



# Human Resources Management Strategies and Quality Education Delivery in Public Primary Schools in Rivers State

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## Abstract

This study Examined Quality Education Delivery as a product of Human Resource Management Strategies in Public Primary Schools in Rivers State. It looked at human resource strategies and management for quality education in public primary schools in Rivers State. Three research questions and three null hypotheses guided the study. A correlational design was employed. The target population is 1,264, which comprised Head teachers, directors, evaluators, and supervisors drawn from all primary schools in Rivers State. Using the simple random sampling technique a Sample size of 380 respondents was used. A 39 item instrument titled “Human Resources Management Strategies and Quality Education Delivery. (HRMQED) was used to collect data. Descriptive statistics was used for data analysis where the data were presented using mean and standard deviation statistics while the Pearson’s Product Moment Correlation (PPMC) was used to test the hypotheses at .05 level of significance aided with SPSS version 23. A reliability index of .825 was obtained using Cronbach Alpha method. The study found out that recruitment process, training and retraining, and motivation greatly and positively influenced quality education delivery and so concluded that all these measures are necessary for the achievement of quality education delivery. Based on the findings and conclusion, the study recommended that all these factors be put in place adequately to achieve quality education delivery in public primary schools in Rivers State. Primary school administrators should engage teachers in the training and retraining programs intermittently. Government should also use experts in the recruitment of primary school teachers to enhance quality education delivery in public primary schools in Rivers State.

**Keywords:** Human Resources, Management, Strategies, Quality, Education Delivery, Public, Primary Schools, Rivers State.

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## INTRODUCTION

The purpose of the existence of any organization is to render services over the course of human history. Society has been changing as knowledge, science and technology, law and culture are also advancing. Organizations have also changed over the years as they have adapted to global advancement in technologies and services. The approach and quality of organization's service delivery to people must improve in response to other changes in the society. People are generally essential elements in any work organization. It states that human beings should be considered as resources, no difference in essence to any other resource within any organization. Human resources are the human components within an organization, the professionals and the non-professional manpower that manipulate the other resources to the benefit of the organization via mankind (Adams, 2003).

According to Adesina as cited in Adesina (2011), human resources in the school system include all the human workers in that system, that is every member of the organization that plays a role, no matter how little or big in the attainment of the organizational goals. They are the headmaster or mistress, their deputies, the teachers, the pupils, the non-academic staff like the security men, cleaners, receptionist and clerks. It also comprises of others such as curriculum developers, external supervisors from the ministry of education, director of education, commissioner of education as well as the influence and interest of the governor as concerns education.

The school as an organization is set to achieve general goals of education, just as every organization is established to achieve stipulated goals. The goals of primary education are stated in the National Policy on Education (FRN, 2014) Section 4 deals with primary education for children aged 6 to 11 plus. The primary level of education is the key or the bed rock to the success or failure of the whole system of education. The goals of primary education include among others: Permanent literacy and numeracy and ability to communicate effectively, lay a sound basis for scientific and reflective thinking, developing in the child, the ability to adapt to the child's changing environment and modeling the character and developing sound attitude and morals in the child (Adjei, 2013). For these goals to be achieved the school and its human resources must be properly organized and managed by the members of the system in order to maintain efficiency and effectiveness in the realization of the goals. The importance of these should not be treated with levity; else the aims and objectives of education will hardly be achieved. The concept of management is viewed generally in different perspectives by different authors. It can be perceived as the process of getting things done through people. Management by its nature is policy making (i.e. planning), it is also the process of effectively utilizing human and material resources to achieve optimum goals (Ololube, 2018). Ololube (2018) further described management as a process of coordinating activities involving planning, organizing, directing the activities of an organization to determine and accomplish stated objectives with the use of human beings and other material resources.

The United Nations Educational Scientific and Cultural Organization (UNESCO) cited in Ofori and Aryeetey (2011) described management as a social process designed to ensure cooperation, participation, intervention and involvement of others in the effective achievement of predetermined objectives of an organization. Akpan and Ita (2015) in their view said management involves a sequence of coordinated events like planning, organizing, coordinating, controlling, directing or leading in order to use available human and material resources to achieve desirable effects in the fastest and most efficient way. James and Williams 2002 stated that human resources management is not only involved in the traditional personnel management role, but has included the design work system recruiting, selecting, training, developing,

counseling, motivating, rewarding employees, acting as a liaison with unions and government organizations. Strategies that can be adopted to continually improve quality of education will include: continual encouragement in the team/group base reward, encouragement of safety and wellness programs and improvement in voice and involvement.

For the activities of human resources management to be implemented effectively as to improve the quality of education, certain strategies are required of the human resources manager. These strategies according to Ololube (2019) include, meeting the needs of employees for healthy, safe and supportive work environment, interpersonal relation between management and the employees. Others are providing an environment in which employees are encouraged to learn and develop, attracting and retaining high quality people, continual reward for success, proper management of data, and planning and implementation of programs designed to enhance the effectiveness with which organizations function and respond to change. For any organization to achieve set targets, it must plan the human activities disseminate information and appraise its human resources. The purpose is to get optimal work performance to help workforce realize the organizational mission, vision and goals.

