NEAR EAST UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

DEPARTMENT OF HUMAN RESOURCES DEVELOPMENT IN EDUCATION

THE EFFECTS OF HUMAN RESOURCES DEVELOPMENT ON THE SECONDARY SCHOOL TEACHERS

MASTER'S THESIS

ADEWOLE OLUWATOSIN OYEBIMPE O.

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Approval

We certify that we have read the thesis submitted by OLUWATOSIN OYEBIMPE ADEWOLE titled **"THE EFFECTS OF HUMAN RESOURCES DEVELOPMENT ON THE SECONDARY SCHOOLS TEACHERS'"** and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Masters of Educational Sciences.

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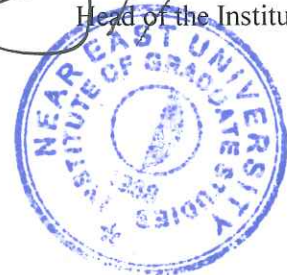
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DECLARATION

I certify that the thesis I am submitting to the Graduate School of Educational Sciences for the degree of "Masters in Human Resources Development in Education" is original to me, that I designed and executed it, and that all sources used in it have been properly acknowledged. I have not previously submitted this thesis for a degree to this university or any other.

Adewole .O.O (Mrs)

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ABSTRACT

THE EFFECTS OF HUMAN RESOURCES DEVELOPMENT ON THE SECONDARY SCHOOL TEACHERS

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This study set out to discover how Human Resources Development (HRD) has effects on secondary school teachers' performance in Lagos State. This research was thoroughly investigated using a qualitative methodology, with semi-structured interview questions serving as the data path data-gathering ring method. Six administrators, six principals, and thirty members of the teaching staff made up the forty-two respondents to the study, with all of the respondents from secondary schools in Lagos State, Nigeria. These respondents were selected at random from the public and private schools that agreed to take part in the study. The results showed the effects of the HRD department on the performance of teachers, the specific benefit of regular teachers' training, and the importance of reviewing their performance from time to time. Additionally, it demonstrated how this department had helped teachers' careers in the educational field through induction and initial training before the teachers delivered their service to students. It also disclosed how teachers are compensated based on their qualifications and performance on the job. The research results demonstrated the importance of the counseling division in HRD to the staff. The respondent's ability to handle slow learners and under-performing students so that they can study effectively alongside their classmates and reduce teacher stress was also evaluated. The respondents also discussed measures by which the HRD strategies and motivational programs to ensure the staff are happy and have their service delivered in a good environment were also evaluated.

Keywords, *human resource development, human resource, teachers, secondary school, performance.*

İNSAN KAYNAKLARI GELİŞİMİNİN NİJERYADAKİ ORTA OKUL ÖĞRETMENLERİNİN PERFORMANSLARINA ETKİSİ

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Ocak 2023, 111 Sayfa

ÖZET

Bu araştırmanın amacı Insan Kaynakları Gelişiminin Lagos şehrinde çalışan Orta Eğitim öğretmenleri üzerindeki etkisini belirlemektir. Çalışmada veriler yarı yapılandırılmış anket soruları içeren nitel yöntemle toplanmıştır. Çaslışmaya Logas'taki özel ve devlet okullarında çalışan ve rastgele seçilen altı idareci, altı müdür, ve otuz öğretmen olmak üzere toplam 42 kişi katılmıştır. Elde edilen sonuçlar Insan Kaynakları Geliştirme bölümü öğretmenlerinin performansları üzerindeki etkiyi, düzenli öğretmen eğitiminin faydalarını, ve zaman zaman performanslarını gözden geçirmelerinin önemini, öğretmenlere mesleklerriyle ilgili eğitime başlamadan giriş ve formasyon programlarının nekadar yardımcı olduğunu ve dahası, öğretmenlerin kualifikasyon ve performans bazında nasıl tazmin edildiklerini de açığa çıkarmaktadır. Çalışma süresince katılımcı öğretmenlerin yavaş öğrenen ve öğrenmekte zorluk çeken öğrencilerle nasıl başa çıktıkları ve bu öğrencilerin öteki öğrencilerle daha etkili çalışmalarını ve bu durumlarda öğretmenlerin stres durumları, HRD stratejileri ve çok uluslu programlar kanalıyla personelin mutlu olmalarının sağlanması ve bu programların nasıl bir ortamda uygulanması gerçeği de değerlendirilmiştir.

Anahtar Kelimeler: *İnsan Kaynaklarını Geliştirme, insan kaynakları, öğretmenler, orta okullar, performans*

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ABBREVIATION

HR: Human Resource

HRD: Human Resource Development

CD: Career Development

PM: Performance Management

T&C: Training and Development

ICT: Information Communication Technology

SSS: Senior Secondary School

CHAPTER ONE

INTRODUCTION

This part of the study provides the history, the stated problem, the importance, the research question, and definitions of essential words.

1.1 Background of the study

One of the most efficient tools for comprehending conditions, analyzing conditions, and getting involved for the sake of development, advancement, correction, and sustainability is commonly acknowledged and considered as education around the world. Self-awareness and the development of one's abilities, aptitude, values, and standards in line with societal norms are brought about by education. Others in the field of education see it as a means of transferring knowledge, culture, and technology. Other academics believe that education is the most potent tool for escaping the cycle of unhealthy habits such as ignorance, economic hardship, disease, joblessness, lack of development, stagnation, excessive dependence, political turmoil, and crime in local communities, including religious conflicts. Regardless of the many conceptions of education offered, it should be emphasized that many people feel that education is how a person's intellect, attitude, or physical capabilities are formed.

Human Resource Development (HRD) is the foundation for assisting people in improving their skills, knowledge, and talents, which improves the performance of an organization. HRD comprises onboarding new staff, creating opportunities to learn new skills, disseminating resources that are relevant to the staff's job, and any other developing initiatives (Panasonic, 2022). Orientation programs and retention are dependent on this collection of HRD systems. Staff cannot perfectly operate without appropriate training. Workers become stale and static if they do not keep improving their personal and professional abilities

Human resource development is used by organizations within schools to start and maintain development. HRD also guarantees that individual and institutional needs are met. Human resource management is one of the earliest and most explored management concepts. However, as technology advances, cultural differences emerge, and people's expectations change fundamentally in unexpected directions. Stofkova

and Sukalova (2020) argue that human resource development, a component of human resource management, is a critical factor in determining school performance in today's ever-more-dynamic world.

Organizational progress depends on the accessibility and effective operation of both people and material resources. With the fast growth of the educational sector, as well as predicted increases in class sizes and a desire for education, management must focus and concentrate on the functionality and use of human resources in a given educational sector. If this does not happen, the school's mission of establishing a teaching-learning process will be undermined. Teachers' work performance is critical in influencing the extent to which students learn at school, and it is their responsibility to guarantee that they develop decent students with good character who fit into society at large.

As a result, teachers' performance refers to the compulsory curricular tasks that teachers do for students to meet the school's educational objectives. This, in turn, is contingent on teachers' and administrators' resolve to make wise and appropriate use of both human and material resources, to combine them, as well as to bring job performance in line with required standards. Teachers' job performance is measured by their professional skills, abilities, and competence in teaching and learning activities, all of which contribute to the achievement of specified educational goals. A professional teacher must exhibit these attributes for effective teaching and enjoyable learning in the classroom.

Some teachers in Lagos State do not seem to be meeting these criteria, based on the metrics of successful teachers' work performance mentioned previously. Due to the negative attitudes displayed by numerous secondary school teachers who seemed uncommitted to their professions, the efficiency of teachers' job performance in the community has been questioned. Some government school teachers are late to school, some do not educate students appropriately, and many instructors who should have performed competently find taking learning materials to be a tedious task. Many secondary school teachers are unproductive in their professional job performance, as demonstrated by late arrivals to work, irregular punctuality to school or classes, inadequate record-keeping attitudes, and poor disciplinary behaviors. The threat of poor field teacher performance has grown, and it cannot be understated, as it has harmed not only the quality of learners generated but also the Nigerian economy's low

leadership quality. In response to these challenges, the study was done to examine the impact of human resource development in schools and to investigate if there is a link between HRD and teacher job performance.

Secondary education, as the name suggests, is the education provided to students after they have completed primary school (Devos & Ryder, 2017). Secondary education is designed to educate students for productive lives in society as well as provide a university education for those who are motivated and able to pursue it. As a result, secondary education serves not just as a link between primary and secondary education but also as a method of surviving and integrating into society for those who do not wish to pursue higher education. Before independence, and until 1982, secondary school education was five years long. Those who met the requirements after five years proceeded on to the two-year upper school certificate test to be eligible for tertiary education. Secondary school tenure was increased from 5 to 6 years to include science and professional disciplines in the curricula. The junior and senior schools were created to break the 6-year programs into two 3-phases. Whereas the junior secondary level is academic and pre-vocational, the senior secondary level offers an extensive education that prepares students for tertiary education, jobs, and life. The senior secondary school leaving certification is based on a national final examination, whereas the junior secondary school leaving certification is based on continuous evaluation (the West African Examinations Council and the National Examinations Council Examination).In the Nigerian context, secondary education is the basic or primary material provider for the desired future workforce resource.in Secondary education, (Federal Reserve Bank of St. Louis et al., 2018) Distinctive skills for a profession in a particular organization are not sufficiently taught in the formal school system. Few individuals have the essential skills, knowledge, talents, and competence to work, and as a result, many require significant coaching to obtain the required skills to contribute meaningfully to the institution's production. Teachers must gain and improve knowledge and skills in order to be efficient and effective in the field, and they must see clear indicators of continuous improvement in their development requirements in order to understand that they are appreciated by the institution they are working for.

The formal school system does not adequately teach distinct abilities for a vocation in a specific organization. Few people have the necessary skills, knowledge, abilities, and competence to work, and as a result, many people require extensive training to contribute effectively to the institution's production. Teachers must obtain and enhance knowledge and skills to be efficient and effective in the classroom, and they must see clear evidence of continual improvement in their development requirements to feel valued by the institution they work for. Many schools address their human resource development needs on an unstructured and unplanned basis; others, on the other hand, go to great lengths to assess their needs.

1.2 Problem statement

Unlike the basic and secondary levels of education, which are overseen by the National Primary Education Commission and the National Universities Commission, the secondary level of education is governed by a series of boards. As a result, the destiny of secondary education in Nigeria remains a private matter for many states, much like a twig thrown by the strong tides of the ocean waves.

Teaching, being one of the foundations of society, must be carried out systematically to meet the demands of society. As a result, qualified and dedicated teachers are needed to carry out the social duty of teaching and learning. However, information management for HRD has not completely evolved as a result of firms placing a lower priority on the program. Several studies have also been carried out to look at the link between HRD and teacher productivity (Trutkowski, 2016). However, in undeveloped countries such as Nigeria, there is still a significant disparity.

Therefore, the researcher noted that if adequate measures are implemented to enhance teachers' performance and coordinate their activities, they can execute their tasks successfully in the school system. On this topic, the researcher asks if human resources have any impact on teachers' job performance in secondary schools in Lagos State, and if improving human resources will increase teacher job performance. As a result, the question "How does human resource development relate to teacher job performance in secondary schools in Lagos State became important.

1.3 Aim of the Study

The overall goal of this study is to look into the effects of human resource development on secondary school teachers (using Lagos state as a case study). The goal of this research will look into the :

i. Human resource improvement and teachers' job performance in Nigerian schools.

ii. Involvement of teachers in decision-making and job performance.

iii. Human resource delegation of responsibilities and teachers' performance.

v. Method which may be designed to improve the slow learners and the non-performing students of a school as suggested by the HRD department concerning teachers' performance?

1.4 The importance of the study

The ability of an institution's employees, the relevance of their talents, and access to resources all have a role in its performance. Human resources play an essential role in every school's success and development. Education as a national enterprise, in particular, is a vital avenue for social and economic growth. True, knowledge is dynamic; hence, information learned today may become obsolete in the future, necessitating further improvement (Specialist et al., 2022). The human resource department of a company has prioritized the development of a sound and efficient workforce to fulfill organizational goals. The main goal is to keep stagnation at a minimum level. As a result, development initiatives are put to good use. Workers who are aware of current developments in their field, including the acquisition of new information, are in a better position to improve their performance measures. Obsolescence may happen swiftly in fast-changing, high-tech sectors like engineering and medicine. Instructors in sociology and other behavioral science subjects may not recognize obsolescence until unsuitable attitudes and poor performance are no longer acceptable (Viennet & Pont, 2017).

Individual performance management is crucial to the implementation of institutional strategy and the accomplishment of strategic goals. Institutions tend to focus more on strategy design than strategy execution, which necessitates excellent performance

from all staff (from entry-level to senior management) in the organization This is a common misunderstanding. The importance of human resource development in a company cannot be overstated. This is due to their critical and significant roles in inspiring employees, strengthening key relationships, and coordinating with facilities and equipment to accomplish corporate objectives. This relationship is defined as bringing together and developing into an organization's success the men and women who make up a corporation, as well as harmonizing them for the well-being of individuals and work teams so that they can make contributions to the organizational progress in terms of job performance.

As a result, HRD is critical in the school system, and it provides a variety of avenues for school administrators to carry out their statutory tasks and additional responsibilities. Human resources may be properly handled in the formal education system in a variety of ways (Shtern et al., 2015).

The focus of this study, however, was on three areas of HRD: the principle-teacher relationship, teacher engagement in decision-making, and administrator delegation of duties. The tie that occurs between a school administrator and his teachers, students, and other personnel both within and outside the school is the essential interpersonal link. The school administrator must be aware of his conduct as well as the behavior of students, teachers, other staff members, parents, and other members of the public who have a say in educational policy. He must understand not just the dynamics of school boards but also the operations of school-related organizations. Associations like parent-teacher associations and school officials' bodies, as well as a variety of other community organizations, can have an impact on the functioning, effectiveness, and attributes of schools (Kools & Stoll, 2016). Relationships and communication between teachers and administrators, as well as their commitment to the efficient running of the school unit and, in particular, to the students' learning

1.5 Research Questions

This research will need to examine a series of research questions. As follows, some of the key questions that will direct the research are:

1 Which elements might have an impact on teachers' job performance in Nigerian secondary schools when it comes to HRD?

2 What impact do school development programs have on teachers' involvement in decision-making toward teacher performance?

