place a right tick as appropriate.

Note that:

SA: Stand for Strongly Agree

A: Stand for Agree

U: Stand for Undecided

D: Stand for Disagree

SD: Stand for Strongly Disagree

1. A disciplinary oriented Education District III could contribute to the success of schools within its supervision. SA () A () U () D () SD ()

2. The main duty of the district is to supervise the activity of the staff in his/her education district. SA () A () U () D () SD ()

3. Teachers and other educational staff remuneration should be improved for them to perform their assign role as expected. SA () A () U () D () SD ()

4. Newly employed educational personnel should undergo three months in-house teacher training. SA () A () U () D () SD ()

5. A regular performance appraisal review of personnel will improve learning process in schools of our EDIII. SA () A () U () D () SD ()
6. Selection and recruitment into the Education District III staff should be strictly professional. SA () A () U () D () SD ()
7. It is the belief that, the award appraisal process of the human resources has been done appropriately. SA () A () U () D () SD ()
8. The principal of each school should be given power to sanction erring teachers and order personnel under him/her. SA () A () U () D () SD ()
9. More training and development will help to improve the teacher awareness and be effective in their job. SA () A () U () D () SD ()
10. Method of teaching adopted by teachers needs to be reviewed from time to time in other to achieve the organization goals. SA () A () U () D () SD ()

STUDENT

For each of the question below, please answer and tick right where appropriate.

1. School Name

.....

2. Student Name:

.....

3. Class:

.....

4. Date of Birth:

.....

5. Do you have any difficulty with your teachers at school? (a) Yes (b) No

6. Do you find it difficult to understand your teachers during classes? (a) Yes (b) No

7. Are your teachers committed to their classes? (a) Yes (b) No

8. Do Education District supervisors visit your schools? (a) Yes (b) No

9. Do your school have needed teaching materials for learning (a) yes (b) No

10. What suggestion will you give to the school authority to improve learning environment in your school?

The figures below are extracted from the data of five senior secondary schools and their numbers of teachers collected from Lagos State Education District III (ED III)

The data is basically figures of the senior secondary schools. The Nigeria education system is 6,3,3,4. This denotes 6years in primary school, 3years in junior secondary school, and 3years in senior secondary school and 4years in the university. So my survey is based on data of 5 senior secondary school collected from Education District III (ED III)

Numbers of Schools: 5

Teachers: 15 each school = 75

Education District III (ED III) Staff: 25 from a 40 workforce

Names of Schools to be used:

1. Wahab Folawiyo High School, Osborn = A
2. Government College Osborn = B
3. Irete Grammer School, Ribadu Ikoyi = C
4. Falomo High School, falomo =D
5. Aunty Ayo High School, Keffi Obalende = E

Schools	Students Population	Teachers Population	No of Students Administer Questionnaires	No of Teachers Administer Questionnaires	% of Students Questioned	% of Teachers Questioned
A	250	25	4	15	2%	60%
B	242	27	4	15	2%	56%
C	247	23	4	15	2%	65%
D	238	26	4	15	2%	58%
E	235	22	4	15	2%	68%
Total	1212	123	20	75	2%	61%

Education District III (ED III) Staff: There is a total of 40 staff workforce at the office of ED III which supervises and monitors the administrative and academic activities of over 15 High schools within its locality.

I propose to administer the questionnaire to 25 staff of Education District III for response. The research work will give us approximately 63% of the ED III staff that will be covered in the course of the project.