Quality education involves continual improvement in inputs, processes that will bring about quality outputs. These improvements are expected to include among others: adequate students environment, staff retention, gender ratio, pupils'-teacher ratio, facilities, curriculum, assessment, training and development of pupils and teachers, improved result in external and internal examinations, high moral standard, obedience to rules and regulations, etc. Improvement is expected to be total for quality to be achieved. It is also expedient for the school culture to be defined and supported by constant attainment of pupils' improvement through integrated strategies. Quality education is one that focuses on the whole child: the social, emotional, mental, physical and cognitive development of each child regardless of gender, race, ethnicity, socio-economic status or geographical location. It prepares the child for life, not just for testing. Quality education means teaching not just facts, but how to determine those facts. It involves critical thinking, learning to work with other and work independently, a broad range of subjects. Quality education does not necessarily mean just to score higher grades in public examination, other conditions also follow. There are seven basic elements that influence quality education. They are:

The teacher and teaching methods: The teacher is perhaps the most important factor in the quality education delivery. Others are education contents, teaching environment, school management, preconditions for pupils, funding and organization. These elements have to be taken into serious consideration if quality education must be achieved. Improvement is expected to be total for quality to be achieved. It is also expedient for the school culture to be defined and supported by constant attainment of pupils' improvement through integrated strategies. If there is evaluation of quality work by supervisors, quality dissemination of information to teachers, pupils use of professional and experienced teachers, proper guidance and counseling, adequate team work and new research and development to support and strengthen all educational activities and when all these are put in their proper order, then quality will continually be in progress in the educational system.

The implementation of these strategies in terms of the development of the teachers and pupils, improvement of the curriculum, development of responsibility to staff and pupils, inclusion of staff and pupils in decision making and orientation will enhance quality education in public primary schools in Rivers State. Quality management in education also entails proper planning, organizing, controlling, coordinating and evaluation by school managers to achieve quality result. Within the primary level of education, since the rest of the educational system is built upon it, the primary is the key to the success or failure of the whole educational system. The

quality of education a child receives at the primary level should be such that will make him remain literate for the rest of his life.

To achieve this quality education, there should be proper planning, organizing, controlling, staffing, directing, coordinating of all educational activities. It is the responsibility of the human resources in the school organization to ensure that these educational goals are achieved. Therefore there is the constant need to ensure that the human resources are properly managed in terms of staff development that is the kind that should enhance effectiveness and efficiency thereby bringing about the realization of set goals of the organization. There has to be team work on the part of the teachers, and the internal and external supervisors. There should be proper classroom interaction on the part of the teachers and pupils. Pupils should be encouraged to fully participate in the teaching and learning processes. Also information should be effectively disseminated that has to do with rules and regulations guiding the school and the teaching and learning processes. This will enable the pupils and the entire personnel of the organization to be focused and have proper sense of direction.

The impending danger of non or partial implementation of human resources management strategies cannot be overemphasized. This will lead to poor leadership and management in different sectors of the economy. It is so because primary education is the bedrock of the entire educational system, being the foundation upon which the other levels of education stand. The notion is that if the foundation is faulty, it will affect the entire system which will in turn affect the economy of the nation. It is therefore expedient for the human resources in the organization especially the teaching staff in the school to be given proper training through conferences and in-service training availing them the opportunity making it possible for them to attend seminars and workshops, funding of school programmes to achieve quality education and ascertaining the constraints to human resources management. It is in view of this, that the researcher had interest to carry out this study on how human resources can be manage to bring about quality education delivery in public primary schools in Rivers State.

### **Statement of the Problem**

Human resources management strategies for quality education delivery at the primary level of education is a necessity and cannot be over emphasized. The falling standard of quality education at all levels of education has been a concern to all (government, parents, teachers, school administrators, etc.) especially in government primary schools.

The goals of primary education in Nigeria amidst others are the inculcation of permanent literacy and numeracy and the ability to communicate effectively. It is also to provide necessary knowledge, healthy attitude and manipulative skills needed by the primary school pupils'; hence the curriculum of the primary school education is designed to meet these goals. It is important to note that no educational system can rise above the quality of teachers in the system, because the quality of teachers' determines the quality of education the child receives. In view of this, Oladipo in Babalola (2009) observed that, most of the children that are sent to secondary schools are not ready for that level of education, because some at this level can hardly read or write. They even find it difficult to communicate. Primary education is the foundation or the bedrock of the other levels of education. The poor performances of the pupils could be blamed on the ineffectiveness of the teachers which is also traceable to the negligence or wrong strategy of the human resources management.

It is on this premise that the researcher is bothered, and so questions to ascertain the qualification and experiences of teachers teaching at the primary level if they were actually

trained as primary education teachers; if they were professionally qualified and what strategies were used to recruit, and motivate them.

### **Aim and Objectives of the Study**

The aim of this study was to examine how human resources management strategies relate to quality education delivery in public primary school in Rivers State. Its specific objectives included to:

- Examine how the recruitment process of primary school teachers' influence quality education delivery in public primary schools in Rivers State.
- Ascertain how the training and retraining of teachers influence quality education delivery in public primary schools in Rivers State.
- Identify how teachers motivation influence quality education delivery in public primary schools in Rivers State.

### **Research Questions**

The study was guided by the following research questions:

- How does recruitment process of primary school teachers influence quality education delivery in public primary schools in Rivers State?
- How does the training and retraining of teachers influence quality education delivery in public primary schools in Rivers State?
- How does teacher motivation influence quality education delivery in public primary schools in Rivers State?

