



# Relationship between Staff Human Resource Management and Academic Performance of Accounting Students in Secondary Schools in Akoko South-West, Ondo State.

**Onyali Loyce Chiedozi (Ph.D), Akinfolarin Akinwale Victor & Famuti Thomas S.**

Department of Educational Management and Policy,  
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.  
loyceonyali@yahoo.com & Email:akinfolarinav@gmail.com

Department of Social Science Education,  
Adekunle Ajasin University, Akungba Akoko Ondo State.  
Email: famutithomas@gmail.com

## **Abstract**

*The study examined the relationship between staff human resource management and academic performance of accounting students in secondary schools. The study was conducted in Akoko South-West LGA, Ondo State. Two research questions guided the study while two hypotheses were tested. A correlation survey research design was adopted and the study population comprised all the teachers in public and private secondary schools in the State. A multi-stage sampling method was used for the study. Simple random technique was used to select five (5) senior secondary schools in Akoko South-West area of the State, while proportional sampling method was used to select twenty (20) secondary school teachers from each secondary school, totally 100 teachers serving as the respondents for the study. The instrument used for data collection was a 10 items researchers' developed instrument titled; "Staff Human Resource Management and Academic Performance of Questionnaire (SHRMAPQ)". The face validation of the instrument was established by two research experts. Pearson product moment correlation was used to obtain a reliability of correlation co-efficient of  $r=0.61$  indicating that the instrument was reliable for the study. Copies of the questionnaire were distributed and retrieved by the researchers. Data were analyzed using frequency count and simple percentage to answer the research questions, while the research hypotheses were tested using regression inferential statistical method. The study found out among others that recruitment process, proper placement of teachers in schools, regular performance evaluation have positive influence on accounting students' academic performance. Based on the finding, it was recommended among others that school managers should ensure that teachers are constantly updated by organizing suitable developmental programmes like conferences, workshops, seminars, professional courses, and in-service training to enable them perform their instructional delivery task in a professional manner. Conclusion was drawn.*

**Keywords:** Staff, human resource, management, academic performance, accounting students



## Introduction

The poor performance of students in internal and external examinations in some States in Nigeria despite parental investment in educating their children is highly worrisome. Performance is the rating of achievement and the degree to which task or assigned duty is discharged and accomplished. In the view of Ricarda, Meibner, Weidinger, Wirthwein, (2017), academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. It is the product of stakeholders' investment on education. To measure academic performance, there must be a parameter in order to assess the extent to which students are progressing academically. The poor academic performance of secondary school students across notable subjects in both internal and external examinations is alarming. Similarly, Lassa cited in Akinsolu (2010) claimed that education cannot be provided by just anybody, it requires a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved. Accounting is offered as a subject/course in secondary and tertiary institutions of learning. It is aimed at systematically recording, analyzing, summarizing, interpreting, and communicating the financial transactions of a business enterprise. Accounting as a subject offered at secondary level of education requires a competent instructor in order to effectively deliver it for better academic performance of students in both internal and external examinations. For stakeholders to progressively increase the academic performance of students, there must be adequate inputs in terms of human, material,

and financial resources. Resource Management (HRM) is the function within an organization according to Heathfield (2011) focuses on recruitment of, management of, and providing direction for the people who work in the organization. For effective staff human resource management, school administrators' must develop good competencies in staffing, orientation, communication, training, supervision, conflict management, motivation, discipline and ensuring professional growth of academic and non-academic staff (Akinfolarin, 2017). Teachers are one of the key stakeholders in education that help to transform the objectives and goals of the education system into reality. The staffing of qualified personnel into the teaching service will assist in standardizing the school system.

