

USE OF ASSESSMENT TECHNIQUES AND HUMAN RESOURCES MANAGEMENT IN SCHOOL ADMINISTRATION

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Abstract

This study investigated assessment techniques and human resource management in school administration. Proper assessment helps inform effective human resource management strategies for school administration. Two hypotheses guided the research. A descriptive survey research design was used to study a large sample of participants, allowing for generalization of the findings. A simple random sampling technique selected 120 participants, including school principals and teachers from 15 senior secondary schools in Ojo LGA, Lagos State. Data were collected using a 20-item close-ended self-designed questionnaire on Assessment Techniques and Human Resources Management in School Administration (QATHRMSA). The instrument was validated for both content and construct validity. A split-half reliability index of 0.873 indicated good internal consistency. Data analysis was performed using Pearson Product-Moment Correlation, and hypotheses were tested at a 0.05 significance level. The study found that both appropriate assessment techniques and human resource management have a significant relationship with effective school administration. It concluded that human resource management is a key component in identifying human-related factors that drive effective school administration.

Keywords: Assessment Technique, School administration, Stakeholders, Principals, Students

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Introduction

In any organization, management is a crucial element as it significantly influences the overall functioning of the organization. Management oversees both human and natural resources to achieve objectives optimally. Human resource management is both a science and an art focused on effectively and efficiently managing the relationships and roles of the workforce to meet the organization's goals and objectives while addressing employee and societal expectations. It involves handling various issues related to employees, including laborers, managers, and other staff, to support organizational activities and achieve predetermined goals. Human resource management is a specialized field in personnel management (Gunawan & Penelitian, 2019). It recognizes the importance of organizational members (personnel) as valuable resources that contribute to achieving organizational goals. HRM ensures that personnel are utilized effectively and fairly to benefit the organization, individuals, and society.

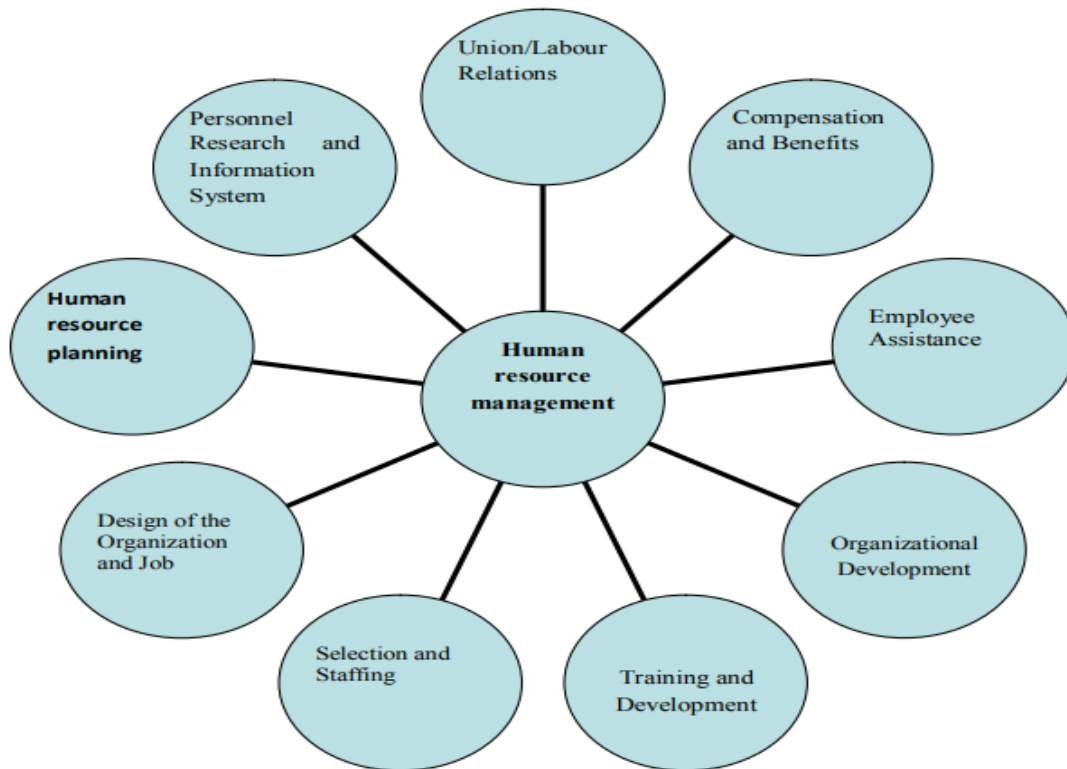


Figure 1: Role of Human Resource Management in Organizations (Adapted from Johnson and Solomon, 2009. P.5)

