INTRODUCTION

The efficiency of human resource management in Nigerian Schools is being called to question both within and outside the profession. Many dedicated educationists will fully admit that the school resources are being mismanaged and under-utilised simply because the schools lack or there is shortage of qualified personnel and management resources needed for the improvement of instructions. Consequently, many devoted educationists in all institutions are seriously in demand of dynamic principals who are competent to search for professional growth. This growth coupled with development becomes necessary in order for school administrators to know the rudiments of proper management of school resources. This is because education is an indispensable ingredient of development and a fundamental right of every individual. Also, as a power-catalysing agent, it provides mental, physical, ideological and moral training to individuals, so as to enable them have full consciousness of their purpose in life and equip them to achieve that purpose.

In fact, Education is a systematic instruction for the development of character or mental power. Rao (2001) noted that there is an immediate and urgent need for giving education to the people in order to build up our future. Education is synonymous to learning, instruction, teaching, acquiring knowledge and guidance. The success of every educational system depends on the quality and quantity of its factors or production – human and material resources. Of all the factors, the human resource appears to be the most important because without human efforts, all other factors are inept. This is why it is necessary to train and re-train the staff of any organization for better production. According to Peretomode and Peretomode (2001), training is a planned organizational effort concerned with helping an employee (teacher) acquires specific skills, knowledge, concepts, aptitudes, and behaviours to enable him/her perform more efficiently on his present job, that is, to improve on the performance.

The success of our education depends on trained staff. We cannot replace trained staff with any other type of instructional material (Hanif and Saba 2002). The importance of staff in any educational system cannot be over-emphasized. This is because the quality of staff in any educational system determines to a great extent the quality of the system itself, and professional staff in particular are crucial to the formulation and successful implementation of education policies and programmes in any country.
However, teaching is a high valued social service in every country of the world. Staff are indispensable in the effort to develop the nation. The business of the school is to educate, and the most important resource in the school is the teacher. Teaching is indeed a challenging profession and the teacher is the main factor in the learning environment of the child (Peretomode 2007). This has explained why our Federal Republic of Nigeria (2004) stressed the need to accord Teacher Education a prominent place in Educational Planning. The Policy further maintains that among other things, the goal of administration should be: to produce highly motivated, conscientious and efficient classroom staff with intellectual and professional backgrounds, adequate for their assignment and to make them adaptable to any challenging situations, not only in life of their country but in the wider world.

Federal Republic of Nigeria (2004) stipulates the objectives of secondary education, calibre of staff to teach them and their qualifications, as well as the curriculum content and methodology to be employed. The secondary school in Nigeria operates within the guidelines provided in this document.

Statement of Problem

In Nigerian schools, two groups of personnel are employed; they are the trained and untrained human resources. Managing human resources in the schools is not an easy task. For a staff to be able to give learning instruction efficiently and effectively for a desired output, he or she must have the teaching skills, knowledge and teaching methods. Not following the required teaching methods, one may leave some gaps in the accepted teaching procedures. Hence, to guide the investigation, the following research questions were raised.

1. Is there any difference between the performance of human resources in Nigerian schools when training approach is taken as independent variable?
2. Is there any difference between the performance of human resources in relation to students’ academic performance in Nigerian schools?

Hypotheses

1. There is no significant difference between the performance of human resources in Nigerian schools when training approach is taken as independent variable?
2. There is no significant difference between the performance of human resources in relation to students’ academic performance in Nigerian schools.

Review

Until recently, personnel management was routine and nominal. The technique viewpoint of Human Resource Management was concerned with the techniques of handling personnel problems and not understanding why the problems exist. The analytical viewpoint attempts to examine why some problems exist and how it can be solved in organization. According to these viewpoints, administration should be more concerned with the humanization of work, with the creation of openness and the demise of the bureaucratic structure.

Human resource management comprises of the effective use of human resources in the organization through the management of people related activities. By implication this definition means that organizations (public/private) must adapt to the needs of its employees as well as have the employees meet basic requirements of the organization.

The personnel and Industrial Relations defined Human Resource Management as the process of developing, applying and evaluating policies, procedures, methods and programmes relating to the individual in an organization. This invariably highlighted the process of Human Resource Management as that of human development and process design.

At the 1963 golden jubilee of the London Institute of Personnel Management, human resource management was described as the responsibility of those who manage people as well as the descriptive of specialists in management. This recognition acknowledged that human resource management is a distinct function of management in any public or private organization.