To achieve a tremendous organizational success, there is need to plan for the man power requirement and proceed to the selection process so as to fill the various vacancies that exist within the organization. Staffing is a process designed to procure, deploy and sustain workers in order to ensure effective organization. The impacts of quality workforce to organizational success cannot be overestimated. Staffing according to Wikipedia (2017) is the process of hiring suitable candidates according to their knowledge and skills in an organization. Staffing is a management function which is aimed at hiring and keeping the right personnel at work. The staffing process involves; manpower requirement planning, Job Analysis, recruitment, selection, placement, orientation, training, compensation, performance appraisal, and career advancements. Staffing enables managers to determine the man power need of the organization considering their



experience and qualifications. Staffing allows workers to stay on the job through proper training and development, performance appraisal and career advancements. When school managers engage in proper staffing, it will help to improve the quality of educational services rendered by the school. Lance cited in Gbadamosi (2011) found that the level of development of the library media program was a predictor of student performance and that staffing levels correlated with test scores. To achieve high academic performance, students must be handled by competent and qualified teaching staff. However, it is unfortunate that some school managers still employ the services of unqualified teaching staff into the teaching profession thereby, sinking the quality of educational services provided. Employing qualified personnel to teach at various levels in the school system is not enough without ensuring teachers professional growth. Ezeugbor (2015) noted that teaching is a public service that requires exceptional expertise, knowledge and specialized skill sustained through vigorous and continuous professional development.

Professional development practices are activities or programmes designed to improve teachers' skills, knowledge, attitude and perception in instructional delivery. According to Werner and Desimone (2012) professional development of human resource is a set of systematic and planned activities designed by an organization to provide its members with the opportunity to learn necessary skills to meet current and future demand. Professional development is a basic instrument that provides the principals and teachers with tools to meet professional challenges, ensuring that they are up-date with information, materials, adequate

financial outlay and commitment (Teachers' Registration Council of Nigeria, 2010). When teachers are professionally developed, they are more committed and satisfied on the job. Similarly, Egboka (2018) expressed that professional development affords teachers the opportunity to acquire additional competencies and qualifications to perform their teaching job successfully. Teachers' professional development is promoted through seminars, conferences, workshops, professional courses, orientation, and in-service training which promote the exchange of ideas and expertise to equip teachers for better performance. Similar to this, Abdulrahman (2015) pointed out that staff professional development practices through seminar, in-service training or workshops offer one of the most promising ways for improving classroom instruction. Organizing in-service training for teachers will equip them with the current trend and methods in the teaching profession. Onyali and Akinfolarin (2017) highlighted the benefits of staff training to include; updating teachers on changes in the field of education, improving their classroom management and teaching skills, enhancing their positive attitude to work as well as motivating them for better performance for school improvement. Teachers' professional development broadens their knowledge and modernizes their skills to cope with changes and innovation and also handle the various challenges brought about by advancement in technology. Teachers' morale will be raised and they will develop confidence in their discharging their duties when they are professionally developed. Many teachers are not happy with the teaching profession due to poor professional esteem and image. It is difficult to raise students' academic performance through teachers that are not



professionally updated and advanced. When employed into the teaching service, teachers should be given adequate opportunities to advance in their teaching carrier so as to improve the quality of educational outputs (students).

### Statement of the Problem

The academic performance of secondary school students in quantitative subjects across many States in Nigeria is less encouraging. Irrespective of the unrented efforts of Ondo State government to boost the performance of schools in the State, the cases of low academic performance of secondary school students in quantitative subjects still persist. Students find it difficult to easily comprehend and performance up to the expectation of stakeholders in accounting subject, mathematics and other quantitative subjects. Perhaps, the problem of poor academic performance of students may be as a result of lack or inadequacy of varying inputs such as employing the services of qualified and willing individuals into the teaching service and ensuring that they are professionally developed in order to adequately impart the necessary knowledge into the students. It is against this premise that the study aimed at examining the relationship between Staff Human Resource Management and academic performance of accounting students in secondary schools in Akoko South-West area of Ondo State.

### Purpose of the Study

The main aim of the study is to examine the relationship between staff human resource management and academic performance of accounting students in secondary schools in Akoko South-West, Ondo State.

Specific purposes of the study are:

1. To determine the relationship between staffing and accounting students academic performance in Akoko South-West.
2. To determine the relationship between teachers' professional development and accounting students' academic performance in Akoko South-West.

### Research Questions

The following research questions were formulated:

1. What is the relationship between staffing and accounting students academic performance in secondary schools in Akoko South-West?
2. What is the relationship between teachers' professional development and accounting students academic performance in secondary schools in Akoko South-West?

### Research Hypotheses

The following hypotheses were tested at 0.05 level of significance:

Ho<sub>1</sub>. There is no significant relationship between staffing and accounting students academic performance in secondary schools in Akoko South-West.