3 How can educators and school management teams guarantee that HRD is implemented to responsibilities in secondary schools to improve teacher job performance?

4 What method may be designed to improve the slow learners and the non-performing students of a school as suggested by the HRD department concerning teachers' performance?

Hypothesis. The following hypotheses were developed to accomplish the study's goal. These statements are made in the null (Ho) form.

Ho1: There is no significant effect on teacher job performance in Nigerian schools when it comes to HRD.

Ho2: There are no significant effects of school development programs on teachers' involvement in decision-making regarding teacher performance.

Ho3: There is no significant relationship between educators and school management teams that guarantees that HRD is implemented in responsibilities in secondary schools to improve teachers' job performance.

Ho4: There is no significant relationship between the method which may be designed to improve the slow learners and the non-performing students of a school as suggested by the HRD department concerning teachers' performance.

1.6 Scope of Study

This refers to the parameters in which your research work will be carried out. A population refers to a group of people who meet certain criteria and to whom we plan to apply the findings of the study. The population that the researcher was focusing on was the management/administrators and teaching staff at selected secondary schools in Lagos state, Nigeria. Six standard schools will be selected by the researcher, three from a government-owned school (public school) and three from a privately-owned school by an individual (private school). The schools are chosen to compare the respondents' views of both schools' HRD impacts on the performance of teachers in Nigeria at large. This study will be divided into five sections to make it simpler to read

and interpret for others. The information in each chapter is organized according to its significance to the chapter for cohesion, structure, and simplicity.

Figure 1 Scope Study

Table 1. *List of schools evaluated in Lagos State Nigeria*

Schools	Population size	Sample
Federal Government College Lagos	Principal	1
	HOD	1
	Teachers	5
Green-springs School	Principal	1
	HOD	1
	Teachers	5
Igbobi College	Principal	1
	HOD	1
	Teachers	5
Rainbow College	Principal	1
	HOD	1
	Teachers	5
Government College Ikorodu	Principal	1
	HOD	1
	Teachers	5
Dansol high school	Principal	1
	HOD	1

	Teachers	5
TOTAL	_	42

1.7 Delimitation and Limitation

The following research limitations should be considered: The first limitation was that the interview was carried out via phone calls, emails, and messages from the researchers to the respondent. The respondents take their time to answer and share their views on the structured interview question. This was because it was done at their convenience and then forwarded their opinion to the researcher.

Second, the category of the two schools chosen was small in comparison to Nigeria's vast population and size. Because the study only covered six schools in Lagos state, three public, and three private, the findings may not be relevant to the whole state or country due to the large number of schools in the state, but they are appropriate for this study.

1.8 Definition of Essential words

Human Resource Development (HRD): It is an important aspect of human resource management. It is seen as a vital aspect in enhancing productivity in institutions that provide specialized services, such as secondary institutions.

A Teacher: Is someone who assists learners in gaining knowledge, skill, or virtue.

Job Performance: It is a method of accomplishing a goal or objective within a profession, function, or organization.

Secondary School: Serves as a bridge between elementary and tertiary institutions, typically providing fundamental, technical, vocational, or tertiary preparatory courses.

Effect: It has a significant impact on someone or something.

CHAPTER TWO

LITERATURE REVIEW

Every research effort should start with a survey of the current literature in its specific field of study to avoid redundancy and pointless repetition. A literature review is described as a comprehensive evaluation of prior scholarly writings that are pertinent to the research theme. The researcher can strengthen the study's theoretical framework with the aid of such a review. A researcher can also determine the study's relevance or if it will contribute to new information through a review of the literature (Köprülü & Öznacar, 2017). Consequently, upon this, the researcher is going to discuss previous literature in this research hereby giving her view to verify and add to other researchers' findings through conceptual work and many others.

2.1 Theoretical Framework

The intricate and dynamic interaction of environment, institutions, working practices, and team factors acting at any given time and throughout time are captured by systems theory (Seifert & Davids, 2017). An organization is a system that constantly communicates with its surroundings or environment. Information, power, or material movements into or out of the system's boundaries can constitute the interaction (Communication, 2015). Because the organization is an open system, its effectiveness is dependent on how well it communicates with the structure both inside the organization and in its immediate surroundings. Emergence technology, the legal and economic environment, and rivals may be parts of the external system, whereas personnel, organizational culture, and the technology in use may be parts of the internal system. The essential problems of the effective and productive use of resources to achieve productivity goals in a market-driven economy are captured by economic theory. The key human elements of creating HRD are captured by psychological theory, as is the socio-technical interaction between people and systems. Zhou et al., (2020) assert that the systems approach offers the most sensible meta-theory, or underlying structure, for HRD.

2.2 The concept of Human Resources HR

The knowledge and skills that people possess are referred to as human capital, which is a more specific definition (O'riordan, 2017). Similar expressions include labor, colleagues, employees, and people. HR is the most important resource in an organization for attaining its aims and objectives. It is conceivably the most significant resource in a company. Thus, for an organization to develop, this resource must be developed. In contrast to the organization's other fundamental resources, HR has the potential to guide the organization's expansion on the right path.

2.3 The concept of Human Resource Development HRD

The term "HRD'' describes the area of training and development offered by institutions to their personnel to improve their knowledge, techniques, education, and talents. These abilities and information, among others, may come through birth, life experience, formal education, or training. HRD is taking deliberate steps to raise the overall professional skills of the workforce to optimize individual chances and so contribute positively to society as a whole. Any business or institution that cares about its outcomes must ensure higher and long-lasting performance through the development of its HR. According to Singu., the primary goal of human resources is the development of staff competence so that the institution's goals can be met. The organization's systems ought to be viewed as being driven by the right application of talents, which will improve human resource development.

The HRD is implementing deliberate steps to raise the overall levels of skill in the workforce to optimize individual chances and so contribute positively as a whole. Any institution that cares about its outcomes must promote greater and long-lasting performance through the advancement of its human resources. HRD offers a framework for professional advancement, training courses, and self-development to satisfy an institution's skill requirements. The success of corporate objectives continues to be largely dependent on HR. Aligning the objectives of individuals and organizations is made possible through performance management. The Department of Education, in particular, faces difficulties since methods that can improve performance must be built since the public is interested in the department's work. According to Osborne and Hammoud(2017), the following are the primary justifications for human resource development:

- Having highly motivated employees,

- Implementing policies that will improve an organization's productivity and competitiveness;

- Acquiring the human resources needed to introduce and implement new programs,

- Raising the skills necessary to use the organization's technological tools,

- Ensuring prompt and appropriate substitutions for any staff members who leave the organization are all ways to improve an organization's effectiveness and competitiveness in human resources

The goal of HRD is to give employees the "coaching" they need to expand and reinforce the knowledge, skills, and abilities they currently possess. Making personnel even more proficient at what they already understand how to do is the aim of human resource development and training

2.3.1 Process of Human Resource Development

The process of HRD involves more than just offering training programs at work. According to the definition used here, HRD entails a process of observation, making plans, action, and evaluation to control the intellectual capabilities, abilities, and behavioral patterns required to enable and enhance the performance of individuals, teams, and organizations in work organizations (Nations, 2014). Assessing the need for HRD at work at different levels and in multiple methodologies entails observation. To obtain particular types of results, planning is required, including establishing goals for interventions involving HRD at work. It entails taking action and employing a variety of approaches to provide HRD professionally at the workplace (New Foundation Labrador, 2008). Additionally, it entails the review, which is done by analyzing the experience and results of HRD, assessing what individuals have learned, and calculating expenses and advantages. This fundamental sequence of steps is what makes up the HRD process.

To guarantee that persons, groups, and organizations can operate as expected, Tseng & McLean, (2018) contends that HRD is the area of managing people that deals with the process of supporting, directing, and organizing work-related learning and development. The learning requirements of a young new hire at a manufacturing

business and an experienced senior manager taking on a new leading position at a major multinational bank face various obstacles. However, the involved HRD process will share some fundamental characteristics. The ability to become familiar with the key components of the HRD process is an important aspect of HR management in workplace organizations, as is their efficient handling.

2.3.2 Practices for Developing Human Resources

Developing people's abilities, knowledge, and competencies is the main goal of the people-centered philosophy of HRD. The American Society for Training and Development hosted the meeting where Nadler (1984) first presented it. According to Nadler (1984), HRD refers to "those instructional activities that are arranged for a certain time and intended to bring about the possibilities of attitudinal and behavioral transformation." Research practice in the area of HRD has been significant. The development of human resources is the goal of HRD policy. It is the process of increasing and expanding personnel's abilities, knowledge, and perspectives through training and management programs, modernity is made possible through the practice of HRD.

This concept in the setting of an institution is the process by which companies assist their personnel continually and deliberately to attain or hone the talents necessary to fulfill different responsibilities connected to their current or anticipated future positions. HRD is the process of enhancing an organization's performance through the skills of its workforce. Work engagement, competence, experience, and motivation are all aspects of HRD. On the other hand, it is described Bradley, (2020) as an extensive learning management system for the discharge of the company's core potential. This system combines experience, and on-the-job learning with observational learning (classroom, mediated, simulated) educational experiences that are clued to the organization's purpose for continued existence.

The purpose of HRD is to increase employee productivity and performance to boost the performance of an organization. Our behaviors and values, motivation, rewards, mindsets, and working conditions will all improve as a result. To be capable of adapting to shifts in their profession, personnel must acquire new skills and talents. Anything less than the required growth of conceptual and technical abilities, especially

for the operative workforce that directly handles the majority of the work in the execution of the policy implementation, is required to equip employees to be responsive. This can be accomplished by treating attitudes and behaviors through experience-based instruction (Faulconbridge, 2014).

Numerous researchers have not yet completely conceptualized the entire idea of HRD. Given that it is a novel idea still in the conceptualization phase, they have described the term from their perspective. Additionally, numerous intriguing projects are being conducted by experts in HRD to support staff learning and professional growth (International Labour Organization et al., 2021). HRD has replaced training departments in many corporations. Unexpectedly, several businesses changed the names of their HRD departments to personnel departments. Although some academic institutions have begun conferring degrees and diplomas in HRD, the idea is still not entirely apparent. Since the idea is not very old, adequate human involvement was likely possible.

The goal of elevating personnel's standing is to give them a sense of ownership. HRD would foster a sense of responsibility among the workforce, which would not just foster loyalty. Fostering teamwork among employees while also encouraging them to take initiative and be creative in their work will provide the company with a competitive advantage. According to Klionsky et al., (2016), businesses can make the process of developing human resources easier by planning and committing resources specifically for that goal. They are regarded as the key to increasing an organization's production, connections, and profitability.

2.3.3 The HRD Data

Due to the changing nature of the workplace, HRD should be seen as a process. The development of HR should use a variety of tactics and methodologies, and Sisson's appraisal system supports this notion. In actuality, it is necessary to analyze the variables influencing the poor performance of the schools, considering the crucial role that HRD plays.

HR management should provide a properly motivated workforce and emphasize psychological commitment and dedication rather than mere conformity, as claimed by Morris, (2002). As a result, involvement in organizational duties needs to be indicated,

and collectivism ought to rule. Therefore, managers must ensure that the organization's objectives are always in mind and that all efforts are directed toward achieving them. The focus shifts from policy compliance to inspiring employees to provide their best effort in a way that is in line with the organization's plan, and people management becomes of fundamental strategic significance to all managers. The paper from the Commonwealth Secretariat highlights the value of effective interventions in HRM that use policy as a guide rather than a fixed tool (Androschuk, 2021).

2.3.4 The objective of HRD

Enhancing individual performance and increasing employee effectiveness are the goals of HRD. HRD is now seen as the cornerstone of any organization's increased profitability, improved relationships, and productivity (Journal, 2021). Appropriate HRD offers the firm in question countless advantages. Following are a few of the key advantages:

- Creates new information, attitudes, and abilities in the personnel of the affected organizations.
- People become more devoted to their work when there is an effective HRD program in place. With an approved performance review system in place, people are evaluated based on their performance.
- Developing human resources can assist in fostering a culture of respect and confidence. HRD can be used to foster a positive attitude about change.
- The ability to solve problems was discovered to be improving among the staff.

Additionally, the organization has specific objectives for the development of its human capital. All leaders must take part in HRD initiatives. The outcomes of them include increased productivity, competitiveness, and market responsiveness through increased employee engagement and accessibility to the organization. E. Pulakos, (2014) Highlighted the following list as the key objectives for HRD.

1. Availability of organizational skills
2. Improving the effectiveness and quality
3. Promotion of personal development and growth
4. Including individuals in the operation.

It is important to remember that objectives must align with the objectives and missions of the company.

Human Resource Development: Purpose and Range Following these specifics, we may pinpoint HRD's three primary purposes: Organizational growth includes self-analysis, planning, improvement opportunities, and reflection on the organization to support adaptation to any organizational changes (Centre & Distance, n.d.). Organizational growth refers to the procedures and techniques used by an organization to connect its personnel with its mission. Organizational growth, taken in its broadest terms, refers to everything we do within an organization—a collection of individuals and resources—to foster growth or good change.

2.3.5 Dimension of the HRD

Following these specifics, we may pinpoint HRD's three primary purposes:

- Organizational Development: This includes self-analysis, planning, improvement opportunities, and reflection on the organization to support adaptation to any organizational changes. Organizational growth refers to the procedures and techniques used by an organization to connect its personnel with its mission. Organizational growth, taken in its broadest terms, refers to everything we do within an organization—a collection of individuals and resources—to foster growth or good change.

According to another author, (OD), Haruna, (2022) highlights staff involvement in assessing the present and a desirable future state, getting free and collective decisions on how execution should progress, and inspiring the system to take accountability for achieving and assessing performance. It should also be backed by top executives, who should implement change—albeit not strictly—through education and start changing and acquiring knowledge. It stresses both large-scale and small-scale organizational changes. Large-scale changes are aimed at the organization overall, while small-scale changes are focused on individuals, groups, and small numbers (Stouten et al., 2018).