### **Hypotheses**

The following hypotheses further guided the study:

- Recruitment process of teachers does not significantly influence quality education delivery in public primary schools in Rivers State.
- Training and retraining of teachers does not significantly influence quality education delivery in public primary schools in Rivers State.
- Teacher motivation does not significantly influence quality education delivery in public primary schools in Rivers State.

## **LITERATURE REVIEW**

### **Human Resource Management (HRM)**

The concept of Human Resource Management according to Ololube (2019) included the management of the activities that involves personnel, manufacturing, public relations, government institutions as organizations, public and the private sectors or whatever is in the process of accomplishing the objectives for which it is setup through the activities of other people within the said organization. The managerial and or the administrative effectiveness of an

organization is measured to a large extent on the degree to which it manages its employees/workforce/personnel.

He further stated four functions of managers or administrators as follows: planning, organizing, directing, and controlling. The function of planning involves decision making that will bring about the realization of the organizational goal and objectives. The operation managers prepare work schedules in advance and request or order the materials and supply when they anticipate they will be needed by the employees. The operation managers share the work into specialized tasks so that each task can contribute to the overall objective of the organization. The employees in the next stage are chosen to carry out their task according to the laid down principles of the organization and their performances are co-ordinated and directed towards the common goals of the organization. The organizations operations at this stage are controlled, actual performances are measured and compared to expected planned performance and deviations are corrected to ensure that stated objectives are realized or achieved.

That is to say that HRM functions are more than getting things done through people. It is in fact concerned with employees' problems and operates to support the attainment of organizational objectives. As a matter of fact, it is the most effective way of utilization of human resources to achieve organizational objectives. HRM is therefore regarded in the context of his work as the process of supporting the attainment of the organizational goals and objectives by continually acquiring, developing and effectively utilizing the human resources base of an organization.

Human resources management can be seen as the structure of formal system in an organization to ensure effective and efficient use of human talents to accomplish organizational goals. Human resources management can also be viewed as the structure in a formal or informal organization which concerns itself with proper stimulation and utilization of human and professions talents towards the realization of organizational goals and objectives. Ololube (2019) defined human resources management as the set of organizational activities directed at attracting, developing and maintaining an effective workforce. Human resources management concerns the procurement or recruitment, staff welfare, maintenance, training and retraining placement, promotion, motivation, relationship, compensation or reward, transfer and discipline of staff. It lies at the care of the efficiency of the organization. Human resources management is a basic function of management that determines the performances of staff. Human resources management has been defined as that part of the management process that specializes in the management of people in work organization (Bratton & Gold 2012). In every organization, the human resources are the most important of all other resources because without the human beings, all other resources such as equipment and facilities, finance, time and materials can hardly be utilized effectively. Organizational goals and objectives are attained mainly through the human resources. Human resources constitute the major asset of any organization and without them; the machines and equations cannot function on their own. It is therefore worthwhile to take into consideration the importance of human resources in any organization if its goals and objectives must be achieved.

According to Ololube (2024), human resources management is the policies and practices involved in the stipulation and utilization of human talents towards the realization of organizational goals. Human resources management consists of those activities designed to provide for and coordinate the people of an organization. These activities include determining the organization's human resources needs assisting in design of work system, recruiting, selecting, training developing, counseling, motivating and rewarding employees, acting as a liaison with unions and government organizations and handling the matters of employee well-being.

## **Quality Education Delivery**

Quality education delivery is very important in every educational institution especially at the foundational level of primary education. It is a process of dynamism as it tends to be continuous in nature to adapt to the continuous changes experienced in the sector through technological and innovative developments resulting into quality learners. The success of any educational institution irrespective of the level is largely dependent on the human resource which will translate concepts to realities through performance in this case; quality education delivery (Okoroma, 2000). Considering the demands of life today, it is only those that are equipped with quality education that can boldly survive.

Quality education delivery can very well be achieved in the educational system if tasks are evaluated for quality during supervision, tasks are given to competent staff, there is prompt and proper dissemination of information to staff and students, team spirit is encouraged amongst staff and among students, there is proper guidance and counseling for research and development to incorporate all educational activities. In addition to these, the development and implementation of strategies to develop staff and students, improving on the curriculum to meet contemporary standards, delegating responsibilities to staff and students and including same in making certain decisions especially such that will directly affect them (an act that will give them a sense of belonging and make them feel accepted and important thereby giving them positive self-esteem) will definitely go a long way in facilitating quality education delivery (Ololube, 2011).

Therefore, quality education is all about improving in inputs, processes and outputs continually in different areas such as in the recruitment of teachers, training and retraining of teachers, motivation of teachers, supervision of teachers, in man-power planning, in the provision of instructional materials and in the improvement of the working conditions of the staff. In addition to these, the learning conditions of the students, enrolment of students, staff retention, maintenance of facilities, constant curriculum development, constant evaluation, constant training and development of both teachers and students, appreciable academic performance in external and internal assessments, acceptable moral standard, adherence to rules and regulations to mention a few (Ololube et al., 2009). In view of this, it can be argued that for quality education delivery to be achieved, a good number of factors of the school (constituents of the school culture and climate) must have to be improved upon.