Ho<sub>2</sub>. There is no significant relationship between teachers' professional development and accounting students academic performance in secondary schools in Akoko South-West.

### Method



The study adopted a correlation survey research design and was conducted in Akoko South-West, Ondo State. The study population comprised all the teachers in public and private secondary schools in the State. A multi-stage sampling method was used for the study. Simple random technique was used to select five (5) senior secondary schools in Akoko South-West area of the State, while proportional sampling method was used to select twenty (20) secondary school teachers from each secondary school, totally 100 teachers serving as the respondents for the study. The instrument used for data collection was a 10 items researchers' developed instrument titled; "Staff Human Resource Management and Academic Performance of Questionnaire (SHRMAPQ)". The instrument was structured on a four points rating scale of Strongly Agree (SA), Agree

(A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The face validation of the instrument was established by two research experts, one in the Department of Educational Management, Adekunle Ajasin University, Ondo State and one from the Department of Educational Management and Policy, Nnamdi Azikiwe University, Awka. Pearson product moment correlation was used to obtain a reliability of correlation co-efficient of r=0.61 indicating that the instrument was reliable for the study. Copies of the questionnaire were distributed and retrieved by the researchers. Data were analyzed using frequency count and simple percentage to answer the research questions, while the research hypotheses were tested using regression inferential statistical method.

Results

Research Question 1: What is the relationship between staffing and accounting students' academic performance in secondary schools in Akoko South-West?

Table 1: Percentage scores of the relationship between staffing and accounting students' academic performance

Table with 6 columns: S/N, Items, SA, A, D, SD. It contains 5 rows of data regarding staffing and accounting students' academic performance.



Data analysis on Table 1 revealed that respondents agreed with all the items on the relationship between staffing and accounting students’ academic performance in secondary schools in Akoko South-West.

**Research Question 2:** What is the relationship between teachers’ professional development and accounting students academic performance in secondary schools in Akoko South-West?

**Table 2:** *Percentage scores of the relationship between teachers’ professional development and accounting students academic performance*

S/N	Items	SA	A	D	SD
6	Ensuring professional growth enhances my instructional delivery for academic performance of accounting students	32 (32%)	54 (54%)	14 (14%)	--
7	Financial Accounting teachers with a major in the subject are able to teach better than teachers without a major in it.	11 (11%)	80 (80%)	9 (9%)	--
8	Students taught by trained Financial Accounting teachers have higher understanding than those taught by untrained Financial Accounting teachers.	27 (27%)	68 (68%)	5 (5%)	--
9	My academic and professional qualification helps me to effectively teach all aspects of Financial Accounting	38 (38%)	58 (58%)	3 (3%)	1 (1%)
10	My qualification makes me understand Financial Accounting concepts well enough to be effective in teaching the subject.	47 (47%)	53 (53%)	--	--

Table 2 revealed that respondents and accounting students academic performance in secondary schools in Akoko South-West.

**Testing of Hypothesis**

**H<sub>1</sub>:** There is no significant relationship between staffing and accounting students academic performance in secondary schools in Akoko South-West.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.435 <sup>a</sup>	.189	.164	.59539

a. Predictors: (Constant), Q3, Q4, Q2

From the table above, the coefficient of multiple determinations is 0.435 which means that 43% of variation in recruitment process determines the quality of teachers (Q1) is explained by variables in the model; that is, regular performance evaluation helps (Q3), good training helps to improve (Q4)

and proper placement of teachers in school (Q2) while the remaining 57% is explained by other factors not included in the model. The regression equation appears to be useful for making prediction since the value of  $R^2$  is close to 1.

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7.929	3	2.643	7.455	.000 <sup>b</sup>
	Residual	34.031	96	0.354		
	Total	41.960	99			

a. Dependent Variable: Q1

b. Predictors: (Constant), Q3, Q4, Q2

The calculated ANOVA is to test to see if any of the variables are significant. Form the table,  $F=7.455$ ,  $P\text{-Value}=0.00<0.0$  since the  $p\text{-value} < 0.00 < 0.05$ , the null hypothesis is rejected and alternate

hypothesis is accepted. This implies that at least one of the predators is useful for staffing of teachers in school thus, the model is useful.