-"**Career Development**" is a catch-all phrase for a variety of initiatives meant to improve both individual and team performance. Because professional growth benefits both individuals and companies, it has received substantial research in the literature.

A generally distinct set of problems, ideas, and responsibilities define each stage of CD, which is "a continuing procedure in which people go through several numbers of phases." Professional planning and professional management are two separate procedures that go into career growth (Council of Europe, 2018). PP entails actions taken by a person, frequently with the help of counselors and others, to evaluate his or her talents and abilities to create a practical career plan. PM entails; implementing that plan, and generally concentrating more on what a business can do to support staff professional growth. Career advancement and T&D activities are closely related to one another. Professional plans can be carried out, at least in part, via training programs offered by an organization (Vinesh, 2014). This means that career management refers to services that are associated with organizational requirements, such as performance reviews, management succession, and substitute-making, while career planning refers to services that are connected to personal needs, such as career guidance seminars and the teaching of advancement strategies." Career development has both personal and organizational elements. Additionally, the firm has a structured strategy called career development to make sure that employees with the right qualifications and expertise are on hand when they are required. The needs of an organization and an individual's profession are interrelated. Organizations should help staff with career planning so that both parties' needs are met ®. In conclusion, the CD is essential. Why? Both individual and organizational performance is being improved. It boosts productivity and helps the firm reach its objectives. As a result, the CD;

- Makes staff see opportunities and options while also outlining the standards of performance that are expected of them.
- Aids workers in refining their talents and skills and bridging the gap between them and the demands of their jobs.
- Find skilled people to take on management, professional, and supervisory positions. enables staff to convey a sense of joy and contentment.
- The organizational structure, responsibilities, and system promotions will all run smoothly.

-Performance Management This is a systematic procedure for organizational effectiveness through the development of team members' and individuals' performance. The general goal of performance management is to foster a high-

performance culture in which employees and work groups take ownership of the constant enhancement of company procedures as well as their skills and contributions within guidelines established by leadership effectiveness (Hussein Ali et al., 2017). The belief is that performance management is all about coordinating individual goals with those of the organization and making sure that everyone upholds the company's basic values. It allows for the definition and agreement of expectations for position responsibilities and accountabilities, abilities, and attitudes.

Performance management, as opposed to the retrospective progress report, places more emphasis on expected performance planning and improvement. It works as an ongoing, exploratory approach, and performance becomes better over time (Nassazi, 2018). It serves as the foundation for ongoing conversations between managers and staff on performance and changing needs. Although it can also be used to measure group performance, its main focus is on personal performance. The focus is on development, even though performance management, through the delivery of evaluation, acknowledgment, and the discovery of chances for improvement, is a crucial component of the reward system. Although it might be linked to rewards for performance or contributions, the updates are far more crucial. Performance management is a structured procedure whose key components are communication, agreement, assessment, feedback, and reinforcement (Mustafa, 2017).

Flanagan, (2017) denotes that all tasks necessitate receiving performance feedback in some way. To the extent that doing work-related tasks causes the employee to learn clearly and directly about how they are executing, performance assessment enables staff to receive feedback from the job directly. An HR audit looks at the quantity, effectiveness, and relationships of the staff in the workplace to assess the quality and standard of their performance. By predicting changes in the workforce and job requirements, periodic audits assist HR managers in making long-term plans. This reduces waste caused by hiring too many individuals for jobs that are already available within the company. The auditing also yields a job evaluation, which compares and contrasts the work's requirements for skills, the job description, and cost-benefit calculations. High-performing personnel should be recognized and rewarded through the remuneration package. This can be done through personnel share ownership

programs, which increase employee knowledge of how their activities affect the company's financial performance. It's important to explicitly harmonize the terms.

Organizations have long recognized the benefits of performance reviews for personnel choices as well as staff motivation. An evaluation is a crucial part of managing staff performance. When it works, the assessment process helps a person realize their ambitions and strengthens their sense of self-worth. The growth of the workforce is its main tenet. Shtern et al., (2015) observed that several reasons, including personnel and union resistance to complying with the evaluation system, may contribute to the hesitation to deploy appraisal systems with lower-level and base-grade personnel. The top performance assessment strategies include making sure that a company integrates performance appraisal into its culture, integrating performance assessment with organizational goals, investing in training and education, and building systems for the process. Utilize flexible, specialized relevant documentation to meet the specific demands of the organizations. Pastoors et al., (2017) advised firms to implement 360-degree performance assessments since they foster a relationship that benefits both the company and the staff. It should be utilized as a tool, not as a goal in and of itself, and should align with the organization's strategic aim. According to Hubbard, (2016), performance reviews can be used to boost motivation, identify opportunities for improvement, spot talent, let people understand what is required of them, put a priority on professional growth, give raises, and improve existing performance, in addition to other things.

2.3.6 Evaluation of HRD Potential

Setting up a solid, comprehensive HRD system so that it can acquire data to help it prepare for and implement the system is one of the most essential things an organization can do. The company should assess its strengths as well as the areas that need improvement. The organization's HRD system, comprising its HR capacity, HR planning, employment policies and procedures, HR data, performance management system, and training, should be examined as part of the evaluation., A group of personnel members from various departments and divisions of the school should be formed to:

- Do an evaluation,
- talk about the results,
- highlight areas of respecting needs,
- make an action plan,
- execute the plan,
- and get more backing for continuing HRD initiatives in the school.

Working in groups will also aid in promoting worker participation across all departments, allaying any potential worries and anxieties.

This implementation strategy prioritizes improving the professionalism of the teaching staff with the strategic goal of creating a structure for teachers that facilitates and strengthens the competency of all teachers. All teachers should take part in educational development activities, according to one of the performance metrics listed in the plan.

2.4 What is Human Resource Development in Education

Human resources, in this case, "teachers," are one of the major components that regulate other resources in improving the teaching process in secondary school education. HRD in a school is a collection of competencies, talents, skills, education, and other characteristics that a person possesses to do a specific activity efficiently and effectively. HR is critical to any country's growth; this includes education, health, labor, and employment. Organization(2016) also stated that HRD encompasses people's abilities, skills, competencies, and other benefits that can be put to greater use to enhance organizations and nations. Furthermore, it was proposed that HR might be considered from the viewpoint of the majority who have obtained the necessary knowledge and skills to contribute to the nation's development. HR appears to be the primary infrastructure for technical and, by extension, economic progress (Kutieshat & Farmanesh, 2022). HR continues to be the backbone of achieving company goals. Performance management has become a mechanism for aligning the aims of individuals and organizations.

HRD in education is concerned with finding, fostering, managing, and utilizing the abilities displayed by instructors to assist the school in achieving its goals. Because education programs are always evolving and challenging, educational administrators must aim for HRD to keep instructors informed of current societal concerns (Walker

et al., 2019). (HRD) is a procedure or any sort of support supplied to an employee for skill acquisition, knowledge, and competency in completing a specific activity? To bolster this point, HRD, according to ECLAC-UNESCO,(2020), is the process of enhancing an organization's overall performance, skills, abilities, ethics, and social capital to improve performance and career progression. This is done through coaching, education, and other professional activities.

However, it is critical to remember that the more HR in society has, the greater its capacity for economic growth. Korea, for instance, lacks exceptional material resources other than its human capital, which has been crucial to the expansion of the Korean economy. This indicates that HR is a driver of economic growth (Lee, 2016). According to Stofkova & Sukalova, (2020), funding education increases per capita GNP, lowers poverty, and promotes knowledge advancement. According to their viewpoints, any country that wants to be completely developed must prioritize the development of its HR. This will have a positive effect on all facets of a country's economy, including education and social stratum.

This concept is a requirement for there to be national growth. Additionally, HRD educates personnel on how to make the most of different reasoning types (both analytical and spontaneous) to arrive at the most comprehensive, workable answers. The development of HR is essentially the same as training and development. Here, we're talking about development that encourages spending on coaching, training, internships, and human resource management. Investments, endeavors, and procedures that result in the production of information, competency, and health are referred to as human resource development. It entails developing a base of HR that is balanced and creating an atmosphere in which everyone can participate fully in achieving the objectives of a company or a country. It aims to advance information, improve abilities, boost output, and encourage people's inventiveness (Reis & Durkin, 2018). The development of HR could be a solution to improving a failing institution. In conclusion, HRD in education focuses on enhancing the entire pool of instructors at the school to increase their productivity.

Secondary education is extremely important for the development of HR in Nigeria and Lagos State in particular. This is because they constitute the essential conditions for establishing one's independence, finding profitable employment, and continuing to

further education. The management of secondary schools is highly important in light of the purposes, goals, and objectives of secondary education. This is the main reason why the effects of strategies for HRD in secondary school's merit study.

The teacher is the one who analyzes and puts into practice policy as it is depicted in the school curriculum, which is intended to achieve educational objectives (Viennet & Pont, 2017). Only through teachers are educational standards able to be upheld and improved. Hence, the most important HR in a school is the teacher. They provide the best learning support. Therefore, a government that downplays the vital function that teachers play in helping students achieve their goals in school cannot be productive or effective (Johnson, 2017). The ability to successfully present the curriculum is reduced due to a teacher shortage or lack of professional development. It should be stated that an important fundamental principle of HRD in education is that teachers' efficacy and performance in facilitating learning for personal growth and societal advancement will determine the outcomes of the educational process**.**

Education is the most essential aspect of the development of human resources in education. Education influences our past experiences, which also have an impact on the present and future. Any person can achieve their goals with the right guidance and a high possibility of achievement if they put in the necessary effort. For instance, the income of someone with a master's degree compared to someone with merely a high school diploma is completely different, and there is a significant amount between them. Learning to know the world better comes from education, which also plays a significant part in human development and is a wonderful supply of resources for us.

2.5 Concept of Secondary School Education in Nigeria

In the Federal Republic of Nigeria, secondary school is the type of instruction that trains students for tertiary education and independent living. It is so crucial and required since the secondary school certificate, specifically the school certificate or the West African school certificate, becomes the most significant document qualify for a position in any elected office in Nigeria, such as the House of Assembly, the Senate, the House of Representatives, or any other governmental office.

Secondary education serves as the foundational knowledge or raw material for the intended future HR in Nigeria. Secondary education is essential for the country

because it produces the middle-class workers needed to maintain and develop the economy.

In Nigeria, secondary education has the following goals:

- Give more primary school students, regardless of gender or social, religious, or racial background, the opportunity to pursue higher education.
- Expand the curriculum to accommodate the various skills, jobs, and opportunities that students may have available to them after completing their secondary education.
- Give pupils the tools they need to thrive in today's technological age. Advanced Nigerian language, culture, and art, as well as global cultural heritage
- Raising a generation capable of thinking for themselves, respecting the opinions and feelings of others, upholding the dignity of labor, and appreciating the principles outlined in our overarching national objectives and living as responsible citizens.
- Promote Nigerian unity by highlighting the connections that bind us together despite our differences.
- Encourage students to strive for success and self-improvement in the present and future.

If the aforementioned secondary education goals are correctly carried out, the secondary education level will be a reliable source of labor for specialized skilled manufacturing at the tertiary level. This will boost the nation's productivity and, in turn, the overall economy.

2.5.1 Teachers' Performance

The term "teachers' performance" is used extensively to refer to the set of traits, skills, and behaviors exhibited by educators at all levels of knowledge acquisition that help students achieve desired results (KUMARI, 2022). These results may include achieving both particular learning aims and more general objectives like the ability to proffer solutions to problems, think critically, collaborate, and become productive members of society. A successful instructor is one who consistently fulfills objectives that either directly or indirectly center on the student's development. A teacher's

performance is determined by how well they can have the desired impact on their students. Performance was formerly assessed using the production concept, which compares the amount of output to the total number of inputs. This idea leads to the viewpoint that performance ought to be quantifiably evaluated. Although quantitative measurement is generally preferred, it does place more focus on efficiency than effectiveness. In this sense, teacher performance could be evaluated based on their involvement in extracurricular programs, supervising, leadership effectiveness, motivation, enthusiasm, etc., as well as their performance regarding lesson planning, lesson delivery, real teaching, and dedication to their jobs. Secondary school instructors are required to participate frequently in professional development programs to achieve a high-performance level. Teachers are essential in providing students with a high-quality education. They help learners study and develop academically so that they can reach their full potential and find fulfilling employment. Teachers and the quality of their instruction are now universally acknowledged as the most essential of many crucial components that influence the overall quality of education.

2.5.2 The Functions of Human Resource Development in Secondary Schools on Teachers' Performance

Human resource development is now recognized as an essential strategic method to increase productivity, efficiency, and profitability. The level of HRD in schools, which serves as the primary driving force in achieving organizational objectives, is essential for school sustainability. Training, orientation, coaching, advice, and counseling are just a few of the HRD methods that can help teachers enhance their job performance. HRD techniques such as recruitment, training, counseling, mentoring, empowerment, and performance review support this. Nevertheless, this study concentrated on five HRD practices: training and development, value re-orientation, mentorship and performance evaluation, and school quality enhancement.

Training; This is any sort of support, advice, or help provided to an individual for him or her to gain the skills, attitudes, and knowledge required to carry out a certain task. Oyebimpe, A. O., & Köprülü, F. (2022), described the training as the practice of developing a person's existing skills, knowledge, experience, and talents. Training allows instructors and school managers to improve their skills and knowledge to meet the difficulties posed by societal development. Education and human

development stress the professional growth of teachers and revolve around training programs for instructors, according to the concept of HRD.

Furthermore, for a teacher to provide effective service, he or she must participate in ongoing training and retraining programs to stay current on new concepts, knowledge, and world developments. The training procedures include giving instructors the chance to participate in workshops, seminars, and conferences; allowing them time off for study; urging them to take refresher courses; and conducting symposiums and orientation programs for staff, among other things. Since education is the primary means through which a nation develops, education systems should effectively grow and use their resources not just for their purposes but also for the improvement of the overall level of existence of the country.