## **Teachers Recruitment**

Recruitment is a fundamental HRM function that involves attracting, selecting, and appointing suitable candidates for teaching positions. The effectiveness of recruitment processes in public primary schools significantly influences the quality of education delivery. According to Akpan and Ita (2015), recruitment in the education sector should focus on identifying candidates with not only the necessary academic qualifications but also the aptitude and passion for teaching. This ensures that the individuals who enter the teaching profession are well-prepared to meet the demands of the job and contribute positively to student learning outcomes.

However, in many public primary schools, particularly in developing regions like Rivers State, recruitment processes are often marred by challenges such as political interference, inadequate assessment mechanisms, and a lack of transparency (Olowoselu & Bello, 2015). These issues can result in the hiring of underqualified or poorly motivated teachers, which ultimately undermines the quality of education. Effective recruitment strategies should therefore

include rigorous assessment of candidates' qualifications, competencies, and commitment to the teaching profession, alongside efforts to eliminate bias and ensure fairness in the selection process.

Teachers are very important set of people that will translate policies and programmes in the school system. They are so essential in the fact that if they are not there, there will not be qualified persons to translate the programmes. Therefore it is very pertinent that efforts should be made to recruit the right type of persons for that task.

The way and manner staff in this case teachers are recruited contribute to a very great extent their performance in the schools. It is alarming to see a teacher not capable of preparing lesson notes, incapable of managing class, let alone teaching effectively and efficiently most teachers nowadays lack the knack in the mastering of their subject area. All of these boil down to the point that they were not properly scrutinized to ascertain their suitability at the point of recruitment.

Recruitment procedures refers to list of the policies and guidelines that define, regulate and inform how you and your organization operate on how to develop a policy on employment matters. For any organization to be successful in the achievement of its corporate objectives and its operational activities, it requires good employees. This therefore, makes the employee recruitment selection process one of the most critical aspects for an organization's success.

Teaching effectiveness is the ability of the teachers to use all resources available to achieve sets goals of the school. Goals of the school include raising students who are morally sound, pass required exams, teachers who are able to discharge their duties within the school policies and procedures. Ololube (2019) identified recruitment style, material provisions, community, culture and climate as some of the features of the school effectiveness from which the teacher's effectiveness is rated. The staff (teacher) must show commitment, skill and capability for curriculum execution. Teacher commitment is very important to teacher effectiveness.

The quality of the teacher should be determined from the recruitment process. Teacher quality in terms of skills, education, aptitude and interest in teaching should be assessed before releasing the theatre of learning, which is the classroom Wren et al. (2002) maintained that the ultimate goal of formal organizations is effectiveness. That the effectiveness of any educational institution is the extent to which students are achieving, the teachers are satisfied, the staff morale is high, the student dropout is low, and so forth.

With the education industry fast evolving and becoming more and more complex, coupled with advancing technology and the constant emergence of different employee genre, recruitment and selection, which is the process that provides the live-wire of the organization has to be well understood by all intending and practicing human resources practitioners because this is one of the most important process that determines if a human resources manager is successful or not in providing strategic support to the business of teaching and learning (Ololube, 2017). Employment of staff (teachers) to both private and public educational institutions should be strictly on policies that should be in tandem with global best practice. Such policies should be geared towards achieving organizational set goals.

### **Training and Retraining of Teachers**

Training and retraining are critical HRM strategies that ensure teachers are equipped with up-to-date knowledge, skills, and pedagogical techniques necessary for effective teaching. Continuous professional development is essential in a rapidly changing educational landscape, where new teaching methodologies, technologies, and curriculum standards are constantly emerging



(Adeyemi, 2011). Effective training programs provide teachers with opportunities to enhance their instructional skills, adapt to new educational challenges, and improve student engagement and learning outcomes.

Retraining, in particular, is vital for teachers who have been in the profession for extended periods, as it helps them stay current with educational advancements and address any gaps in their teaching practices (Eze & Obasi, 2017). In Rivers State, however, the provision of training and retraining opportunities is often inconsistent, with many teachers lacking access to quality professional development programs. As a result, there is a need for structured and regular training initiatives that are aligned with the specific needs of teachers and the broader educational goals of the state.

The teacher is one of the most important inputs in the education system. He shapes the direction and influences to a great extent other educational inputs to achieve the stated goals of the education industry. The extent to which this can be done depends on the quality and quantity of training received by teachers since the quality of educational outcomes depends to a great extent on the quality of teachers (Ololube et al., 2009).

In recognition of this enormous role that the teacher plays, Ololube (2017) observed that the power to heal or kill, build up or tear apart depends particularly much on the teacher who is the most important part of the education process. Teacher productivity seems to be a nagging issue in education. This low performance by teachers could be attributed to many factors and could also have adverse effect on students' performance which is one of the outcomes of teacher productivity. Productivity can be measured as a ratio of output to input. In the context of school system, productivity is measured in terms of both efficiency and effectiveness, since the realization of goals and objectives in the school depends on the efficiency and effectiveness of the teachers.

Training is the development of specific skills and attitudes needed to perform a particular job or series of jobs to maximize the productivity of the individual and improve the overall organizational efficiency. Training is a continuous assistance or coaching, given to an employee in order to make him have current knowledge of the job content, scope and relationship within the organization. Retraining is an on-the job training used by organizations to bring about development and improved competency in workers. This is essential especially with the frequent policy changes in education and also in the evolving new knowledge and technology based society. Retraining teachers can help to reduce mistakes and improve innovations in the teaching profession. Training and retraining of teachers can be done in different ways. The purpose of training and retraining is to update, develop and broaden the knowledge that teachers had acquired during the initial teacher education and/or provide them with new skills and professional understanding. It improves the effectiveness of teachers.