The diagram above illustrates the crucial role of Human Resource Management (HRM) in organizations, the challenges of effective HR management, and the development of scientific and professional branches within the HRM sector. HRM is a management function that focuses on both individuals and groups within an organization, contributing significantly to organizational effectiveness. It encompasses activities such as empowerment, development, assessment, and remuneration for individuals within the organization.

School administration is a widely discussed topic and has been conceptualized from various perspectives. The National Open University of Nigeria (2006) views school administration as a social process that involves identifying, maintaining, stimulating, controlling, and unifying human and material resources within an organized system, both formally and informally. Okendu (2012) describes school administration as the process of mobilizing resources in educational institutions to achieve educational goals. It involves managing school resources to achieve desirable educational outcomes. Effective school administration requires expertise and training in educational principles and practices to ensure proper management of school activities and achieve educational results. Human resource management is integral to this process, addressing aspects such as selection, training, rewarding, and assessment techniques.

Assessment techniques, human resource management, and school administration are interrelated components that contribute to effective school administration. Globally,

effective school administration relies on appropriate assessment techniques and human resource management. Van den Akker (2003) identifies assessment techniques as essential components of curriculum practice, involving data collection about curriculum operation to make decisions about student learning and curriculum programs. Assessment techniques encompass various tasks that generate data from learners, teachers, and staff. Webber and Tschepikow (2012) view assessment techniques as critical for evaluating students' learning outcomes, a key aspect of effective teaching and learning. Carless (2015) and Norton, Norton, and Shannon (2013) emphasize that assessment serves two main purposes: enhancing student learning and certification through performance evaluation. To maximize the benefits of assessment, it should be continuous, providing timely feedback to guide the teaching-learning process (Umar, 2018).

Effective assessment tools include interviews, observation scales, tests, rating scales, socio-grams, checklists, and personality tests. These tools measure learning outcomes, work progress, and academic achievements. They are essential in the school system for various purposes, including examinations, continuous assessments, projects, research work, practical assessments, group presentations, peer assessments, viva voce, internships, and industrial attachments.

Assessment techniques are procedures for generating, transforming, and interpreting data to inform decision-making

Principles of school administration include creating a community of learners who are physically and mentally healthy, efficient, and socially acceptable; ensuring that teaching and non-teaching staff work as a cohesive team; involving both staff and learners in decisions about school rules, regulations, and programs; aligning administrative procedures and decisions with the school's underlying philosophy; encouraging professional growth of teachers through seminars, conferences, and in-service education; and keeping the Ministry of Education, school boards, and the public informed about the school's policies, programs, successes, and challenges.

The primary responsibilities of the school head include interpreting policy, implementing the curriculum, overseeing students' welfare, ensuring the provision and maintenance of equipment and facilities, conducting staff induction and retraining, and maintaining effective school-community relationships. School administration focuses on managing students, teachers, rules and regulations, and policies governing the school system. Overall, it addresses the effectiveness of daily school operations.

According to Mensah (2023), appropriate assessment techniques can enhance students' motivation to learn and guide them in selecting engaging activities. Mensah asserts that effective use of assessment techniques allows school administrators to make informed decisions based on available information and anticipate potential reactions to these decisions. The nature of the assessment technique significantly impacts the effectiveness of school administration. Successful school administration relies on accurate data collected through appropriate assessment methods.

Furthermore, human resource managers play a crucial role in the effective administration of educational programs in schools. Usman (2016) found that human resources are a key determinant in school administration. The quality of human

resource managers influences the success or failure of school administration. The effectiveness of human resource managers depends on their exposure, training, experience, and educational qualifications.

In Lagos State, Nigeria, school administrators face various challenges due to issues such as inadequate data collection tools, difficulties in managing technical skills, challenges in identifying appropriate contributors to school administration, a lack of soft skills among managers, and over-reliance on performance tests. These issues can lead to faulty decision-making. To address these challenges, the researcher aims to investigate how assessment techniques and human resource management can contribute to effective school administration.