2.5.3 Training and Development (T&D)

Iru et al., (2018) referred to the desire of all workers to be valuable and constantly competitive in the job market. Only through the training and development of staff can this be accomplished. Staff motivation and retention will always result from the staff's desire to acquire professional life skills. There is no doubt that a well-developed workforce will be a significant addition to the firm, boosting the likelihood that he or she will be effective in carrying out their duties. referred to the desire of all workers to be valuable and constantly competitive in the job market. Only through the training and development of staff can this be accomplished. Staff motivation and retention will always result from the staff's desire to acquire professional life skills. There is no doubt that a well-developed workforce will be a significant addition to the firm, boosting the likelihood that he or she will be effective in carrying out their duties.

A key element in accomplishing organizational goals is the type of employees that the teaching staff of the institution needs. The achievement of the objectives cannot be ensured by just obtaining the necessary staff. organizational objectives for a company to adapt to the rapid changes in technology as well as changes inside the business, it is crucial to increase the knowledge and skills of its staff.

According to the researcher, the program's goals can only be met if and when it is properly created following the organization's requirements for HR training. That is,

before creating an HR training program, a company should examine its training needs because failing to do so would be a waste of time and money.

Cooney, (2019) shows that T&C has recently become an acknowledged profession with unique ideas and approaches, a formal company function, and a crucial component of the strategy. Businesses of all kinds are adopting "continual learning" and other T&D strategies as a way to foster personnel development and build a trained and experienced workforce. It is now commonly acknowledged that good personnel and ongoing training are essential to the success and profitability of small businesses over the long term, as well as to fostering an environment in the workplace that encourages lifelong learning. The establishment of formal T&D programs may have various benefits for high-caliber work performance in professional organizations. For instance, training enables businesses to develop talent pools of skilled successors for workers who might depart or be given promotions to more responsible jobs. Additionally, it assists in ensuring that businesses will have the HR required to sustain corporate expansion and advancement. Training can also help a small firm employ cutting-edge technologies and adjust to a dynamic competitive climate. The effectiveness and motivation of staff can be increased by training, which will increase both productivity and job satisfaction.

Bergstrom & Martinez, (2016)observed that intrinsic and extrinsic training sessions can make up the majority of T&D opportunities in a business.

Extrinsic training: This is typically organized outside the company and is typically structured by training institutes or professionals.

 Intrinsic training; This is when training is structured internally by the human resources department either using senior staff or any talented employees in the specific department as resource persons. Any training is highly important for all employees and aids in developing professional positioning and preparing employees for higher tasks.

Mohammadpour et al., (2016) believe that ongoing training and development are essential for every individual to function well. Higher efficiency, knowledge, commitment, and contributions to the success of the organization are just a few of the

benefits that an employer may expect from providing the correct kind of staff training, development, and education.

Yamada & Nakamura,(2021) asserts that the nation requires people who are:

- educated and academically gifted
- skilled to varying degrees in making the nation's industrial operations more economically effective
- proud to be Nigerian citizens and eager to help the country become a world leader.
- self-starting and willing to accept responsibility for their development

2.5.3.1 Advantages

The basic goal of training is to increase skills, abilities, and approaches toward tasks connected to the workplace. One of the significant possible motivators, it can assist people and organizations in the short and long terms. The advantages of training are innumerable. These advantages are outlined by Reis & Durkin, (2018)below.

- high level of motivation among staff members who have received training;
- Cheaper cost of manufacturing: training lowers risks since skilled workers can use resources more effectively and economically, eliminating and minimizing waste;
- High retention: training increases workplace stability, which lowers employee retention and prevents absences;
- Transition management: training supportive workers with the knowledge and tools they need to take part in the transformation process and helping them learn how to adapt to new circumstances;
- Offer acknowledgment increased accountability, and the potential for higher compensation and promotion;
- Assist in enhancing the quantity and caliber of workers.

2.5.3.2 Needs for HR Training

There are three main stages where T&D needs might emerge. At the strategic stage, upper executives decide what is needed while considering the school's goals, mission

strategy, and any issues that need to be corrected. (2) the tactical stage, where necessities are decided upon with management positions, taking into account changes in the interaction and collaboration between organizational units; and (3) the functional level, where necessities are decided upon with lesser executive management and other staff, taking into account issues about operational processes, such as poor performance of specific staff and departments, It's important to give thought to providing appropriate cooperation and integration of the necessities within the three stages to facilitate an institution's construction of HR T and D objectives that will enable both the formal and informal HR T and D strategies and programs to create a working population that empowers effectiveness and competitiveness.

Finding the needs that are pertinent to the goals of the company is the first challenge. There are three categories for classifying T&D needs, Bloomberg Philanthropies, (2015)**,** these involve *fixing issues*, which concentrate on employees' performance, *enhancing particular working procedures*, which focus on advancement irrespective of the employee's performance issues, and *adjusting or going to renew the institution's circumstanc*e, which may result from innovations or modifications in strategic approach. It is important to keep in mind that while identifying training requirements, processes that can help ensure the accessibility of employees with the necessary skills must be developed, improved, and kept up to date. Additionally, varied demands should be catered for in the design of training programs. Additionally, the goals of the training program determine the training program's contents and the participants' choices.

2.5.3.3 Training's Effects On Performance

In the actual world, a range of variables has an impact on institutional growth and development. According to recent studies on the growth of firms, staff training is essential for enhancing productivity and performance. In turn, this puts businesses in a better position to compete and maintain their place at the top. This suggests that there is a big difference between businesses that teach their personnel and those that do not. The body of literature already in existence provides proof of the existence of plainly discernible effects of T and D on worker performance. Some investigations have gone on to focus specifically on staff performance while examining performance (Moloko & B., 2014). While some have gone further and included an overall perspective of

organizational performance (Demeke & Tao, 2020). The two are connected in some way since staff performance affects overall organizational performance and is a function of institutional performance. Regarding the aforementioned, Gomez & Noroña, (2020) take note that efficient training programs change employee competencies. As a result, it not only promotes staff performance in their present jobs but also helps them develop the knowledge, abilities, and attitudes needed for future roles, which helps the organization operate better overall. An area of previous research on the connection between training and work performance has turned up some intriguing results. By favorably affecting staff performance through the development of staff knowledge, talents, abilities, competencies, and attitudes, training has been shown to produce performance increases for the staff as well as the company's competencies and attitudes, training has been shown to produce performance increases for the staff as well as the company's competencies and attitudes. Additionally, training is a strategy for addressing skill deficiencies and areas that require improvement to improve staff performance. Hence closing the performance gap entails putting into practice a pertinent training intervention to improve job performance and help staff develop certain skills and abilities. He goes on to explain the idea further by saying that training enables an organization to realize that its employees are under-performing and that their knowledge, abilities, and attitudes must be changed to meet the requirements of the institution. Staff must constantly have a specific level of expertise concerning various tasks. It is crucial to remember that this is insufficient and that workers must constantly adjust to changing standards for job performance. In other words, businesses must continuously implement strategies for staff retention and training rather than waiting for instances of skill and performance gaps.

"Staff abilities can alter thanks to good training programs,". It enhances the knowledge, abilities, and attitudes of the personnel essential for the future career as well as their overall performance to execute the present job efficiently, which contributes to greater institutional performance. Through training, staff abilities are enhanced, enabling them to efficiently carry out job-related work and successfully meet company goals. Furthermore, when workers are sufficiently well-trained, they can directly experience the gratification connected with the sense of accomplishment and understanding that they are honing their innate abilities, which can considerably minimize complaints of unhappiness, absences, and turnover (Duncan et al., 2016).

When training is structured, the majority of the advantages gained from it are simple to achieve. This indicates that the company, the trainers, and the participants are well prepared for the training. ANQEP, (2016)defines structured training as a conscious effort to achieve the learning required for enhanced job performance, structured training involves the following steps:

- Determine and specify your training needs.
- Explain the learning that is necessary for terms of the skills, abilities, and behaviors that must be acquired.
- . Establish the training's goals.
- Create training plans that use the ideal blend of training methods and settings to address the needs and goals
- Choose the training provider. Analyze your training.
- Adjust and extend instruction as required.

2.5.3.4 Training in Human Resources Assessment

The systematic gathering of descriptive and analytical data required to make wise training decisions is what is known as training assessment relating to the choice, acceptance, value, and adaptation of different educational activities (Loeb et al., 2017). To determine whether an organization's investments in a training program are successful and worth the amount of time and money invested in it, evaluation of the program after a given training is extremely important, as noted by. Additionally, assessment as the last stage of staff training serves two goals. It first establishes whether or not training programs are effective. Second, it evaluates how well the total staff training process achieved its objectives (Title et al., 2016). There are four fundamental categories of training assessment. Reactions, learning, conduct, and consequence are these. It is important to assess whether the research training program is successful in achieving its intended goals from the perspective of the student researcher (Alsalamah & Callinan, 2021).

2.5.5 Value Re-orientation

Value: This is the relevance, value, worth, or usefulness of a thing, whether it be tangible like stone or intangible like air. "Value" is a human construct that he assigns to things. Value consequences determine whether a person, group or society develops

positively. For society's creation, societal change, and societal transformation to occur, education is necessary. It is a choice that can enrich the lives of both those who seek it out and those who have it. A valuable education has value, strength, utility, usefulness, ambition, quality, importance, and willingness for its own sake. Because it integrates information and abilities, this type of education is essential for the development of a country. When a student receives functional education, they are given practical information and skills that they can use to find work, start their own business, or even create jobs for others once they graduate from school. Graduates are productive thanks to functional education. These graduates' productivity contributes to the country's economic growth. In its truest form, functional education is a noble endeavor that equips a person with a productive existence both now and in the future. It is a useful resource for an individual, a group, and society at large. It is a tool for those who are obedient and wish to arm themselves with it for the benefit of the present and the future. It is a tool for combating ignorance's power. In Nigeria, graduates of secondary schools are required to show some evidence of the value of their education.

Orientation; This is a different technique for T$D. This entails introducing new hires to and providing them with training for their new position inside a business. They are exposed to a variety of activities during this process, such as the type of their current project, how to carry out their assigned tasks and responsibilities, and what the organization as a whole expects of its staff as a whole. In addition, they are given a broad overview of the organizational work setting, which includes elements like operating systems, technology, and office design. They have also been briefed and informed on the organization's current culture as well as its health and safety policies, labor practices, methods, and processes.

Value reorientation: This is taking another look at something that has veered off course to get it back on track. In Nigeria, education has lost the principles that were formerly expected of it. Consequently, a value reorientation in the system is required right now to restore the value of education in Nigeria. Reorientation aims to restore the principles that were lost in Nigeria's secondary school education system. To keep the system on track, Nigeria's secondary education system needs to be evaluated regularly. It is important to remember that schools serve as a mirror of a larger society. The state of the greater community has a significant impact on the school.

Consequently, there is a pressing need to orient and prioritize our country's values. National goals and objectives to instill the proper types of attitudes and beliefs for the preservation of the individual and society should also be prioritized (RI, 2019). Accordingly, school institutions should design techniques to convert and improve their instructors' perspectives, personalities, attitudes, and mindsets as motivating factors in HRD for the effective delivery of services. Reorientation aims to repurpose education in a way that promotes the knowledge, values, and abilities necessary for a country's progress.

2.5.6 Coaching and Mentoring

This is a process in which an experienced individual helps a less seasoned individual develop their abilities and skills by providing information, support, help, and guidance. Mentoring is a cooperative connection where information, abilities, and experiences are shared between two people. To improve the quality of their service delivery, instructors in the school are coached, led, and monitored as part of the mentoring process (Moorcroft & Crick, 2014). Not only does it play a significant role in assisting with the development of instructors' professional competencies, but it also plays a huge role in assisting with the career growth of instructors who want to improve the caliber of their instruction (Boeskens et al., 2020). Administrators support instructors in the creation of teaching materials and notes; debate and propose answers to issues they have while providing services; give ideas about innovative educational programs; and offer ways for teachers to use in continuous student assessment, among other things. Mentoring techniques include all facets of instructing, including lesson observation and evaluation, instructional approaches, and the design and grading of assignments, to further tackle this. Furthermore, Schwan et al., (2020) asserted that mentoring the teaching staff learn from their experienced peers through regular cooperation and instructional observation, both one-on-one and in groups. Effective teacher mentorship is crucial for improving staff personnel management. This signifies that a new teacher's ability and desire to stay in the field can be strengthened by a supportive relationship with an experienced mentor. Recently hired graduates are frequently subjected to the practice by being paired with mentors, who may be their immediate supervisors or another senior executive. Nevertheless, this does not suggest that staff are not included in this T and D strategy; rather, it is primarily focused on those who have recently joined the business.

2.5.7 Performance Evaluation

This is an ongoing review, assistance, and follow-up procedure between a leader and a collaborator. It is actively involved and dynamic encourages mutual learning and makes both parties responsible for the growth of their qualifications in the advancement of the procedures and organizational goals attained. In other words, performance evaluation is an institutional strategic approach that presumes a sequence of interactions and communication or co Examining how a school manager performs each of the administrative duties is necessary to determine whether they are an effective administrator: Strategically integrated, planning, organizing, integrating, directing, and controlling. A school administrator must consequently create and implement systems to evaluate performance and enhance the organization's HR. Employee evaluations are a crucial tool for enhancing workers' performance at work. The following is a summary provided by Shtern et al., (2015) of the roles played by the appraisal schemes:

- To ascertain employees' contemporary and future job capabilities;
- To develop strategies for departmental, corporate, and HR planning;
- to identify instructional needs by highlighting weaknesses and limitations that could be fixed;
- To train personnel by giving them direction, imparting knowledge, and changing their behavior through rewards or punishments.
- Increasing employee satisfaction by recognizing their needs;
- To assess the effectiveness of personnel methods and practices;
- To ensure that employees meet organizational goals and objectives;
- To enable the organization to distribute funds, promotions, and qualifications equitably

2.5.8 School Quality Enhancement

Here, quality enhancement is explained in terms of its process, goal, functioning, perception, underlying factors, and most distinctive features in both space and time. It is a formal procedure. Academic teacher growth and development, school discipline participation in curriculum-level debates (rather than independent teaching activities), education and instruction regime advancement and successive changes implemented,

and management of the larger institutional environment are all components of formative development that are consistently included. The idea of improving quality is problematic and unreliable. Clearer definitions of enhancement as a notion has arisen as the debate over assurance and enhancement has gotten more heated (Ellis, 2018). In a current analysis of improvements in England, the term "quality enhancement" refers to the process of enhancing pedagogy using data and concepts from research, bench-marking, quality control, and other interactions of experience and practice.