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	0.871	0.549		1.588	0.115
Q3	0.002	0.120	0.002	0.018	0.986
Q4	0.452	0.108	0.393	4.205	0.087
Q5	0.211	0.111	0.179	1.903	0.060

a. Dependent Variable: Q1

The table “coefficients” provides information on the effect of individual variables (the “estimator coefficient” or “beta”) on the dependent variable. The coefficient of considering proper placement of teachers in schools (Q2) is 0.018 with  $p\text{-value}$  of 0.986 greater than 5% (critical value) which means the coefficient is significant they can count on staffing teachers, the coefficient of, good training to

the teachers (Q4) is 4.205 with  $p\text{-value}$  of 0.087 greater than 5% (critical value) and the coefficient of and regular performance evaluation (Q3) is 1.903 with  $p\text{-value}$  of 0.060 greater than 5% (critical value) which means the coefficient is significant on they can count on motivational strategies on teacher’s. This implies that each of the variables has contributed to the model. Therefore, there is a significant relationship

between staffing and accounting students in Akoko South-West.  
academic performance in secondary schools

**H<sub>2</sub>:** There is no significant relationship between teachers’ professional development and accounting students academic performance in secondary schools in Akoko South-West.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.513 <sup>a</sup>	.263	.240	.57299

a. Predictors: (Constant), Q5, Q3, Q4

From the table above, the coefficient of multiple determinations is 0.513 which means that 51% of variation in teachers professional development affects academic performance (Q1) is explained by variables in the model; that is, their qualification makes us understand financial accounting concept (Q5), students taught by trained

financial accounting teachers have higher understanding (Q3) and their academic and professional qualification help us to effectively teach (Q4) while the remaining 49% is explained by other factors not included in the model. The regression equation appears to be useful for making prediction since the value of R<sup>2</sup> is close to 1.

**ANOVA<sup>s</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.241	3	3.747	11.413	.000 <sup>b</sup>
	Residual	31.519	96	0.328		
	Total	42.760	99			

a. Dependent Variable: Q1

b. Predictors: (Constant), Q5, Q3, Q4

The calculated ANOVA is to test to see if any of the variables are significant. Form the table, F=11.413, P-Value=0.00<0.0 since the p-value <0.00<0.05, the null hypothesis is rejected and alternate hypothesis is accepted. This

implies that at least one of the predators is useful for teachers professional development affects academics performance of accounting students thus, the model is useful.

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	0.064	0.564		0.113	0.910
Q3	0.302	0.111	0.241	2.717	0.008



Q4	0.112	0.101	0.100	1.114	0.268
Q5	0.510	0.119	0.389	4.285	.000

a. Dependent Variable: Q1

The table “coefficients” provides information on the effect of individual variables (the “estimator coefficient” or “beta”) on the dependent variable. The coefficient of considering students taught by trained financial accounting teachers have higher understanding (Q3) is 2.717 with p-value of 0.008 greater than 5% (critical value) which means the coefficient is significant, they can count on teachers professional development, the coefficient of , their qualification makes us understand financial accounting concept (Q4) is 1.114 with p-value of 0.268 greater than 5%

**Discussion of Findings**

The result of data analysis on Table 1 indicated that there is a high positive correlation between staffing and accounting students’ academic performance in secondary schools in Akoko South-West area of Ondo State. The study found out that recruitment process, proper placement of teachers in schools, regular performance evaluation among others have positive influence on accounting students’ academic performance. The findings of the study also revealed that there is significant relationship between staffing and accounting students academic performance in secondary schools in Akoko South-West area of Ondo State. The findings of this study is in agreement with that of Ijaiya cited in Akinsolu (2010) who investigated the problems of teacher staffing in Kwara State secondary schools and found that there is an acute shortage of teachers in Kwara State secondary schools

(critical value) and the coefficient of and their qualification makes us understand financial accounting concept (Q5) is 4.285 with p-value of 0.000 less than 5% (critical value) which means the coefficient is significant, they can count on teachers professional development. This implies that each of the variables has contributed to the model. Therefore, there is a significant relationship between teachers’ professional development and accounting students’ academic performance in secondary schools in Akoko South-West.

thus contributing to massive failures as well as poor quality teaching.