Generally, human resource management is that part of management, which is concerned with people at work and with their relationship within the organization. Its operations are not restricted to industry and commerce but to all fields of human endeavours including education. Specifically, the human recourse in education is a mixed grid-students and workers whose management
seems to be difficult because of the nature of membership.

It is proposed that we take human resource management to be that part of management concerned with:

1. All decisions, strategies, factors, principles, operations, practices functions, activities and methods related to the management of people as employees in any type of organization (including small micro enterprises and virtual organizations);

2. All the dimensions related to people in their employment relationships, and all the dynamics that flow from it (including in the realization of the potential of individual employees in terms of their aspirations).

Importance of Training and Development of Staff in HRM

One other useful aspect in Human Resource Management is the training and development of staff. Training is not however, a separate activity that can be limited to the training school. It must be closely connected with the work places of those that are to be trained. There are a number of advantages to drawing on outside sources for training, as it provides a range of skills that very few organizations can maintain in-house and means that the training personnel needs only think of what is needed to provide good training. It also provides the opportunity of saving in costs.

Training provision by organizations is largely focused on the development of managerial talent. Training and development have often been confused and therefore loosely used as meaning the same thing. From the human resources management perspective, training means an exploration of job-related skills, while development often denotes the broad scope of training. Thus, development is a follow-up activity to training and is embarked upon at a higher level of management. In fact, training is a process of teaching a worker how to perform tasks. It is a means of altering a worker’s behaviour and attitudes in order to increase the opportunities for improved work performance. Training can also be seen as a learning process whereby people acquire skills, concepts, attitudes or knowledge to aid in the achievement of goals. It involves a systematic approach to the teaching of specific and immediate usable skills.

The major goals of personnel training is the improvement of worker’s performance over time. Effective training can increase productivity, lead to greater job satisfaction and lower turnover. It enables workers to develop better understanding of their work and provide the ability to cope with organizational, social work and provide the ability to cope with organizational, social and technological changes. Thus, effective training has been acknowledged as a sure investment in human resources of an organization with both immediate and long-range.

Determinants of Training Needs and Objectives

Every training is designed to help the organization achieve pre-determined goals and objectives. Therefore to determine training needs involves some elements of diagnoses in order to set acceptable objectives.

Some means of assessing training needs are:

1. Performance Appraisal: This approach of job appraisal can reveal a worker’s inadequacies and class management components for appraisal necessitate a need for training to help the employee overcome the weakness. This training is designed as a corrective or remedial measure.

2. Job Requirement: This examines job descriptions and specifications in order to highlight the job content and requirements for performance. Training can then be developed from information gathered in order to provide the needed skills and abilities or retraining in needed skills for current jobs.

3. Organizational Analysis: The analysis of the strategies and objectives of an organization will help identifying training needs before those needs become critical.

4. Survey: A survey of both managerial and non-managerial employees can provide some insight into expressed employee problems and possible actions or remedies. Sometimes such surveys can reveal individualized description of employee dissatisfaction in the organization. The purpose of using survey is to gather useful information on workers problems.

Manpower development can be defined as comprising of activities concerned with increasing the workers capabilities for continuing growth in the organization. The main purpose of manpower development is to enlarge an employee’s capacity to successfully handle greater responsibilities. Although development includes some skill
development and it is more specifically oriented toward a person’s capacity to handle future responsibilities.

**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 need 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.

Okoye (1998) in her study endorsed the concept of in-service training for administrative staff of all levels. She stressed that there is need to upgrade quality of leadership, school system and institutions offering education in order to achieve effective programmes of selecting and preparation.

However, University of East Anglia (2000), under the university policy for staff development and training, holds that an organization / institution committed to the support of staff development and training which is geared towards development of knowledge, skills and awareness of staff will improve the effectiveness and efficiency of individual. The efficient functioning of the organization / institutions depend on its support for the provision of staff development and provision for academic relatedness.

Nevertheless, the Southern Education and Library Board on Staff Training and Development (2001) says that it values its employees and as a result encourages life-long learning so that individuals can develop their potentials and enrich their lives. Also, that in an environment of constant change and increasing demands, staff training and development plays a crucial role in equipping staff with the necessary skills, knowledge and abilities which they need to deliver high quality services in their areas.

Furthermore, the National Institute on Educational Governance, Finance, Policy Making and Management of the Office of educational research and Improvement (OERI) in their 2-day forum on educational leadership in Washington DC in 1998 arrived at the following conclusions: that the staff should have management skills and that many aspects of our educational system are almost toxic to teaching and learning as a result staff should be under continuous training.