In the words of Ololube (2027, 2019), training and retraining were seen as a vehicle to improve on teachers teaching effectiveness. He further noted that teachers getting involved in stage development programmes, particularly pursuing higher education and training motivate them into taking their teaching roles more seriously.

## **Teacher Motivation**

Motivation is a key factor that influences teacher performance and, by extension, the quality of education delivery. Teachers who are motivated are more likely to be committed to their work, exhibit higher levels of job satisfaction, and deliver better educational outcomes (Ofogebu, 2004). Motivation can be extrinsic, driven by factors such as salary, benefits, and job security, or intrinsic, driven by personal satisfaction, professional growth, and a sense of accomplishment.

In many public primary schools, particularly in under-resourced regions like Rivers State, teachers often face challenges that negatively impact their motivation. These challenges include low salaries, inadequate teaching resources, large class sizes, and limited opportunities for career advancement (Obanya, 2014). Addressing these issues through targeted motivation strategies, such as improving working conditions, providing performance-based incentives, and offering opportunities for professional growth, can significantly enhance teacher motivation and, consequently, the quality of education delivery.

Ololube (2019) defined motivation as a mental force that governs the direction of an individual's behavior in an organization, an individual's level of effort, and an individual's level of determination when faced with obstacles. In addition they stated that even with appropriate strategies and administrative structures in place, an organization can only be productive if its employees are sufficiently motivated to perform at higher levels. Ololube (2017) suggested that motivation can be seen as those psychological characteristics of humans that contribute to an individual's level of commitment towards a goal. It comprises several elements that cause, direct, and sustain an individual's behavior in a specific way. They went further to say that motivation is one of a number of elements that affect an organization's productivity and performance levels respectively.

Agbor et al. (1996) viewed motivation as any impact that brings out, guides, or sustains a person's goal-directed behaviors. They suggested that motivation refers to those set of forces that trigger certain behaviors and regulate its form, course, intensity and duration. Motivation is the process of guiding an employee's actions towards a particular end via the manipulation of rewards. The term work motivation is self-induced forces that control the directions and behavioral patterns of the workforce in an organization taking into account their levels of commitment and enthusiasm towards the successful accomplishment of set goals.

Northouse (2007) opined that motivation is an inner state that inspires actions as well as direct and channel behaviour towards a goal. He argued that motivation deals with the motives underlying behaviors. Motivation simply means those elements that push an individual to act or not to act. Motivation also involves individual's readiness to expend energy so as to accomplish set goals. He is of the opinion that motivation relates to a person's enthusiasm for specific patterns or behaviors. Also he further stated that the ambitions, needs and wants of a person may influence, direct and control their attitude. Northouse (2017) further suggested that the concept of motivation entails what goes on inside a person that results certain behaviours. As regards organizations, he stresses that an absence of motivation is reason enough for a worker not to attain gratification from the work.

Ololube (2019) argued that motivation as a term is applicable to the drive, yearnings, needs and wishes of a person. From the above definitions, it can be said that motivation as a whole, is more or less fundamentally concerned with those forces or elements that trigger certain human actions or behaviours. It can also be deduced that creating a work place environment in which adequate motivation is sustained has a positive impact on employee performance. This is because employee motivation is the core of the field of an organizations behavior and a high level of motivation encourages employees to be highly productive and perform better at their jobs. However creating such an environment still poses a challenge to managers and organizations as a whole. This problem may be based on the fact that an organizations productivity levels increase as the level of employee motivation rises.

## METHODOLOGY

The research design adopted for this study is the correlational design.

The target population of this study was made up of 1,264 (one thousand two hundred and sixty four) comprising 962 (nine hundred and sixty two) Head teachers, 12 (twelve) Directors attached to the UBE chairman, 35 (Thirty five) Evaluators of various Local Government Areas (LGAs), 23 (twenty three) Educational Supervisors attached to each of the twenty three local government areas (23 LGAs), one supervisor to each local government area, 207 (Two hundred and seven) evaluators attached to the twenty three (23) local government areas and (25) twenty five evaluators of the UBE Board whom those 207 (two hundred and seven) evaluators of the LGA report to, giving a total number of one thousand two hundred and sixty-four as the population of this study. The table below shows the population distribution of this study.

A stratified random sampling technique was used to select respondents to the study. Two hundred and eighty eight (288) Head teachers, four (4) directors, eleven (11) evaluators, seven (7) educational supervisors, sixty-two (62) evaluators attached to the local government areas (LGAs) and eight evaluators of UBE Board which formed a total sample size of 380 respondents. This gives a thirty percent 30% of the total population of the study.

The instrument for the study was a structured questionnaire designed by the researcher after an extensive review of related literature. The title of the instrument “Human Resource Management Strategies for Quality Education Delivery (HRMSQED) Questionnaire” was used to measure the relationship between human resource management and Quality Education Delivery. The Questionnaire was made up of (39) items. The response to the questionnaire statements were structured on a four (4) points Likert type scale. The responses ranged from strongly agree to strongly disagree.