Its overall goal is to enhance student learning outcomes across a range of domains, including student achievement, social integration, and satisfaction perceptions. Only by providing the instructors with the skills they require to implement their strategic style of instruction while working in their field will this be possible.

2.6 Procedure for HRD Planning

The following are a few methods for HRD planning, including A) Accurately specify the type and number of necessary HR. (b) Gathering HR-related data and information (c) sorting and evaluating data and information. (d) Create a range of options (d) Pick the best option out of the choices in a plan. (f) Let the staff know how the plan will be carried out. By following the stated methods, it is anticipated that mistakes will not be made during the planning of HR.

2.6.1 Recruiting of Employees

 An institution's needs for both quantity and quality of staff are met through employment recruitment. Recruitment efforts are made to identify and gather as many potential staff who meet the criteria as possible to find the appropriate prospects and obtain staff who are compatible with their demands. Selection is required for this purpose through oral, written, and practical exams. However, there are situations when hiring new staff can be done internally, either through transfers or promotions within the firm. If there are a few empty spaces in the formation but other areas have the extra staff or are ready, this is done. What new concepts must be used in the hiring process? Does this imply that we must first choose the positions based on job descriptions? What does it imply when we say that we are only searching for candidates who meet the requirements for the job? It is important to properly recruit potential employees so

that they are accepted and recognized according to the requirements of the work to be done (Board European Data protection, 2020).

The procedure or steps used in hiring staff include the following: (a) The goal of predicting staffing needs is to ensure that the amount of workforce required in the present and the future is in line with the workload, vacancies are prevented, and all work is completed. (a) Finding and securing employees is the process of gathering candidates from a variety of sources who meet the qualifications needed by a company or institution. (c) The first step businesses and institutions must take to find qualified and competent workers who will work for them and carry out all of their tasks is the selection to make it simpler to coach, grow, and manage people, selection must be done with honesty, care, and objectivity to ensure that those hired are capable of holding positions and performing the work. (d) Staff placement, orientation, and induction are steps taken after the performing selection to assign authority to and place potential workers in positions or jobs that need it once they have been accepted (passed the performing selection). One of the keys to achieving the best work performance from every staff member is appropriate personnel placement, which also fosters innovation and initiative. Every new hire must receive orientation or an introduction that conveys their genuine acceptance as team players who will collaborate with other staff at the company. The orientation can get rid of any uncertainties or social discomfort and give new hires confidence in their abilities. An activity called staff induction aims to alter new hires' behavior so they can comply with organizational standards. The direct supervisor of the worker is mainly responsible for the induction process to ensure that the new staff understands the importance of abiding by the organization's or institution's standards and performing his duties correctly.

2.6.2 The Growth and Development of Employees

The company constantly wants its employees to perform their jobs to the best of their abilities, contribute to the company's goals, and improve day by day. Additionally, the professional needs to develop as a person and perform his job better as well. This means that managing staff to improve, maintain, and empower employees includes the responsibility of training and developing people. This coaching and development exercise encompasses not only the staff's abilities but also their careers. Due to job demands, advancements in technology, and growing rivalry among businesses and

institutions with similar missions, staff development is becoming more and more crucial. Each company's or institution's staff members must be able to function productively and efficiently, and both the quality and quantity of their work must be high for the business or institution to be more competitive (Manolova et al., 2017).

2.6.3 Dismissal of Personnel

Termination is the end of a person's employment with a company or organization. Employees' work involvement with the company comes to an end with the firing. Staff firing is a management function that relieves organizations and persons of their duties and responsibilities as personnel and as members of a working institution. The reasons for terminating personnel in the education sector, particularly civil servants, can be divided into three categories: (a) Termination on own demand (b) The department and the government dismissing you; (c) The termination for other reasons. Dismissal at the staff's demand, such as in response to a job change intended to improve the situation The following justifications may be used by the department or government to dismiss someone: (A) The individual in question lacks the competence to perform his job adequately and is therefore incompetent. (b) simplifying or streamlining the structure. Personnel who are 55 years old and eligible to retire must typically be let go within a year of becoming eligible. (d) are spiritually and physically unwell, making it impossible for them to perform their tasks effectively. (e) Committing a crime that results in a jail or detention term f) Breaching a pledge or promise made to a public employee

2.7 The Effects of Human Resource Development in Secondary Schools on Teachers' Performance

A secondary school's ability to develop students' knowledge, abilities, mindsets, and competencies depends on the nature of the instructional procedures each student goes through, the degree of classroom engagement, and the effectiveness of the school as a whole. Beginning with student performance, it goes on to identify the instructional tools, facilities, and teaching techniques that have been shown to have the greatest positive effect on academic performance (Anwar, 2019). Therefore, it is necessary to raise the standard of our secondary schools through the renovation of educational facilities, the hiring of qualified teachers in sufficient numbers, the provision of suitable and up-to-date instructional materials, and the supply of furniture and reading

materials. The performance of teachers in the classroom, as well as the acquisition of pertinent technical competencies and positive values and attitudes, will be significantly impacted by these. The following are positive impacts of HRD on teacher's performance especially when they are well-equipped and informed in the education sector (Claypool, 2017):

- Good Behavior is Encouraged

The top objective for HR and the company should be to keep the workers content and productive. Employee engagement and happiness lead to productivity, and productivity leads to the achievement of organizational objectives. As a result, completing goals is closely correlated with good behavior, which is why HR must preserve a favorable workplace environment throughout the educational institution. Online human resource certification courses can be helpful in this situation. These courses can introduce you to the newest HR topics and fashions so you can make the best decisions for motivating and engaging your workforce

-Staff Growth

Employee satisfaction is ideal for every organization. Employee satisfaction and motivation to contribute to an organization's growth are fostered by effective HR procedures. An institutional competitive advantage can be increased by training, knowledge, and skills. Effective organizations concentrate on this beneficial impact of HR by assisting staff with training, education, and development. These institutions also offer resources for staff education so they can gain expertise and use it to advance educational goals.

-Building a Flexible Environment

A change in the school's demography is reflected in good HR procedures. The modern generation of workers, as opposed to the previous generation, has different expectations for their working environment. Employer flexibility is impacted by good HR strategies in these diverse environments. Organizations are prepared to offer a productive environment, comprising the flexible design of workplace environments, projects, timetables, the makeup of work teams, management techniques, communication formats, etc., due to their desire to retain people. Good HR strategies increase teachers' performance and productivity, in addition to keeping staff happy.

2.8 The Principals' and the School Managements' role in Teachers' Professional Development

This team is chosen for their professional and managerial skills, as well as their in-depth knowledge of their academic subject. Their objective is to aid, support, and advise teachers in a manner that encourages professional advancement and development. These teams are meant to facilitate work instead of telling educators what they should do (Department of Education and Training, 2019). As a result, to create precise needs for particular positions inside the school as an organization, the principal, the human resource manager, and the school management team must perform an annual performance evaluation survey. Management should always try to improve performance by predicting the HRM needs to accomplish goals, creating and executing a plan to meet the recognized demands, and hiring the human resources needed to meet those goals. The Team on Education Management Development advised the Minister of Education that the major goal of education management is to continuously improve the level of instruction and learning in schools and other educational institutions.

2.8.1 The Principal's Role and Communication in School Human Resource Administration

 Procedures Whether there is a dedicated staff member or line job for managing the people operations, as in every individual segment, or whether that obligation is adopted by principals and/or school administrators as part of their regular responsibilities, the function of HRD in school systems is relatively unique. These elements could be comprehensive organization generally, recruiting and selection, induction, evaluation, development and promotion, remuneration, assignment, transfer, and termination (Klionsky et al., 2016)

The Principal's Role in School Human Resource Administration Procedures Whether there is a dedicated staff member or line job for managing the people operations, as in every individual segment, or whether that obligation is adopted by principals and/or school administrators as part of their regular responsibilities, the function of HRD in school systems is relatively unique. These elements could be comprehensive organization generally, recruiting and selection, induction, evaluation, development, and promotion, remuneration, assignment, transfer, and termination (Sothy, 2019).

The school principal is a significant role in the actions of executing some functions of HRD at the school level, according to the various perspectives of the aforementioned scholars. Therefore, the concerned local officials should focus on helping school principals with HRD activities to help the school realize its goals.

2.8.2 The School Principal's Function in the Management of School Human Resources

The position of HRD in school systems is rather distinctive, regardless of whether there is a particular employee or line position for administering the functional tasks or whether, as in very smaller components, that job is taken on by principals and/or supervisors as part of their regular responsibilities. These elements could be systematic organization generally, selection and hiring processes, induction processes, evaluation processes, advancement and growth processes, and remuneration processes.

Administrators of secondary schools supported teachers' professional development by encouraging attendance at conferences, in-service training sessions, and other similar events. They also offered suggestions for promotions, transfers, and terminations. The school principal's duties must as stated by the Catholic Education Office Archdiocese of Canberra and Goulburn, (2018) include teacher assessment. Any official who evaluates a teacher's performance, including the school principal, must possess the necessary assessment judgment, teacher cooperation, and assessment abilities.

The school principal is a significant role in the actions of executing some functions of HR management at the school level, according to the various perspectives of the above-mentioned scholars. Therefore, the concerned local officials should focus on helping school principals with HRD activities to help the school realize its goals.

2.8.3 Professional Development of Staff Performance and Their Responsibilities

One of the most important aspects of managing development is to determine the program's goal and objective and its applicability to the institution's requirements. The needs of the entire school or specific individuals may be the focus of employee professional development. A responsive monitoring system, fostering leadership, and creating and sustaining a system for evaluating performance are all responsibilities of

the principal and administration in particular. In their procedures and strategies for self-development, teachers are important (Day & Sammons, 2018).

Given that neither organizational requirements nor personnel attitudes and abilities are stable, modern performance management must be visionary and see beyond the current tasks. Professional development is a group of initiatives created to connect a person's requirements, skills, and professional objectives with possibilities that are currently available and emerging inside the business. Professional development is a deliberate process of altering attitudes, knowledge, abilities, and behaviors through learning experiences to attain effective performance in a particular task or set of activities best utilize a person's often innate talents, abilities, and knowledge, as well as their interests, professional life development is described as a lifelong process of nurturing and cultivating an individual's job in life. A debate has erupted among scholars regarding who is ultimately in charge of professional development. Some believe that employees should be responsible for their education, knowledge, and interests. Professional life development is described as a lifelong process of nurturing and cultivating an individual's job in life.

A debate has erupted among scholars regarding who is ultimately in charge of professional development. Some believe that employees should be responsible for it. Others believe that the organization should be in charge of it. Fabiana Meijon Fadul,(2019) also asks for an organizational commitment to its employees' professional advancement. Making it personal responsibility, on the other hand, weakens employee loyalty to the company, claims (Guide & Employers, n.d.). Employer assistance for professional advancement boosts worker confidence, job happiness, and overall performance. For a wide range of reasons, it is becoming more and more important for an individual to manage the development of their education and professions. The organization and the knowledge and abilities required to do a job are changing at an accelerating rate. There is a growing requirement for personnel to continue learning to keep up with the knowledge explosion and the rate of change in the working environment. The advantages of professional development are significant for both staff and employers. The most productive personnel will result in the most profit if an organization's goal is to turn a profit. Because personnel can only offer their best effort when they are given the correct job, the proper development and training,

as well as the best management, the company, and each individual's requirements and interests must be aligned. If the matched procedure is successful, both the organization and the person will gain. Enhanced productivity, more organizational dedication, and long-term efficacy may benefit the company, while improved work performance, safety, and personal growth may benefit the worker.

Employee performance is anticipated to increase as a result of the expansion of personnel's skills through a variety of professional development initiatives, including pursuing further education, engaging in research, seminars, symposium, and conferences, as well as collaborative learning inside enterprises. Through encouraging leadership, the emergence of prospects for organizational learning, financial support of training and professional development, providing an incentive to those pursuing professional developments such as promotions upon completion, enabling such staff members to be on a study permit, and organizing discussion boards such as seminars, workshops, and symposiums for them to help spread new information and inventions, public and private secondary schools can support instructors' professional development projects.

Career development programs are essential for ensuring that personnel's knowledge, abilities, attitude, and competency are continuously updated and upgraded (Childcare, n.d.). It makes sure that workers are fully formed before ascending to the next level of the hierarchy. Maintaining and developing the skills, knowledge, and talents of both individual staff and the company as a whole depends on investing in the employee's professional development and making sure that workers are fully formed before ascending to the next level of the hierarchy. Maintaining and developing the skills, knowledge, and talents of both individual staff and the company as a whole depends on investing in the employee's professional development. The goal of professional development is to help people realize their full potential, tackle new challenges, and assume more responsibility

2.8.4 Compensation Management

Compensation management is concerned with how employees are valued concerning their contribution to the firm. It emphasizes both monetary and non-monetary rewards. The goal of compensation management is to help the business achieve its strategic and

short-term goals by ensuring it has the skilled, competent, dedicated, and well-motivated personnel it requires**.** Łukasz Sienkiewicz AUGUST, (2018) states that the stated goals for any pay, incentive, and remuneration systems that an organization may use are numerous, including allowing the organization to recruit and retain qualified professional personnel; assisting personnel to create trust in the company in terms of transparency and objectivity, hence reducing staffing levels. As a result, compensation is fundamental to job creation to a greater extent than in other areas of human resource practices. The financial status of the firm severely limits compensation systems. The goal is to create attractive remuneration packages that recruit, retain, and encourage employees while maintaining costs under control to ensure the organization's commercial and financial viability. Personnel, on the other hand, places a higher value on compensation. Salaries account for the majority of remuneration for most employers, so it is critical that they are perceived as fair and that they are handled properly and professionally. Failing to do so may cause firms to lose part of their personnel.