The training programmes for serving staff may take the form of part-time, full-time, sandwich and weekend programmes and available in various
courses in some tertiary institutions in Nigeria. Thus, a diligent teacher has ample opportunity for professional development because there is need to expose their staff to training in modern technique of performing their job to raise the quality of their input (Whawo 2003).

However, the training approach 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 know his job well (Egwunyenga 2000). Thus, in the training of trained staff, their courses comprise of their main area and education course in which they are introduced to teaching techniques, methods, presentation of lessons, art of classroom management and other factors affecting teaching and learning (Kpangban 1992). This class of teaching are called trained or professional staff because of the nature of their training. Their teaching if usually done as specialists, and their relevant results are NCE, B.Ed., B.A.Ed., B.Sc.Ed., M.Sc.Ed., Ph.D. The training of untrained teacher is quite different as their courses comprise of only their main areas. This class of staff do not study education, so are not exposed to teaching methods, techniques, time and classroom management and other teaching procedures. They have academic qualification and are untrained staff or non-professional in teaching field, as a result cannot perform like the trained teacher. Their certificate include B.A., B.Sc., M.A., M.Sc. and Ph.D.

Thus, from the above, the researcher has reviewed the training needs and approaches and is of the view that staff should be properly assessed to be able to discover the training needs and approach that staff would be current with the modern learning instruction and techniques to be able to perform effectively and efficiently in the system.

**METHODOLOGY**

**Research Design:** The research design used in this study is the survey method. A survey method deals with the present and it’s oriented towards determining the current state of an area of study. That is, what is and what ought to be.

**The Population:** The population of this study is 278 public schools, consisting of 5,315 human resources in the state, out of which 3,904 are trained staff while 1411 are untrained staff.

**Sample and Sampling Technique:** The sample used for this study is made of male and female human resources of the sampled schools in Delta State, Nigeria. From the target population, a total of 56 schools, representing 20% of the total of 278 public schools, and 1,063 staff, representing 20% of the total of 5,315 human resources in the schools. The stratified random sampling technique is used for the selection to ensure that the sample represents a good population. The entire population of schools is stratified into single and mixed schools for easy sampling and the staff are also stratified into trained and untrained.

**Instrument:** The research instrument used for this study is a questionnaire. It is comprised of 2 sections, sections A and B. Section A is the demographic variables and section B contains 20 items constructed to guide the study. This is to take care of the questions raised and the hypotheses formulated in the study. The responses to the items in the questionnaire are structured on a Likert 4 point rating scale. The alternatives ranges from strongly agree to strongly disagree.

**Validity of the Instrument:** The questionnaire was designed and validated in its content and face values.

**Reliability:** On the other hand, the reliability of the battery of test was determined by conducting a split half reliability test in which case, only one test is administered to eliminate measurement errors such as differences in testing conditions. The split half reliability test was used. Correlation of the 2 score to obtain the reliability coefficients using the Spearman Brown prophecy formula to correct the reduction of the original instrument into 2 halves in order to estimate the reliability of the whole instrument. A reliability coefficient of 0.65 is obtained when the Spearman Brown prophecy formula is applied to the two halves of the instrument used for the study. The reliability coefficient of 0.65 shows that the research instrument has a high internal consistency.

**Administration of the Instrument:** To ensure high percentage return of the research instrument, the researcher administered the questionnaire personally to the respondents and retrieved them instantly.

**Method of Data Analysis:** The study made extensive use of tables for the presentation and analysis of data. The percentage was used for the analysis of demographic data and questionnaire analysis and z-test statistics was used.
to test the significant difference in the hypotheses. In other words, the z-test was used to pinpoint the location of a score in any distribution as it is a simple way of telling how far a score is from the mean in standard deviation units.

RESULTS

Section A: Demographic Variables

Table 1 shows respondents according to qualification. The total number of staff used are 1,063, which is made up of 568 trained staff and 495 untrained staff. Thus, for trained staff, 43.70% represents B.Ed, 51.05% represents B.Sc. (Ed) and B.A.Ed, 4.20% represents M.Ed while 1.05% represents Ph.D. holders. However, for the untrained staff, 39.40% represents HND, 47.30% represents BA/B.Sc, while 13.30% represent M.A. degree holders. The summary of the academic qualification is that the respondents are graduates with various degrees.

Data Analysis According to Research Questions and Hypotheses Testing

**Research Question 1:** Is there any difference between the performance of human resources in Nigerian schools when training approach is taken as independent variable?