The result on Table 2 revealed that there is a link between teachers’ professional development and accounting students academic performance in secondary schools in Akoko South-West area of Ondo State. The study found out among others that ensuring professional growth of teachers, academic and professional qualifications, and Financial Accounting teachers who majors in the subject have positive influence on accounting students’ academic performance. The study also revealed that there is a significant relationship between teachers’ professional development and accounting students’ academic performance in secondary schools in Akoko South-West area of Ondo State. This concur with the findings of Akpan and Ita (2013) who revealed among others that teachers’ participation in seminar/workshops significantly relates to quality universal basic education. This implies that, when



teachers are properly developed, the quality of education will be raised.

## Conclusion

Premised on the findings of this study, it was concluded that there is a high positive correlation between staffing and accounting students' academic performance in secondary schools in Akoko South-West area of Ondo State. The study also revealed that there is a significant relationship between teachers' professional development and accounting students' academic performance in secondary schools in Akoko South-West area of Ondo State.

## Recommendations

Based on the findings of the study, the following recommendations were made:

1. The State Teaching Service Commission and private investors in education should ensure effectiveness and transparency when recruiting teachers into the teaching service in order to absorb the right and qualified teachers in the profession.
2. School managers should ensure that teachers are constantly updated by organizing suitable developmental programmes like conferences, workshops, seminars, professional courses, and in-service training to enable them perform their instructional delivery task in a professional manner.

## References

- [1] Abdulrahman, I.B. (2015). In-service staff training programme for effective science teaching. *American*

*Journal of Educational Research*, 3(2), 185-190.

- [2] Akinfolarin, A.V & Ehinola, G.B. (2014). Motivation and effective performance of academic staff in higher education (case study of adekunle ajasin university, Ondo State, Nigeria). *International Journal of Innovation and Research in Education Sciences*,.1(2).157-163.
- [3] Akinfolarin, A.V. (2017). Analysis of principals' managerial competencies for effective management of school resources in secondary schools in Anambra State, Nigeria. *International Journal of Social Sciences, Humanities and Education*, 1(4),236-245.
- [4] Akinsolu, A. O. (2010). Teachers and students' academic performance in Nigerian secondary schools: implications for planning. *Florida journal of Educational Administration and Policy*,3(2), 86-103.
- [5] Akpan, C.P. & Ita, A.A. (2013). Teachers professional development and universal basic education in Lagos state, Nigeria. *Global Journal of Arts, Humanities and Social Sciences*, 3(9), 65-76.
- [6] Egboka P. N. (2018). Principals' application of management support practices for enhancing teachers' job performance in secondary schools in Enugu State, Nigeria. *International Journal of Research*,5(17), 582-590.



- [7] Ezeugbor, C.O. (2015). The extent of principals' assessment of professional development needs for secondary school improvement in Nigerian. *Review of education. Institute of Education Journal, University of Nigeria, Nsukka*, 26(1), 187-202.
- [8] Gbadamosi, B.O. (2011). A survey of primary school libraries to determine the availability and adequacy of services for universal basic education (ube) in Oyo State, Nigeria. *Evidence Based Library and Information Practice*, 6(2), 19-33
- [9] Healthfield, S. (2011). New roles of HRM, *About.com Newsletter*.
- [10] Ricarda, S., Meibner, A., Weidinger, A.F. & Wirthwein, L. (2017). Academic achievement. *Oxford Bibliographies* DOI: 10.1093/OBO/9780199756810-0108.
- [11] Onyali, L. C. & Akinfolarin, A.V. (2017). Principals' provision of incentives practices for secondary schools improvement in Oyo State. *Unizik Journal of Education Graduates*, 4(1), 24-36.
- [12] Teachers Registration Council of Nigeria (2010). *Professional standards for Nigerian teachers*. Abuja: Teachers Registration Council of Nigeria.
- [13] Werner, J.M. & Desimone, R.L. (2012). *Human resource management (6<sup>th</sup> edth.)*. South-Western Cengage: Leamin Publishers.
- [14] Wikipedia (2017). Staffing. *Wikipedia; The free encyclopedia*. <https://en.wikipedia.org/w/index.php?title=Staffing&oldid=814861598>.