Employee bonuses and a dynamic or permanent salary are both forms of compensation that, combined, make up total remuneration. The system also includes non-cash incentives, including acknowledgment, responsibilities, appreciation, and opportunities for personal development. Safety, the effect of work on the family, wages, and benefits top the list of worries for employees. Compensation management is crucial in education; advantages like free housing, free meals, flexible schedules, medical insurance, and family tuition waivers are thought to attract top talent to educational institutions. HR should also be in short supply to be a source of long-term competitive advantage. To put it another way, the greatest employees should be given the finest incentive programs. According to HayGroup, (2017), the compensation should be directly proportional to the value of the position and the abilities needed to carry out the job.

2.8.5 Professional Counseling and Guidance

The report, produced by the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond, underlined the value of guidance and counseling in helping people face life's realities and determine their gifts, passions, requirements, and potential. Numerous people in educational and training institutes

were in desperate need of assistance and counseling. Over the years, numerous psychologists and academics have articulated varied definitions of counseling and guidance. Particularly in Nigerian educational institutions, the phrases "guidance" and "counseling" are sometimes used synonymously to refer to the same thing. Counseling is typically believed to include consultation, debate, deliberation, and the exchange of thoughts, as well as guidance or a decision-making process. As stated by Bobga, (2016), counseling is a service meant to assist a person in self-analysis by comparing his or her abilities, accomplishments, interests, and manner of adjusting to whatever new decision he or she has. Counseling is a collaborative process that brings together the counselee, who is at risk and needs support, and the counselor, who is qualified to provide it.

Counseling, as defined by Krishnan, (2015), is a procedure in which the counselee, who has recognized an emotional breakdown, is assisted by the counselor in seeing his issue clearly until he can provide himself with advice while taking into account his viewpoints, abilities, and restrictions to solve it. Counseling, therefore, enables a person to accept an unavoidable circumstance without succumbing to the issue. BACP, (2020) shows that counseling definitions shouldn't be limited to client-to-client interactions. It has a considerably broader scope and encompasses a range of other change agents, responsibilities, activities, and abilities, such as consultation, training, family therapy, group discussions, social work, educating, supervising, and administration. Counseling thereby offers consolation, recovery, and hope; as a result, the act of counseling is frequently characterized as the effective use of particular, measurable skills at each phase of the assisting procedure.

As stated by the Department of health & social care, (2019), the objectives of counseling include aiding behavioral change, strengthening coping mechanisms, encouraging decision-making, fostering better interpersonal connections, and encouraging the client's potential. It is a tailored and unique procedure for assisting the client to pick up the routines, talents, attitudes, and hobbies that make him or her a properly adjusted being. It is consequently clear that the method and objectives of guidance and counseling are to assist the client in progressing toward a higher level of self-understanding and self-acceptance. Professional counseling entails the psychologist working with the client to create a strong bond that enables the client to

work through issues. Most of the time, the client's unclear knowledge of the nature of therapy is a common cause of their insufficient preparation to confront the issue.

Professional counseling services help people, especially educators, acquire the academic, social, and personal skills they need to deal with a variety of circumstances and make wise decisions in life. According to the country's educational, occupational, and social frameworks, things are becoming more complicated. Counseling, following Maksimović & Osmanović,(2019), aids each staff member's development of a positive self-concept. This self-concept fosters interpersonal tolerance and understanding as well as the staff's constant self-improvement. Thanks to this concept, senior managers can choose the educational possibilities that best suit their specific demands and interests. These programs also assist students in developing appropriate educational and career plans, enabling them to better understand their skills and interests.

2.8.6 Teachers' Contributions to Professional Development

Staff can acquire the skills they now lack through goal-setting based on both their own career growth goals and the professional skills required to achieve their aims. Teachers should create development projects that are relevant to themselves, such as the educational and training programs they wish to pursue, and then talk to their supervisors about practical solutions to create the most suitable career development and training plan for the person employed while taking into consideration the organization's resources (Trutkowski, 2016). Teachers must collaborate in teams and benefit from one and others expertise and ideas as they develop the ability to think and investigate. Educators are transformation leaders who should be involved in the development processes. Impersonal professional growth, staff development, and school development should all result from proper preparation (Cairo, 2018). The involvement of educators and engagement in school events reduces uncertainty and promotes unity and rooted ownership. When every individual's point of view is acknowledged, the movement of ideas is ensured, and transparency can be obtained, as they grow in their ability to reflect and explore.

2.9 Societal Constraints to HRD

2.9.1 Insufficient Funding for Secondary Schools

Nigeria's education system is underfunded. The government does not offer appropriate financing to school administrators to cover some of the costs associated with the daily management of the institutions (Mijs, 2015). The empress is not getting compensated for the purchase of some important school administration facilities.

2.9.2 Poor Compensation

Teachers' wages are not received on time, and they are stalled and refused promotion; some teachers go for up to eight years without being promoted. For this reason, teachers neglect their core responsibilities to seek alternate means of subsistence. This circumstance is extremely discouraging and has a severe impact on teachers' ability to blend in and offer their all.

2.9.3 Inadequate Supervision or Monitoring

The state ministry of education, the school board, and other administrators frequently lack the time necessary to properly and regularly supervise and examine the school's teachers. The scope of supervision is intended to cover the curriculum, the teaching, the lesson notes, and teaching methods (Nomah et al., 2022). Once more, educational leaders frequently do not participate in in-service training on contemporary pedagogical and instructional approaches; as a result, "a blind man cannot guide blind people."

2.9.4 The Application of Technology for Information and Communication

Information and communication technology (ICT) is described as a system that provides a rapidly growing spectrum of new services that have resulted in the standardization of information in schools. ICTs are essential in educational institutions for the excellent instructional and overall administration of the educational system. Information technology is critical in maintaining student and teacher data as well as providing monthly reports for all divisions. All of these factors, however, are inadequate in our secondary education sector, posing obstacles to effective HR administration in secondary schools.

2.9.5 An Atmosphere for Instruction

A suitable learning atmosphere is critical and must be constructed to attain the educational goal. A wonderful educational atmosphere fosters great education that extends beyond good classrooms, libraries, laboratories, and teachers attending workshops and conferences. It contains appropriate guidelines and procedures that ban teacher bullying, religious fanaticism, and related issues. It also falls within the schools' authority to foster a calm and accommodating environment and academic culture to fulfill school goals through proper management and utilization of HR in schools (McConville, 2020).

2.9.6 The High Cost of In-service Training

Training provided by any company is cost-effective, efficient, and task-oriented. Such training, which should be organized and scheduled, can take place on or off the job. In-service training is a training style employed by companies that concentrate on providing employees with the chance to learn. Such training stimulates and inspires people to acquire new knowledge and abilities. Because principals do not provide adequate funding to manage the school, sufficient funds cannot be allocated to conduct this training to improve the growth of their instructors

2.9.7 Inconsistency in Governmental Policy

One of the problems with developing human resources in schools is the inconsistency of secondary school policies and programs. The management of education policies has changed significantly over time. In addition, succeeding education ministers have implemented and reintroduced minor policy adjustments within each level of the educational ladder. Since the sector has experienced significant traumatic amputation as a result, this has harmed service delivery and the development of human resources (Board & September 2020). Because education-based initiatives have a longer duration, they should be permitted to complete their full rotation. However, it is important to implement an internal formative evaluation technique to serve as a feedback mechanism for policy revision.

2.10 The Advantages of Creating a Solid Human Resource Development System in Secondary Schools

HRD system improves organizational learning, which in turn improves teachers' performance (Siengthai & Udomphol, 2016). A solid HRD system should be established in every organization, as shown in the table below:

Table 2. *Advantages of HRD practices*

To the organization(schools)	To the Employee (teachers)
boosts teachers' performance levels.	It also assists staff in understanding how their work relates to the organization's goals and objectives.
reduces expenses by increasing staff performance and effectiveness.	It improves work happiness for staff.
It enhances the organization's capacity to meet its aims.	It also promotes fairness between staff wages and task levels.
effectively utilizing staff knowledge and abilities.	It encourages greater motivation among staff.

HRD practices that have a positive impact on academic performance. The following are additional advantages:

- Improvement in the school's ability to achieve its objectives.
- Better fairness between teacher remuneration and level of responsibilities.
- Improves teacher performance.
- Assists teachers in understanding how their work connects to the goals and principles of the education industry.
- Makes effective use of instructors' talents and knowledge.
- Makes teachers feel extremely motivated
- Saves money by increasing teacher efficiency and productivity while also increasing teacher satisfaction.

2.11 Theoretical Framework

2.11.1 Lagos State Education

Government-run public schools are run by Lagos State. The 6-3-3-4 method, used in schools across the nation, is the educational framework (as well as by many other members of the Economic Community of West African States). There are four levels: elementary, Junior Secondary School (JSS), Senior Secondary School (SSS), and University (tertiary institution). With a current emphasis on the first nine years, all children are provided with basic education.

Numerous post-secondary and secondary educational institutions, including universities and other types of vocational training centers, are located in Lagos and are either managed by the government or by private businesses. Ever since the colonial era, education has been a significant aspect of Lagos state, and the state's academic sector has been significantly influenced by the government.

The vision of education in Lagos state is ''To Be A Model Of Excellence In The Provision Of Education In Africa'

The mission is to 'Provide high-quality education accessible to all learners through effective and efficient management of resources for the attainment of self-reliance and socio-economic development''

2.11.2 Current Human Resource Development Practices in the Secondary Education Sector in Lagos State

2.11.3 New Development

To provide instructors with time to complete training in their various schools and get ready for the second half of the term, the Lagos state government has ruled that there should be five days of midterm vacation for both students and teachers. This directive must be properly followed by all schools, whether they are public or private.

2.11.4 Lagos Online Digital Literacy Training for Teachers

As part of attempts to improve the abilities of its teaching personnel in preparation for the reform of the educational sector, the Lagos State Government has started an online digital literacy training program for post-primary school teachers. To further their

professions through capacity development, Mrs. Awoseyi encouraged the participants to accept online training. She emphasized that the COVID-19 epidemic has brought about a "new normal" that must be accepted in the sector (Azzahra & Felippa, 2021). Mrs. Olabisi Ariyo, Chairman of the Lagos State Teaching Service Service Commission, noted during the virtual flag-off of the first batch of attendees in the free Training Programme for Teachers on Grade Levels 08–13 that the training is a deliberate effort by the Commission to reshape the Post-Primary Teaching Service into a digitally-smart working population.

The CEO of ATB Techsoft Solutions Limited, Mr. Abiodun Atobatele, praised the Lagos State Government for creating innovative training and viewing each instructor as "an ambassador" of the State. He added that without education, the future is uncertain, and the instructors are the most crucial stakeholders in making sure that the future is certain.

2.11.5 Teachers' Development In-service Training in Lagos State

A group of teachers from Lagos state, Nigeria, participated in a Learning Scoops in-service teacher training session in Tampere, Finland, last spring. This two-week program's major goal was to familiarize participants with Finnish upper secondary and high school education, educational techniques, and how expert inter-professional training is carried out. to observe instruction and regular school days, the program includes numerous excursions to high schools and vocational schools. It also featured interactive training days that included Q&A sessions with instructors, Finnish education experts, and students. The attendees also had the chance to demonstrate what they had learned and how to further education in Nigeria by giving some outstanding presentations to the senior officials who occasionally visited the session (Schleicher, 2018). Outstanding learning curve and reflections!

2.11.6 What Did The Training Accomplish?

The training days covered a wide range of subjects, including the official structure and administration of Finnish high schools; the secondary education alternatives available in Finland (academic, vocational, and double degrees); the learning principles and instructional strategies used in Finnish high schools; and more. Finnish high school pedagogy, curriculum development High schools often offer unique programs like Schools on the Move and overseas programs. Attendees also learned about on-the-job

training, evaluation, and assessment, and how we monitor the performance of students in Finland during the training sessions. They also taught about vocational training and competence-based curricula.

2.11.7 Conclusion

The quality of the educational system determines a country's HR base. Here, education is referred to in the broad sense of growth, abilities, knowledge, skills, ideals, and attitudes required to best prepare a person to contribute as much as possible to societal development. Past studies have shown that a significant factor that contributed to teachers' mediocre performance was the government's lack of dedication to HRD at all levels. The involvement of educators and the management staff in the processes of HRD and school teachers' performance were all covered in this chapter's review of the" impact of human resource development on teachers' performance in Nigerian schools". The study demonstrates the relationship between teacher development and overall performance in school and supports the idea that HRD initiatives have a favorable impact on teachers' performance. Different scholars' areas of interest were thoroughly investigated. To gain a comprehensive understanding before the discussion, use the viewpoints of other researchers. The focus of the following chapter is research methodology

CHAPTER THREE
METHODOLOGY

A descriptive survey research approach was used in this study. Because the purpose of this study was to determine the status of the scenario as it existed at the time of the inquiry, this approach was deemed acceptable. As a result, public surveying is quite beneficial. Due to the general nature of the problem and the aspects that must be addressed, the current study makes use of qualitative research designs.

Generally, a qualitative approach is used to answer questions regarding the complex nature of phenomena, and to explain and comprehend the phenomena from the perspective of those involved (Personal & Archive, 2018). It allows the researcher to get both verbal and nonverbal data from a large number of people. The goal of qualitative research is to gain a broader understanding of difficult circumstances. In this situation, it will be possible to determine the effects of human resource development on secondary school teachers in Nigeria. The work in qualitative studies is usually exploratory, and observations may be utilized to create theories from the bottom up. The researcher approaches the scenario with an open mind, ready to engage herself in the issue's complexities and communicate with her subjects.

The goal of qualitative research is to offer a detailed account of a group of individuals or a society. Such explanations are intertwined in the lives of the characters under investigation, yielding intimate perspectives on the individuals and their actions.

3.1 Research Design

A research design is a framework or strategy for how the researcher wants to carry out the study. The type of research to be done influences the design choice and justification. The objective of this research design is to lay out a strategy for collecting relevant data to answer the study questions. Since some restrictions and cautions in analyzing the results are tied to each design, and because the study design specifies how the data should be analyzed, the research design is a highly significant aspect of a study (Cedex 2015).