Table 2 shows the analysis of performance of human resources and training approach. The respondents have different opinions that human resources do not undergo the same training approach (19.76% as against 20.97%), difference in training are courses studied (22.71% as against 20.32%) Education courses are studied by only staff to be (19.92% as against 20.32%), educational courses make staff professionals (18.67% as against 25.23%), and professionally trained staff teach better than academically trained staff (18.95% as against 24.12%).

**Research Question 2:** Is there any difference between the performance of human resources in relation to students’ academic performance in Nigerian schools?

The data in table 3 reflects the analysis of the performance of human resources in relation to students’ academic performance. Thus, the respondents have different ideals on students can differentiate between the teaching of human resources (21.00% as against 16.15%), teaching techniques can affect students’ academic performance (20.55% as against 17.88%), stereotyped techniques can affect students’ academic performance (20.03% as against

<table>
<thead>
<tr>
<th>Table 1: Analysis of academic qualification of subjects (in percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. No</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 2: Analysis of the performance of human resources and training approach (in percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. No</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

*Source: Field Survey 2008, Planning Research and Statistics Post Primary Education Board, Asaba*
19.90%), flexibility in teaching techniques affect
students’ academic performance positively
(18.82% as against 24.54%), products of trained
staff perform academically high (19.60% as against
21.53%).

Hypotheses Testing

1: There is significant difference between the
performance of human resources in Nigerian
schools when training approach is taken as
independent variable?
Table 4 shows a Z-cal value of 2.90 and a Z-cri
value of 1.96 at 0.05 level of significance. The Z-
cal value of 2.90 is higher than the Z-cri value of
1.96, therefore the null hypotheses is rejected.
This implies that there is a significant difference
in the human resources training approach. The
findings indicate that both staff passed through
different training. Thus, the trained staff learnt
education course in addition to the teaching
subjects, while the untrained staff are trained only
in the academic courses.

2: There is no significant difference between
the performance of human resources in relation
to students’ academic performance in Nigerian
schools.
Table 5 shows a Z-cal value of 2.00 and a Z-cri
value of 1.96 at 0.05 level of significance. The Z-
cal value of 2.00 is higher than the Z-cri value of
1.96, hence, the null hypotheses is rejected. This
implies that there is a significant difference in the
human resources’ performance in relation to
students’ academic performance. The above
findings reveal that the performance of trained
personnel in Nigerian schools affect the students’

Table 3: Analysis of the performance of human resources’ in relation to students’ academic performance
(in percentage)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Questions</th>
<th>Responses</th>
<th>Total</th>
<th>% Responses</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students can differentiate between the teaching of both staff from their teaching</td>
<td>886</td>
<td>1063</td>
<td>21.00</td>
<td>16.15</td>
</tr>
<tr>
<td>2.</td>
<td>Teaching techniques can affect students’ academic performance</td>
<td>867</td>
<td>1063</td>
<td>20.55</td>
<td>17.88</td>
</tr>
<tr>
<td>3.</td>
<td>Stereotyped teaching technique affect students’ academic performance</td>
<td>845</td>
<td>1063</td>
<td>20.03</td>
<td>19.90</td>
</tr>
<tr>
<td>4.</td>
<td>Flexibility in teaching techniques affect staff and students performance positively</td>
<td>794</td>
<td>1063</td>
<td>18.82</td>
<td>24.54</td>
</tr>
<tr>
<td>5.</td>
<td>Products of trained staff perform academically high</td>
<td>827</td>
<td>1063</td>
<td>19.60</td>
<td>21.53</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>4219</td>
<td>5315</td>
<td>100%</td>
<td>1006</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008, Planning Research and Statistics Post Primary Education Board, Asaba

Table 4: Z-test analysis of the performance of human resources in Nigerian schools when training approach is taken as independent variable

<table>
<thead>
<tr>
<th>Source</th>
<th>N</th>
<th>X</th>
<th>D2</th>
<th>Z-Cal</th>
<th>Z-Cri</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained</td>
<td>568</td>
<td>3.27</td>
<td>0.0368</td>
<td>2.90</td>
<td>1.96</td>
<td>Rejected</td>
</tr>
<tr>
<td>Untrained</td>
<td>495</td>
<td>2.98</td>
<td>0.0152</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1063</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

pd"0.05 level of significance

Table 5: Z-test analysis of the performance of human resources in relation to students’ academic performance in Nigerian schools

<table>
<thead>
<tr>
<th>Source</th>
<th>N</th>
<th>X</th>
<th>D2</th>
<th>Z-Cal</th>
<th>Z-Cri</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained</td>
<td>568</td>
<td>3.31</td>
<td>0.0249</td>
<td>2.00</td>
<td>1.96</td>
<td>Rejected</td>
</tr>
<tr>
<td>Untrained</td>
<td>495</td>
<td>3.12</td>
<td>0.0199</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1063</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

pd"0.05 level of significance
academic performance positively because of multifaceted ways in which teaching is impacted and which the untrained staff are not exposed to.