The content and face validity of the instrument was obtained through careful study of the content, making sure that the items are properly structured covering the entire content. Also there was critical evaluation of the instrument by experts in the field of study (Educational management). To establish the reliability of the instrument, the researcher subjected the questionnaire items to Cronbach Alpha testing using SPSS version 23, and a reliability index of .825 was obtained.

The researcher administered the copies of research instruments (questionnaire) to respondents in the selected schools and others to the selected number of persons in the UBE board. Three hundred and eighty (380) data instrument were administered out of which three hundred and fifty (350) were retrieved. After the collection of the instrument, the data obtained was adequately tested for analysis.

The data collected for the study were analyzed and presented in tables with mean and standard deviation. A four-point Likert scale was the basis upon which the responses to the questionnaire items were analyzed. A weighed mean of 2.50 was used as the criterion mean. This was obtained as follows:  $4+3+2+1 = 10/4 = 2.5$ , while the hypotheses were tested using Pearson Product Moment Correlation at .05 significance level aided with SPSS version 23.

## RESULTS

**Research Question 1:** How does recruitment process of primary school teachers influence quality education delivery in public primary schools in Rivers State?

Table 1: Mean and standard deviation of how recruitment process of primary school teachers influence quality education delivery in public primary schools in Rivers State

| S/N               | Items  | Mean          | SD            | Remark          |
|-------------------|--|---------------|---------------|-----------------|
| 1.                | Selection of candidates follow due process                               | 1.1600        | .48069        | Disagree        |
| 2.                | Advertisement follows established subject vacancies                      | 2.8514        | 1.31965       | Agree           |
| 3.                | Teachers are recruited through consultants and handed over to management | 1.8714        | 1.13200       | Disagree        |
| 4.                | Teachers recruited have primary education qualification                  | 2.1371        | 1.14233       | Disagree        |
| 5.                | Head teachers are involve d in the process of recruitment                | 1.3771        | .48537        | Disagree        |
| 6.                | Teachers are interviewed by experienced processionals                    | 1.1743        | .37990        | Disagree        |
| 7.                | Interviewers are well trained and the panels is well structured          | 2.4629        | 1.24046       | Disagree        |
| <b>Grand Mean</b> |  | <b>1.8620</b> | <b>.88291</b> | <b>Disagree</b> |

Data in Table 1 revealed that item 1 mean score of 1.1600 and SD .48069 showed that respondents' disagreed that selection of candidates do follow due process. Item 2 with a mean score of 2.8514 and SD 1.31965 showed that respondents agreed that advertisement follows established subject vacancies. However, item 3 having a mean score of 1.8714 and SD 1.13200 showed that respondents disagreed that teachers are recruited through consultants and handed over to management. Again, item 4 mean score of 2.1371 and SD 1.14233 showed that respondents disagreed that teachers recruited have primary education qualification. Item 5 mean score of 1.3771 and SD .48537 showed that respondents disagreed that head teachers are involve d in the process of recruitment. In item 6 mean score of 1.1743 and SD .37990 respondents disagreed that teachers are interviewed by experienced professionals. Also, item 7 mean score of 2.4629 and SD 1.24046 equally showed that respondents disagreed that interviewers are well trained and the panel is well structured. Thus, the aggregate mean score of 1.8620 < 2.50 with a standard deviation of .88291 showed that respondents' disagreed that recruitment process of primary school teachers influence quality education delivery in public primary schools in Rivers State.

**Research Question 2:** How does the training and retraining of teachers influence quality education delivery in public primary schools in Rivers State?

Table 2: How does training and retraining of teachers influence quality education delivery in public primary schools in Rivers State

| S/N               | Items   | Mean          | SD.           | Remark          |
|-------------------|---|---------------|---------------|-----------------|
| 8.                | Teachers are exposed to innovative teaching methods and strategies during seminars. | 1.9314        | 1.14351       | Disagree        |
| 9.                | Teachers are provided with professional training regularly                          | 2.0257        | 1.19786       | Disagree        |
| 10.               | Teacher training programmes are available in line with needs.                       | 1.3771        | .48537        | Disagree        |
| 11.               | Managers made it mandatory for teachers to attend workshops.                        | 1.9286        | 1.22908       | Disagree        |
| 12.               | There is a set time schedule for staff re-certification by management.              | 1.2114        | .40891        | Disagree        |
| 13.               | Schools are made to organize knowledge sharing session for teaching staff           | 2.8629        | 1.24046       | Agreed          |
| 14.               | Knowledge updating programmes are made available by management when necessary       | 1.897         | 1.18530       | Disagree        |
| <b>Grand Mean</b> |   | <b>1.8905</b> | <b>.98430</b> | <b>Disagree</b> |

Information in Table 2 showed in item 8 with a mean score of 1.9314 and SD 1.14351 that respondents disagreed that teachers are exposed to innovative teaching methods and strategies

during seminars. In item 9 mean score of 2.0257 and SD 1.19786 showed that respondents disagreed that teachers are provided with professional training regularly. In item 10 mean score of 1.3771 and SD .48537 showed that respondents disagreed that teacher training programmes are available in line with needs. In item 11 mean score of 1.9286 and SD 1.22908 implied that respondents disagreed that managers made it mandatory for teachers to attend workshops. In item 12 mean score of 1.2114 and SD .40891 implied that respondents disagreed that there is a set time schedule for staff re-certification by management. In item 13 mean score of 2.8629 and SD 1.24046 which showed that the respondents agreed that schools are made to organize knowledge sharing session for teaching staff. In item 14 mean score of 1.897 and SD 1.1853 showed that respondents disagreed that Knowledge updating programmes are made available by management when necessary. Thus, aggregate mean score of 1.8905 < 2.5 with a standard deviation of .98430 showed that respondents disagreed that training and retraining of teachers relate to quality education delivery in public primary schools in Rivers State.