3.2 Data Collection Tools

Data collection tools The study's main research question led to the construction of these open-ended interview questions. The questions consist of two sections, which include demographics and interview questions. There are seven questions in the demographic section, followed by ten structured open-ended questions. These questions are important to comprehend the research questions, which were used to get the views of administrators, principals, and teachers on the effects of human resource development on teacher's performance in Nigeria schools

3.3 Data Collection Procedures

The research population for this study consisted of forty-two respondents, the majority of whom were participating in senior secondary programs. There were six principals, six HODs who are also school administrators, and thirty teachers in attendance. The interview was carried out through phone calls, emails, and messages from the researchers to the respondent. The respondents took their time to answer and share their views on the structured interview question. This was because it was done at their convenience and then forwarded their opinion to the researcher.

3.4 Participants/Population & the Sample / Study Group

This study was carried out by a singular researcher. The administrators, principals, and teachers were the main participant in this survey.

3.5 Researcher's Role

Getting relevant materials and having access to all six schools, presenting myself, and being familiar with the study respondents, the data collection protocol, and data collection instruments were all part of the data gathering approach. Respondents have been informed that participating was completely optional and that the information gathered would be kept fully confidential.

3.6 Procedure for Data Analysis

The qualitative data were analyzed using an inductive technique. This method entails looking at data with little or no prior theory, structure, or framework and building an analysis setup from scratch. The most common method for analyzing qualitative data

is inductive analysis (Personal & Archive, 2018). Scripts were analyzed, concepts were found within the data, and examples of those conceptions were collected from the text. The participants were coded as followed; Administrators- - A 1-6, Principals -----P 1-6   Teachers-----T 1-30

3.7 Validity and Reliability

Teachers and school administrators, such as management and HODs, were the key participants in acquiring quality, valid and reliable data. The data for this study came from major sources. The core data was collected personally from participants using an open-ended interview question that was specifically intended for data collection. To conduct the interview, the investigator used email, what's app calls, and SMS. Within three weeks, this assignment was completed. The analysis's findings are reported in this study's fourth chapter.

CHAPTER FOUR

4.1 Findings and Discussion

The research methodology and design, as well as the techniques for gathering data, were covered in Chapter 3. This chapter's main objectives are to show the results and analyze the study data gathered. The analysis is founded on the research information gathered using the technique covered in Chapter 3, including interviews and observations. The responses and comments were coded and thoroughly addressed.

This chapter also aims to offer potential answers to the issue raised in Chapter 1, which aimed to determine whether human resource development has effects on secondary school teachers. The parts and statements in the open-ended interview questions appear in the same sequence in which the study's findings are presented. There were two sections in the open-ended interview, which were as follows:

Section A--- consists of the demographical part of the respondents

Section B--- consists of the open-ended interview

Section A

Table 3. *Demographic characteristics of participants*

Variables	F	%
Gender		
Male	22	52.4
Female	20	47.6
Age		
20-29	15	35.7
30-39	12	28.6
40-49	10	23.8
50 and others	5	11.9
Marital status		
Single	8	19.0
Married	28	66.7

Divorced	4	9.5
Widowed	2	4.8
Level of educational qualification		
Certificate	4	9.5
Diploma	8	19.0
Degree	15	35.7
Master's	10	23.8
Others	5	11.9
Department		
Administrator	6	14.3
Principals	6	14.3
Teachers	30	71.4
What is your term of service		
Permanent	35	83.3
Temporal	7	16.7
How long have you been in the position in this school		
Less than 1 year	6	14.3
1-5 years	10	23.8
6-10 years	14	33.3
More than 11 years	12	28.6
Total	**42**	**100**

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As seen in Table 3, there were more male participants (52.6%) than female participants (46.7%). The majority were between the ages of 20-29 (35.7%), followed by 30-39 (23.8%), 40-45 (23.8%), and 50 and above (11.9%). The percentage of married participants was 66.7, followed by (19.0%) that are single, then (9.5%) who were divorced widows were 4.8%. Most of the participants had educational qualifications up to the degree or master's level (35.7%) and 23.8%, respectively. 14.3%) of the population were administrators, and the same number was obtained for principals, while the highest number of participants (71.4%) were teachers. Most of the participants were permanent staff (83.3%), while (16.7%) were the temporary staff. The majority of staff that have been in teaching, principal, and administrative positions

in the schools were between the ages of 6-10 years, which was (33.3%) percent, while the least was less than 1 year, accounting for (14 .3%) percent of the population.

Section B

Table 4. *Participants' perception of the definition of HRD*

Definitions of the participants re-coded into three categories	f	%
The development of a company's personnel.	18	42.9
The foundation for assisting staff.	14	33.3
Recruiting and motivating competencies and experienced staff	10	23.8
Total	**42**	**100**

Table 4 shows the description of the coded definition of HRD through the participant's responses. (42.9%) define it as "the development of the company's personnel." 33.3) defines it as"the foundation for assisting staff," while (23.8) defines it as"recruiting and motivating competencies and experienced staff."

Responses;
As said by a principal,'' The foundation for assisting staff in developing their individual and organizational knowledge, skills, and capabilities is what I understood to be meaning of HRD''(P4)

''It is the act of recruiting and motivating employee competencies and skills to guarantee their utility to the organization and themselves''(A5).

"Most teachers assumed that HRD has to do with the development of existing personnel in an organization through training by Expertise"(T2)

Table 5. *The views of the Respondent on HRD department activities in their schools*

The response was all yes and was coded into three categories	F	%
Very active	16	38.0
Active	20	**47.6**
Partially active	6	14.3
Total	**42**	**100**

As shown in table 5 all the response of the participant was Yes and it was coded into three categories. Respondents who agreed that the HRD department was Active were (47.6%), and Very active were (38.0%) while (14.3%) agreed that they were Partially active.

Responses;

''As a principal in this school, I make sure my teachers are current with the latest method of passing instruction to the learners in the classroom''(P2)

"I make sure the HRD department carried out training on the teachers at least three times in a section''(A6).

''My teachers know that they are the priority of this school so I make sure they are well-equipped with the necessary information so that the out- put can be greater on the student and the school at large''" (A4).

''We teachers in this school with all honesty undergo various types of training in this school, especially at the beginning of each term, as my principal will say let the HRD rekindle the burning teaching fire in us." (Te4).

"Our school executives are trying though, but not hundred percent sure of their activeness, but they are trying,"(T28).

Table 6. ***The views of the Respondents on whether the human resources development department gives induction and orientation programs to new staff in the school***

The response was coded as 'Yes' and 'No'	F	%
Yes	35	83.3
No	7	16.7
Total	**42**	**100**

Table 6 illustrates that (83.3%) mentioned that the HRD departments give induction and orientation programs to new staff in the school before rendering their service to the school. While (16.7%) mentioned that they were not trained at all provided the staff has experience in the field of teaching.

Responses;

''*The proprietor and the school authority will not allow new staff that has not been inducted and given the necessary orientation to pass any instruction to the students talk-less of teaching learners in the classroom''(A3).*

''*Most time our new teachers go straight to pass the instruction to the learners without orientation because we hire teachers that are experienced and have good teaching qualifications''(P3).*

"*Having experience is good but being inducted into a new system in a different school matters a lot to us in our school, before you can be called teaching staff in this school you must undergo compulsory training and must also be inducted''(T13).*

"*I have five years of experience as a secondary school teacher in my field, but I was not allowed to teach until I was reoriented and inducted into the school system''(T6).*

''*Though I had no experience as a fresh graduate the orientation and induction program I went through in this school gave me a clear understanding of how to handle a student with their differences''(T20)*

Table 7. ***The view of the Respondents on whether HRD has aided in the improvement of their work performance as a teacher***

Respondent views were coded into YES and NO	F	%
Yes	40	95.2
No	2	4.8
Total	**42**	**100**

Table 7 illustrated that (95.2%) confirmed that HRD has aided in the improvement of their work performance as a teacher in their profession, while (4.8%) did not support this.

Responses;

"*I believed my teachers enjoyed the activities of the HRD department, especially after the training period I always see the active result in my teachers while instructing the student in the classroom, an administrator/ proprietor said" (A1).*

''Training to develop teachers is good but another thing is to develop and build yourself positively on your career as a teacher, to me, I believed self-development matters a lot''(T7).

''Have gained a lot of experience here as a staff in this school through up-to-date training we undergo every new section in my school, so it has been of great advantage to me as a teacher''(T3).

"Yes, the activities of the HRD had had a positive effect on the teachers even me as a principal without a doubt it been helpful to me in the way I carried out my duties in the school" (P6)

Table 8. ***The view of the respondents on the strategic and motivating training organized by the HRD to help build their skills as a teacher***

The response was coded into YES, NO, and Partially	F	%
Yes	35	83.3
No	2	4.8
Partially	5	11.9
Total	42	100

In table 8, (83.3%) of the participants responded that there is strategic and motivating training organized by the human resource department to help them build their skills as a teacher, (11.9%) of them agreed to this partially while (4.8%) said there is no training organized for them, as a teacher they have to develop themselves individually.

Responses;

"We have different strategic programs like encouraging creativity among teachers, creating performance targets, constant feedback from teachers, and other motivational programs to build teachers' profession in the school system"(A2).

"One of the strategic programs carried out by the HRD that I like is the (Establish channels of communication that are clear and transparent) this is because it gives room for teachers to communicate and share their opinion and then give the HRD the feedback required through consistently providing feedback strategy"(P4).

"I have been teaching for a while here now, but am not sure if there is any strategic training in the institution for now, not too sure though''(T18).

"Am developing myself as a teacher" (T14)

Table 9. ***The views of respondents in agreement that human resources can make employees happier and more productive by providing good training and enjoyable work settings that help instructors retain their talent***

The response was coded into Agree, partially agree, and Disagree	F	%
Agree	30	71.4
Partially agree	8	19.0
Disagree	4	9.5
Total	42	100

According to table 9, (71.4%) responded that human resources can make employees happier and more productive by providing good training and enjoyable work settings that help instructors retain their talent. Consequent upon this (19.0%) partially agreed with this fact, while (9.5%) disagreed with their responses.

Responses;

''Yes, I agree with this, but not without the support of the proprietor/proprietress that's for the private institution and also the government for the public institution''(A2).

''Happiness has to do with the individual and it psychologically what makes me happy as a teacher may not make another teacher happy, as for production I think that is understandable''(T22).

''Yes, it helps a lot of teachers to retain their talents, be happy and even yield effective production in the school system when it comes to teaching the student and the result speaks better through the students''(P5).

Table 10. *The views of the respondent on how they get paid in the school*

Payments were made either by job performance and qualification	F	%
Job performance	28	66.7
Qualification	14	33.3
Total	**42**	**100**

Table 10 illustrated how participants are been paid in the school where they practice their profession.66.7% of them were paid based on job performance while (33.3%) were paid based on their qualifications in the school.

Responses;

''I paid my teachers based on their qualifications, and I motivate teachers with the best job performance by giving them awards that include money and other things and some scholarships to their children just to compensate them for the good work done''(A1).

''The teachers here are been paid based on their qualifications, but a teacher with good performance can be awarded some money and some scholarship at the end of the section''(P3).

''I am paid based on my qualification in the school, and also I have won several amounts of money as the best teacher in my department severally, this motivated me to work harder in other to qualify for another award in the school''(T16).

''I am paid based on my job performance, the more students and classes I teach the higher my salary, no matter your qualifications if you are not capable of handling many students and classes then your salary will be less than those that have fewer qualifications to yours,'' (T8).

Table 11. *The views of the respondents on how often the human resource development department reviews the teacher's performance*

The response was coded into;	F	%
At every end of the section	18	42.9
The end of the terms	10	23.8
Twice in a section	14	33.3
Total	**42**	**100**

Table 11 analysis shows that (42.9%) of the participants were usually reviewed by the HRD department at the end of the section, then (33.3%) were reviewed twice in a section while (and 23.8%) were reviewed at the end of every term by the department.

Responses';

''Teachers' performance was formally measured here at every end of sections, a student leaving a level to another higher level makes it easy for the HRD department to measure the teacher's performance based on the student's achievement''(P1).

''The HRD reviewed the staff performance twice in a section, but the recognized review is the end of the section type where teachers are been awarded for good work done in the school'',(A4).

''In this school, our performance is measured at the end of every term, so as a teacher you must meet up with the requirement of the HRD each term, but at the end of the section the major one is measured through the student's performance on every subject offered d by them,'' (T10).

Table 12. *The view of the respondents on if HRD provides a counselor who provides guidance and counseling services to the teachers in the school*

The response was coded into YES and NO	F	%
Yes	30	71.4
No	12	28.6
Total	**42**	**100**

Table 12 demonstrates that (71.4%) responded that HRD provides a counselor who provides guidance and counseling services to the teachers in the school, while (28.6%) responded in the reverse.

Responses;

''In this institution, we have a section among the HRD whose main duty is to counsel those teachers that have one challenge and another other especially when it has to do with their mental, physical and emotional health''(A2).

''In this school, there is another department that takes care of challenging teachers by guiding them through counseling'' (P5).

''As a teacher in this school, I have benefited in the guidance and counseling department where issues are been resolved and solutions are proffered by teachers facing one difficulty and the other''(T19).

''Though for now, we have non-we usually bring some expertise to counsel teachers facing challenges in one way or another so that they can share their thought on whatever they may be passing through''(A4).

Table 13. ***The views of the respondents on how the HRD department instructs the teachers in dealing with non-performing and slow learners.***

The response was coded into the following terms;	F	%
Bring movement into the classroom. Ask a question at the beginning and the conclusion. Get feedback from students on how they prefer to learn. start on the first day.	42	100
Non	0	0
Total	**42**	**100**

As seen in table 13, all the respondents share their views on how the HRD department instructs the teachers in dealing with non-performing and slow learners in the school.

Responses;

''As an administrator and one of the personnel in the HRD department in my school, we always encourage the teachers to introduce different methods while teaching students with slow learning ability or under-performing students, some of the methods include; Bringing movement into the classroom, Asking a question at the beginning and the conclusion, Get feedback from students on how they prefer to learn and so on.

This will help the students to learn fast and ease the stress of the teacher involves.''(A2).

'' I use to tell my teachers once you noticed an under-performing student, start on the first day you noticed this by instructing the student in a way that he/she can be able to learn with ease since all fingers are not equal''(P1).