**DISCUSSION**

The study was aimed at examining the usefulness of human resource management in both primary and secondary schools in Nigeria by assessing the performance of the staff. Thus, the data collected for the study are analysed using percentages and z-test.

Table 1 revealed the educational qualifications of human resources who responded to the questionnaire. For the trained staff, 248 staff representing 43.7% have B.Ed, 290 staff, representing 51.05% have B.Sc (Ed), 24 staff, representing 4.2% have M.Ed, and 6 staff, representing 1.05% have Ph.D. While for the untrained staff, 195 staff, representing 39.4% are HND holders, 234 staff, representing 47.3% have B.A./B.Sc, 66 staff, representing 13.3 have M.A. and non has Ph.D. The implication of this is that there are many human resources engaged to carry out learning activities in secondary schools.

However, in hypothesis 1, the study revealed that there is a significant difference between the training approaches of human resources as shown in table 5. This finding indicates that human resources do not undergo the same form of training. This finding supports the work of Ololube (2005) who opined that staff who are academically qualified (untrained staff) and those that are professionally qualified (trained staff) are engaged to carry out instructional processes. He further explains that by academically qualified staff, he meant staff who have academic training as a result of enrolment into an educational institution as a result, obtained qualifications such as HND, B.Sc, B.A., M.A. and M.Sc., while professionally qualified staff are those who get professional training that gives them professional knowledge, skills, techniques and aptitudes, as different from the general education. They hold professional teaching qualifications such as B.Sc.Ed, B.A.Ed, B.Ed. and M.Ed.

Nevertheless, it is also revealed in hypothesis 2 that there is a significant different in the performance of human resources in relation to students’ academic performance as shown in table 6. This finding revealed that the performance of human resources affect the students’ academic performance.

The following findings were observed in the present study:
1. There is a significant difference between the performance of human resources in Nigerian schools when training approach is taken as independent variable?
2. There is a significant difference between the performance of human resources in relation to students’ academic performance in Nigerian schools.

**CONCLUSION**

The following conclusions have been drawn on the bases of the finding s of the study. Based on the findings, the following conclusions were made:
1. In an overall analysis of the assessment of performance of human resources in Nigerian secondary schools, the respondents believe strongly that the training approach of trained untrained staff are not the same as they studied different courses because of their qualification.
2. The respondents also agreed that the performance of human resources affect the students’ academic performance, as most of the respondents believe that the trained staff are dynamic in the use of teaching techniques while the untrained staff are stereotyped in the use of teaching technique.
3. However, the respondents also strongly agreed that the special teaching tools of the trained staff are the teaching methods, as most of the respondents believe that teaching methods bridge the gap during teaching.

In view of the above, the researchers is of the view that the trained staff can use their abilities to influence students to performance while the untrained staff cannot, especially in the use of teaching techniques, methods and other teaching styles learnt as trained staff.

**RECOMMENDATIONS**

Keeping in view the findings and conclusions of the study, the following recommendations are given:
1. Findings of the study indicate that the untrained should be advised to go for Post-graduate Diploma in Education to be acquainted with courses in Education that can help them in the profession, such as psychology of education, sociology of education, curriculum studies, teaching methods and others.
2. It has been observed that school personnel should be sent on trainings, workshops, seminars and conferences to expose them to the latest pedagogical skills to help the students in their academic performance.

On the whole from the above, the successes of schools in Nigeria solely depend upon the quality and efficiency of its personnel who perform the functions necessary for the fulfillment of stated goals and objectives. The paper discusses the usefulness of human resources management in Nigerian school system based on human resource planning and training in the schools. Human resource management is taken as that part of management which deals with people in their employment relationships. In addition it is important to state that for the majority of organizations the main resource involves in achieving the purpose of the organizations and providing quality goods and services are its people, which is the human factor. Even with a robotic line, a human hand is ‘pushing the buttons’. Human Resource Management is therefore an important aspect of all organizations and the way in which staff are lead, managed and motivated will be a major influence on how successful an organization is. In fact, all these aimed at adding value to the delivering of goods and services as well as to the quality of work life for employees, and hence helping to ensure continuous organizational success in transformative environments.

REFERENCES