**Research Question 3:** How does teacher motivation influence quality education delivery in public primary schools in Rivers State?

Table 3: How does teacher motivation influence quality education delivery in public primary schools in Rivers State

| S/N               | Items   | Mean          | SD             | Remark          |
|-------------------|---|---------------|----------------|-----------------|
| 15.               | Teachers are provided with a good health insurance cover and favourable retirement plan by the government | 2.0257        | 1.19786        | Disagree        |
| 16.               | Teachers are being paid attractive salaries.  | 1.4457        | .67384         | Disagree        |
| 17.               | Teacher are given educational assistance or reimbursement programme                                       | 1.8943        | 1.18381        | Disagree        |
| 18.               | Teachers are offered predictable promotion policy   | 1.3457        | .70846         | Disagree        |
| 19.               | Teachers' salaries are promptly paid  | 2.7629        | 1.24046        | Agreed          |
| 20.               | Teachers are provided with conducive working environment  | 1.9314        | 1.14351        | Disagree        |
| 21.               | Teachers are often offered bonuses and open praises as incentives   | 2.0257        | 1.19786        | Disagree        |
| <b>Grand Mean</b> |   | <b>1.9187</b> | <b>1.04940</b> | <b>Disagree</b> |

The analysis in Table 3 above showed in item 15 mean score of 2.0257 and SD 1.19786 which showed that respondents disagreed that teachers are provided with a good health insurance cover and favourable retirement plan by the government. In item 16 mean score of 1.4457 and SD .67384 showed that respondents disagreed that teachers are being paid attractive salaries. In item 17 mean score of 1.8943 and SD 1.18381 showed that respondents disagreed that teacher are given educational assistance or reimbursement program. In item 18 mean score of 1.3457 and SD .70846 showed that respondents disagreed that teachers are offered predictable promotion policy. In item 19 mean score of 2.7629 and SD 1.24046 showed that respondent agreed that teacher's salaries are promptly paid. In item 20 mean score of 1.9314 and SD 1.24046 showed that respondents disagreed that teachers are provided with conducive working environment. In item 21 mean score of 2.0257 and SD 1.19786 implied that respondents disagreed that teachers are often offered bonuses and open praises as incentives. Thus, aggregate mean score of 1.9187 < 2.5, with a standard deviation of 1.04940 showed that respondents disagreed that teacher motivation relate to quality education delivery in public primary schools in Rivers State.

## Test of Hypotheses

**Ho1:** Recruitment process of teachers does not significantly influence quality education delivery in primary schools in Rivers State.

Table 4: PPMC test on influence of recruitment process of teachers on quality education delivery in primary schools in Rivers State.

|                                   |                     | Recruitment Process | Quality Education Delivery |
|-----------------------------------|---------------------|---------------------|----------------------------|
| <b>Recruitment Process</b>        | Pearson Correlation | 1                   | .514**                     |
|                                   | Sig. (2-tailed)     |                     | .000                       |
|                                   | N                   | 350                 | 350                        |
| <b>Quality Education Delivery</b> | Pearson Correlation | .514**              | 1                          |
|                                   | Sig. (2-tailed)     | .000                |                            |
|                                   | N                   | 350                 | 350                        |

\*\* . Correlation is significant at the .05 level (2-tailed).

Table 4 above with N-value of 350, correlation coefficient value of .514\*\*, p-value of .000 < .05 showed that recruitment process of teachers significantly influence quality education delivery in public primary schools in Rivers State. The null hypothesis is therefore rejected.

**Ho2:** Training and retraining of teachers do not significantly influence quality education delivery in primary schools in Rivers State.

Table 5: PPMC test on influence of training and retraining of teachers on quality education delivery in primary schools in Rivers State

|  |                     | Training and retraining of Teachers | Quality Education Delivery |
|--|---------------------|-------------------------------------|----------------------------|
| <b>Training and retraining of Teachers</b> | Pearson Correlation | 1                                   | .805**                     |
|  | Sig. (2-tailed)     |                                     | .000                       |
|  | N                   | 350                                 | 350                        |
| <b>Quality Education Delivery</b>          | Pearson Correlation | .805**                              | 1                          |
|  | Sig. (2-tailed)     | .000                                |                            |
|  | N                   | 350                                 | 350                        |

\*\* . Correlation is significant at the .05 level (2-tailed).

Table 5 above showed N-value of 350, coefficient value of .805\*\*, p-value of .000 < .05 indicates that training and retraining offered to teachers significantly influence quality education delivery in primary schools in Rivers State. The null hypothesis is therefore rejected.

**Ho3:** Teacher motivation does not significantly influence quality education delivery in primary schools in Rivers State.