"We are been encouraged as an instructor to always handled unde-rperforming students and slow learners with care, by evaluating their performance from time to time connecting the class scenario go into the real world which means we should do more practical than theory" (T15).

4.2 Data interpretation

The Lagos state secondary school teachers consist of both males and females, who were the majority (71.4%) of the respondents in this study. The respondents defined HRD according to their perceptions. These schools have active HRD departments to varying degrees. According to the findings, the majority of the respondents agreed that teachers are sponsored by their schools to undergo training and development programs.

More importantly, the teachers agreed that HRD had played a significant role in their career as teachers, especially when it comes to training and development matters. The respondents also gave a positive response concerning the HRD strategies, both for training and motivating teachers in the profession with a good environment for their service delivery. The teachers mentioned in their responses that they have a sector in the HRD department that counsels them on different matters when needed. Most of the teachers were paid based on their qualifications, while a few respondents agreed that they were paid based on their job performance. The HRD carried out their review of teachers' performance based on these coded responses from the respondents, which include: at the end of every section, twice in a section, and at the end of every term, the majority of the teachers agreed that their performance was reviewed by the department at the end of every section. In addition, teachers were given measures on how to handle the slow learners and the under-performing students in the classroom the HRD was to make the students understand better and ease their stress while instructing the students in the class alongside their mates.

Findings and analysis have been conducted on the data that were gathered utilizing the interviews conducted during the data-gathering process. The responses supplied were compared to the question posed in the interview. The study's discussions will be presented in the following chapter, based on the findings and analysis shown above.

CHAPTER FIVE
DISCUSSION

The study's findings were presented and analyzed in Chapter 4. This chapter will concentrate on the findings of all the sections of the study that have been supplied and will also be tested with the proposed null hypothesis to know if they were true or false through discussion.

Ho1: There is no significant effect on teacher job performance in Nigerian schools when it comes to HRD.

Ho2: There is no significant effect of school development programs on teachers' involvement in decision-making regarding teacher performance.

Ho3: There is no significant relationship between educators and school management teams that guarantees that HRD is implemented in responsibilities in secondary schools to improve teachers' job performance.

Ho4: There is no significant relationship between the method which may be designed to improve the slow learners and the non-performing students of a school as suggested by the HRD department concerning teachers' performance

According to the demographic information, both males and females of various age grades participated in this survey. Few of them were single, divorced, or widows, while most of them were married. The majority of the respondents were permanent employees in their office, while others were employed on a temporal basis. Furthermore, the respondent's qualifications were predominantly bachelor's and master's degrees. The respondent was categorized into three departments, which include the administrators, the principal, and the teachers. Most of the participants have been operating and working in the office for more than four years.

Ho1: There are no significant effects on teacher job performance in Nigerian schools when it comes to HRD.

According to the findings in table 4, all the respondents gave their definitions according to their perceptions. Some respondents were able to define the concept of Human Resources Development in their views, for the staff to have a clear knowledge of the HRD, the department should be established in every school and their activities

should be of significant importance to the school staff and other departments too as supported by (Köprülü & Öznacar, 2017) that every institution should make the HRD department available and accessible to their staff.

Table 5 analysis showed that the three departments interviewed all agreed that there is an existing HRD department in their schools with the diverse agreement of their activeness when it comes to operation and performance. Therefore, the HRD department of all schools should make sure they are actively carrying out their duty and their operation should be targeting making the staff performance their priority as this should be the department's primary objective. This was supported by Day & Sammons,(2014) that the HRD department has to function effectively so that teachers can benefit effectively in their operations.

The findings in table 6 showed that the respondents admitted that they were usually trained before they rendered their service as a teacher in the school, while a few of the respondents claims they start their services immediately after they got employed since they already have teaching experience. Based on this, schools should please make sure there is necessary training organized for incoming teachers irrespective of their experience. They must be welcomed and trained for the new task ahead of them as this will make them familiar with students, the school, and the environment through initiation programs and thorough training as supported by (Oyebimpe, A. O., & Köprülü, F. 2022). With this result, the first hypothesis was proved false, since there is a significant effect on teachers' performance in Nigerian schools when it comes to HRD departments in a school setting

Ho2: There are no significant effects of school development programs on teachers' involvement in decision-making regarding teacher performance.

The findings in Table 7 analyzed that almost all the respondents agreed that the HRD training aided positively their profession. Since there is a positive impact of training on teachers' profession, then the HRD department in every school should make training and development programs necessary for both incoming staff and the old staff of every academic institution as this will improve their performance and profession. This was supported by Trutkowski, (2016) that regular staff training is of significant importance to teachers.

Table 8 results showed that there are a series of strategic and motivating programs the departments educate them with to encourage and developed their careers as a teacher. Therefore, the HRD should not focus the training on a particular direction but rather touch on possible areas that can positively benefit and impact the staff. The training should not be repetitive but rather innovative.

According to table 9 findings, most of the respondents agreed that HRD can make teachers happy and create better working environments for them especially when they are allowed to participate and be involved in the decision-making of their own free will, but then some partially agreed with this while some disagreed with this fact. Consequently, upon this, teachers should be motivated through regular compensation and should be allowed to participate in decision-making as this will give them the confidence and courage they needed to be effective in their profession. Teachers should have the freedom in making-decision in the school. In contrast to the second hypothesis, there is a significant effect of school development programs on teachers' involvement in decision-making regarding teachers' performance.

Ho3: There is no significant relationship between educators and school management teams that guarantees that HRD is implemented in responsibilities in secondary schools to improve teachers' job performance

According to the analysis in table 10 the majority of the respondent mentioned that they are paid based on their qualifications while others agreed that they are been paid according to their job performance. Teachers should be motivated through the salary they earn, as this will boost their performance and will also make them give their best if not all to the school services. Salary should be well paid to staff at the right time

In the analysis in table 11, the respondents mentioned that the HRD department reviewed their performance every term, some agreed it was twice in a section while most of them agreed that it was done at the end of a section. The HRD department should take good responsibility for teachers' performance by reviewing their performance when due, as this will motivate less performed or underperforming teachers to do better and also improve their performance. As suggested by Coe et al., (2014) best teachers of the year should be encouraged to keep up the good work as others will learn from this and improve.

Table 12 analysis showed that the respondents agreed that counseling was rendered to them when necessary while few said they were not given counseling services in the school. The HRD department should make counseling staff a priority, it's good to know more about the staff working under you than taking advantage of them. Once an employee noticed that an organization has an interest in their personal life and cares about them they will give their best to such an organization. Consequently, the HRD should not give an "I don't care" attitude to staff but rather motivate them by counseling them to understand what they are going through, their needs, and possible ways of helping them out of the situation as supported by Mind Org, (2021). Based on this, the school's HRD should make the guidance and counseling department available for staff.

The involvement and relationship between the educators and the school management teams can be seen clearly in these findings through the HRD activities and the implementation of their responsibilities in their departments. This means that the third hypothesis is void, and hence there is a significant relationship between educators and school management teams that guarantees that HRD is implemented in the responsibilities of secondary schools to improve teachers' job performance (Pagán-Castaño et al., 2021).

Ho4: There is no significant relationship between the method that may be designed to improve the slow learners and the non-performing students of a school, as suggested by the HRD department, and the teacher's performance.

According to the findings in Table 13, there is a significant relationship between the method designed to improve slow learners and underperforming students in a school and teacher performance, as suggested by the HRD department. In a nutshell, teachers were instructed and trained on how to handle both slow learners and underperforming students to make the learners learn alongside their peers and ease the teacher's stress. Respondents shared their thoughts on the various methods proposed by the HRD department to benefit slow learners and underperforming students alongside the other students in the classroom. Therefore, the slow learners and the underperforming students should not be left out in the classroom, as this will also count on how effective a teacher is in the method of teaching both students together (Mulwa, 2015). The HRD should make provisions for the slow learners and the under-performing students in the

school by training teachers on how to carefully pass instructions to them while learning with their peers in the classroom so that learners can improve and gain necessary information while in the classroom this point was buttress by BÉTEILLE & EVANS, (2019).

CHAPTER SIX
RECOMMENDATION AND CONCLUSION

This chapter will concentrate on the recommendations based on the findings of all the sections of the study that have been supplied. The study's contributions are also discussed, followed by concluding remarks.

6.1 Result and Recommendations

The following ideas are provided based on a review of the study's findings and conceptual guidelines:

-To the governments

- According to the findings, the government body that has to do with education, i.e., the ministry of education, should educate the populace about the importance of the HRD department in both private and public secondary schools. With this approach, the academic staff in these institutions will experience gratitude and be inspired to carry out their responsibilities more carefully.
- The ministry should make training and development mandatory for all staff, whether teaching or nonteaching. Teaching staff should not be left behind; the training should be carried out by an expert in the field, not just
- Additionally, there should be a division or department in schools that will see to the affairs of teachers' development and motivation.

-To the Administrators and Principals

- To effectively utilize HR, school principals must initiate innovative professional growth to retain talent and skill while also addressing staff's needs and interests. This is because most educational institutions have limited opportunities for career mobility once a student has acquired the necessary skills and knowledge.
- Most schools focus more on the students than the instructor. The focus should not only be on students' intended outcomes but also on the teachers, who are the main educators of the students, as this will enhance their performance.

-To the Teachers

• Participate in meetings for school strategy development.

• Encourage and take part in programs that aim to strengthen the abilities of educators.

• Take responsibility for performance outcomes when evaluated.

• Maintain a better attitude and promote school programs and guidelines.

• Affirm all duties and obligations outlined by the school HRD.

6.2 Conclusion

This study used Lagos State secondary schools as a case study to look into the effects of HRD on secondary school teachers case study Lagos State Nigerian. The study gave administrators, principals, and teachers a forum to express their opinions on how HRD initiatives have impacted teachers' performance.

Educational institutions and other organizations shouldn't underestimate the significance of human resource development. This study shows that aspects of human resource development, especially those of senior managers, have a big effect on academic success. The study's findings contribute to our understanding of the role that HRD plays in academic achievement. More particularly, it advances our knowledge of the impacts of human resource development on teachers' performance in secondary schools as well as how administrators and teachers can affect the link between service and diversity initiatives and academic performance. In this sense, schools' performance can be enhanced by how they distribute their resources during the development and application of their strategies.

In summary, this study has important ramifications for secondary school teachers' performance and the strategic management of HRD. The outcomes unmistakably point to the significance of HRD initiatives on teachers' productivity. This research also recommends a sophisticated resource-based solution to address current problems. As a result, this work offers better theoretical concepts and empirically validates the importance of the application of HRD techniques in the formulation and execution of educational programs that will positively impact teachers' performance.

6.3 Recommendation for Future Research

- To establish a comprehensive approximation of the effects of human resource development on teachers' performance, additional research can be conducted in yet another state or private and public tertiary institutions.

- Furthermore, research is also required to determine how human resource development affects employees' performance in other states as well as in businesses like hotels, banks, public ministries and agencies, and parastatal, and non-governmental agencies.

- If there should be a need for further research on the effects of HRD on the secondary school teachers in Lagos state secondary schools as a case study then larger numbers of schools should be sampled with the quantitative method of analysis.

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APPENDIX

THE EFFECTS OF HUMAN RESOURCE DEVELOPMENT ON THE
SECONDARY SCHOOL TEACHERS

Dear Respondent,

The purpose of this letter is to explain why you have been asked to participate in this open-ended interview.

I am Adewole Oluwatosin Oyebimpe. A student in the department of Human Resources Development in Education at Near East University in the Turkish Republic of Northern Cyprus. This study is a research on the thesis titled effect of human resource development on secondary school teachers. It fulfills part of one of the prerequisites for receiving a Master's degree in the graduate school of Educational Sciences, where I am presently enrolled. Taking accountability for my studies

The study focuses on how human resource development has influenced the performance of teachers in Nigerian schools. Your opinions matter as a representative of your school. The demographic section and the open-ended questioning sections are the major sections of this interview. I would appreciate it if you could answer these open-ended questions about my research. Your response will be kept confidential and used solely for academic purposes.

Thanks.

ADEWOLE OLUWATOSIN OYEBIMPE

NEAR EAST UNIVERSITY

SECTION A: **Demographic information of the participant**

Gender: Please indicate your gender.

Male	
Female	

Age: Please indicate your age.

Age 20- 29	
Age 30- 39	
Age 40-49	
Age 50 and others	

Marital status:

Single	
Married	
Divorced	
Widowed	

Level of Educational qualification

Certificate	
Diploma	
Degree	
Masters	
Others	

Department: Please indicate your department

Humanities	
Sciences	
Administration	
Technical	
Others	

What are your terms of service?

Permanent	
Temporal	

How long have you been in this position at this school?

Less than 1 year	
1- 5 years	
6- 11 years	
More than 11 years	

SECTION B: Open- Ended questions.

1. How would you best describe human resource development, in your perception?

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2. Is there a human resources department in your school, and if yes, how involved were their activities with the teachers?

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3. Does the school's human resources department offer new employee orientation and induction programs?

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4. Do you think that human resource development has aided in the improvement of your work performance at school as a teacher*? (Please give reasons for your answer)*

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5. Was there any strategic and motivating training organized by the human resource department to help you build your skills as a teacher?

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6. Are you in agreement that human resources can make employees happier and more productive by providing good training and enjoyable work settings that help instructors retain their talent?

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7. How did you get paid in the school? Did you get paid based on your job performance or your qualifications?

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8. How often does the human resource development department review the teacher's performance? (*How were the results measured)*?

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9. Does human resource development provide a counselor who provides guiding and counseling services to the teachers in the school? (*If yes explain the effects of the counsel as a teacher on your school performance.*)

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10. How does the school's human resource department instruct teachers on how to deal with non-performing and slow learners?

EAR EAST UNIVERSITY

SCIENTIFIC RESEARCH ETHICS COMMITTEE

10.08.2022

Dear Adewole Oluwatosin Oyebimpe

Your application titled **"The effects Of Human Resource Development On The Performance Of Teachers In Nigeria Schools (A Case Study Lagos State)"** with the application number NEU/ES/2022/881 has been evaluated by the Scientific Research Ethics Committee and approved. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note: If you need to provide an official letter to an institution with the signature of the Head of the NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

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