Objectives of the Study

The broad objective of this study is to determine the appropriate assessment technique and human resources management suitable for school administration while the specific objectives include:

- i. Identify the appropriate assessment technique suitable for effective school administration
- ii. Justify how human resources management can affect school administration

Research Hypotheses

- H₀₁: Identify the appropriate assessment technique suitable for effective school administration
- H₀₂: Justify how human resources management can be effective in school administration

Research Methodology

For this study, a descriptive survey research design was adopted. This design allows for generalization by examining a large sample of participants and drawing conclusions from carefully selected samples. The population for the study included all school administrators in Lagos State, with the target population being secondary school principals in Ojo Local Government Area. A simple random sampling technique was used to ensure that every participant had an equal chance of being selected.

The sample consisted of two principals from each of 15 senior secondary schools (30 principals), and six teachers from the same 15 schools (90 teachers), resulting in a total of 120 participants. Data was collected using a researcher-constructed instrument titled “Questionnaire on Assessment Technique and Human Resources Management in School Administration” (QATHRMSA). This questionnaire included 20 closed-ended items formatted on a 4-Likert Scale: Very True (VT), True (T), Not True (NT), and Not Very True (NVT).

The questionnaire was validated by three academics from the Department of Business Education, College of Vocational and Technical Education, LASUED. After modifications and item removals, the instrument met both content and construct

validity. The Split-half method of reliability yielded an index value of 0.873, indicating satisfactory internal consistency. Data were analyzed using the Statistical Package for Social Sciences (SPSS), version 24, employing Pearson Product Moment Correlation, with hypotheses tested at a 0.05 significance level.

Results and Discussion

H₀₁: Appropriate assessment technique has no significant relationship with effective school administration

Table 1: Pearson Product Moment Correlation analysis of appropriate assessment technique and school administration

Variables	N	Mean	P	r-cal	Sig.	Decision
X	120	5.23	0.05	.810	.009	Rejected
Y	120	3.39				

Table 1 shows an r-calculated value of 0.810, indicating a strong positive relationship between appropriate assessment techniques and school administration. The p-value of 0.009, which is less than 0.05, leads to the rejection of the null hypothesis. Therefore, the alternative hypothesis, which asserts that appropriate assessment techniques have a significant relationship with effective school administration, is retained.

H₀₂: Human resources management has a significant relationship with effective school administration

Table 2: Pearson Product Moment Correlation analysis of human resources management and effective school administration

Variables	N	Mean	P	r-cal	Sig.	Decision
X	120	4.49	0.05	.760	.001	Rejected
Y	120	3.39				

Table 2 shows an r-calculated value of 0.760, indicating a strong positive relationship between human resources management and school administration. The p-value of 0.001, which is less than the 0.05 significance level, leads to the rejection of the null hypothesis. Thus, the alternative hypothesis, which asserts that there is a significant relationship between human resources management and effective school administration, is retained.

Discussion of results

The findings from hypothesis one indicate that appropriate assessment techniques have a significant relationship with effective school administration. This is expected, as having the right tools to generate relevant data can significantly enhance decision-making, ensuring effective school management. These findings align with Mensah (2023), who argued that appropriate assessment techniques help increase students' motivation and inform school administrators about potential outcomes of their decisions. Effective school administration is, therefore, closely linked to the nature of the assessment techniques employed.

Similarly, hypothesis two revealed that human resources management positively relates to effective school administration. This supports Usman (2016), who identified human resources as a critical determinant of school administration success. According to Usman, the quality of human resource managers—determined by their exposure, training, experience, and educational qualifications—directly impacts school administration outcomes.

Conclusion

This study examined the role of assessment techniques and human resources management in school administration. It highlighted how these elements interact to influence effective school administration. The conclusion drawn is that for successful school administration, administrators must choose appropriate assessment techniques for data collection and leverage human resources management to address human-related factors. Both assessment tools and human resources management are crucial for achieving effective school administration.

Recommendations

Based on the findings, the study recommends:

Periodic Evaluation: Human resource managers should periodically evaluate their workforce to identify areas needing recruitment.

In-Service Training: Human resource managers should receive regular in-service training to enhance their skills.

Artificial Intelligence: Human resource managers should utilize artificial intelligence tools to optimize human-related tasks.

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