Table 6: PPM test on influence of teacher motivation on quality education delivery in primary schools in Rivers State

|                           |                     | Teacher Motivation | Quality Education Delivery |
|---------------------------|---------------------|--------------------|----------------------------|
| <b>Teacher Motivation</b> | Pearson Correlation | 1                  | .652**                     |
|                           | Sig. (2-tailed)     |                    | .000                       |
|                           | N                   | 350                | 350                        |

|                                   |                     |        |     |
|-----------------------------------|---------------------|--------|-----|
| <b>Quality Education Delivery</b> | Pearson Correlation | .652** | 1   |
|                                   | Sig. (2-tailed)     | .000   |     |
|                                   | N                   | 350    | 350 |

\*\* . Correlation is significant at the .05 level (2-tailed).

Table 6 above showed n-value of 350, coefficient value of .652, p-value of .000 < .05 which means that teacher motivation significantly influences quality education delivery in primary schools in Rivers State. The null hypothesis is therefore rejected.

## DISCUSSION OF FINDINGS

### Recruitment Process of Teachers and Quality Education Delivery

Hypothesis one findings showed that there is a significant relationship between recruitment process of teachers and quality education delivery in primary schools in Rivers State. The stance of the respondents indicates that recruitment process of teachers influence the poor quality education delivery in primary schools in Rivers State. Recruitment is a fundamental HRM function that involves attracting, selecting, and appointing suitable candidates for teaching positions. The effectiveness of recruitment processes in public primary schools significantly influences the quality of education delivery.

In line with the study of Akpan and Ita (cf., 2015), recruitment in the education sector should focus on identifying candidates with not only the necessary academic qualifications but also the aptitude and passion for teaching. This ensures that the individuals who enter the teaching profession are well-prepared to meet the demands of the job and contribute positively to student learning outcomes.

However, in many public primary schools, particularly in developing regions like Rivers State, recruitment processes are often marred by challenges such as political interference, inadequate assessment mechanisms, and a lack of transparency (cf., Olowoselu & Bello, 2015). Yet hiring of underqualified or poorly motivated teachers, may ultimately undermines the quality of primary education. Effective recruitment strategies should therefore include rigorous assessment of candidates' qualifications, competencies, and commitment to the teaching profession, alongside efforts to eliminate bias and ensure fairness in the selection process.

### Training and Retraining of Teachers and Quality Education Delivery

Tested hypothesis two showed there is a significant relationship between the training and retraining of teachers and the poor quality education delivery in primary schools in Rivers State. Realizing that training and retraining are critical HRM strategies that ensure teachers are equipped with up-to-date knowledge, skills, and pedagogical techniques necessary for effective teaching. Continuous professional development is essential in a rapidly changing educational landscape, where new teaching methodologies, technologies, and curriculum standards are constantly emerging (Adeyemi, 2011) yet it is absent in Nigerian primary schools. Effective training programmes is supposed to provide teachers with opportunities to enhance their instructional skills, adapt to new educational challenges, and improve student engagement and learning outcomes.

Eze and Obasi (2017) noted that retraining in particular is vital for teachers who have been in the profession for extended periods, as it helps them stay current with educational advancements and address any gaps in their teaching practices. In Rivers State, however, the provision of training and retraining opportunities is often inconsistent, with many teachers

lacking access to quality professional development programs. As a result, there is a need for structured and regular training initiatives that are aligned with the specific needs of teachers and the broader educational goals of the state.

### **Teacher Motivation and Quality Education Delivery**

Tested hypothesis three result implied that there is a significant relationship between teacher motivation and the poor quality education delivery in primary schools in Rivers State. Motivation is an essential factor that influences teacher performance and, by extension, the quality of education delivery. Teachers who are motivated are more likely to be committed to their work, exhibit higher levels of job satisfaction, and deliver better educational outcomes (Ofoegbu, 2004). It is important to note that motivation can be extrinsic, driven by factors such as salary, benefits, and job security, or intrinsic, driven by personal satisfaction, professional growth, and a sense of accomplishment.

Yet in many public primary schools, particularly in under-resourced regions like Rivers State, teachers often face challenges that negatively impact their motivation. These challenges include low salaries, inadequate teaching resources, large class sizes, and limited opportunities for career advancement (cf., Obanya, 2014). Addressing these issues through targeted motivation strategies, such as improving working conditions, providing performance-based incentives, and offering opportunities for professional growth, can significantly enhance teacher motivation and, consequently, the quality of education delivery.

### **CONCLUSION**

The study concluded that for quality education delivery to be effective in primary schools in Rivers State, proper process of teacher recruitment is required to achieve the stated outcome. Training and retraining of teachers will equally enhance the attainment of quality education delivery. The interplay between recruitment, training and retraining, and motivation is crucial in determining the quality of education delivered in public primary schools. By optimizing HRM strategies in these areas, educational authorities in Rivers State can significantly improve the effectiveness of teachers and the overall educational outcomes for students. This study's exploration of these variables will provide valuable insights into the ways in which HRM practices can be enhanced to support quality education delivery in the region.

### **Recommendations**

From the foregoing findings, the following recommendations have been reached:

- Government should use experts in the recruitment of primary school teachers to enhance quality education delivery in primary schools in Rivers State.
- Primary school administrators should engage teachers in intermittent training and retraining to enhance quality education delivery in primary schools in Rivers State
- Teachers should be empowered by their employers (government) to enable them perform effectively in their job role of teaching.



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