

USE OF ASSESSMENT TECHNIQUES AND HUMAN RESOURCES MANAGEMENT IN SCHOOL ADMINISTRATION

BY

Odunayo Henry Adewale

Department of Economics, Lagos State University of Education, Lagos, Nigeria.

Email: waleodunayo2002@yahoo.com

Abstract

Assessment technique and human resources management in school administration is one that has really not been explored together perhaps based on the nature of assessment technique to be adopted by the researchers. This then informed the researcher to investigate on how assessment technique and human resources management can help improve school administration especially in Lagos State. Two research hypotheses were designed for this study as descriptive type of research design was adopted by the researcher. The population for this study comprised of all school administrators in Lagos State while the target population was secondary school principals in Ojo Local Government area of the state. Simple random sampling technique to select 120 participants comprising of school principals and teachers from 15 senior secondary schools in Ojo LGA of Lagos State. 20 items close ended self-designed Questionnaire on Assessment Technique and Human Resources Management in School Administration (QATHRMSA) on 4-Likert Scale type of Very True (VT), True (T), Not True (NT) and Not Very True (NVT) was used in data generation. The instrument was validated and acclaimed to meet both content and construct validity. Through Split-half form of reliability, an index value of 0.873 was obtained meaning internal consistency was met. Data was analysed using Pearson Product Moment Correlation and hypothesis tested at 0.05 significant level. The study revealed that appropriate assessment technique and human resources management both have significant relationship with effective school administration. This study then concluded that human resources management remains the only component variable capable of identifying human related factors that can drive school administration.

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

Introduction

In any given organisation, management remains an integral aspect of that outfit because it determines to a large extent the true functioning of that organisation. Management controls both human and natural resources for the optimum achievement of objectives. Human resources management is the science and art of managing the relationships and roles of the workforce effectively and efficiently to achieve common goals, and objectives of organizations not forgetting employee and society expectations (Gary, 2003). Human resource management can also be regarded as a process of dealing with various problems within the scope of employees, employees, labourers, managers, and other employees to be able to support the activities of an organization or achieve predetermined goals. Human resource management is a field that specializes in personnel management (Gunawan & Penelitan, 2019). Human resource management (HRM) is a form of recognition of the importance of organizational members (personnel) as resources that can support the achievement of organizational goals, the implementation of functions and activities of the organization to ensure that they are used effectively and fairly for the benefit of organizations, individuals and society.

The school administration is a widespread topic of concern and has been conceptualised in diverse perspectives. NOUN (2006) sees school administration as a social process concerned with identifying, maintaining, stimulating, controlling, and unifying, formally and informally organised human and material energies within an interpreted system while Okendu (2012) in his own view defined school administration as a concept involving all the processes through which resources are mobilised in educational institutions to accomplish the goals of education. It is a process of mobilising school resources toward the achievement of desirable educational goals. School

administration is an activity process that requires expertise and training in educational principles and practice to ensure proper management of schools' general activities for achieving results in education. One can attest that Human resources management remains a concept and technique needed to deal with aspects of personnel, such as selection, training, rewarding, and assessment techniques among others.

Assessment techniques, human resources management, and school administration are tripod levers that are intricately related. Globally effective school administration is a function of appropriate assessment techniques and human resources management. According to Van den Akker (2003), assessment technique is an essential component of the curriculum practice. According to him, the assessment technique is a process known for obtaining data about curriculum operation to make decisions about student learning, and curriculum programmes to effect policy matters. Assessment technique refers to a variety of tasks by which data generation from learners, teachers, and members of staff among others (Gronlund, 2006). According to Webber and Tschepikow (2012), they also define assessment technique as students' learning outcomes as a significant component of effective teaching and learning in any educational institution. Assessors have emphasized that assessment has two functional purposes. One reason is for student learning and the other is for certification which involves the evaluation of performance (Carless, 2015; Norton, Norton, & Shannon, 2013). The assessment technique is based on providing instant and specific feedback after each learning step to avoid unnecessary delays in correcting learning errors. For such type of assessment to realize its maximum benefit, it is suggested that the assessment technique should not be a once-and-done activity. Rather, it must be a continuous activity that guides the teaching-learning process through the provision of timely feedback (Umar, 2018).

Some of the efficient and effective tools used under assessment techniques include interviews, observation scales, tests, rating scales, socio-grams, checklists, and personality tests among others. These assessment technique tools are employed to measure learning outcomes, work progress, and academic progress. These assessment tools are essential components used in the school system and help ensure students and staff acquire the knowledge and skills needed for their chosen fields. Paramount among the areas where they are used include examination purposes, continuous assessment exercises, project and research Work, practical assessments, group presentations and peer assessment, viva voce internships, and industrial attachments. Assessment technique is a procedure or means whereby data is generated, transformed, and interpreted for decision-makers. The principles of school administration, as affirmed by NOUN (2004), include, striving to create a community of learners who are physically and mentally healthy, efficient, and responsive and choose behaviours that are acceptable to society; school must be administered in such a way that both teaching and non-teaching staff functions as a team; demand that both staff and learners have a large part to play in decisions that determines school rules, regulations and programmes; school administration procedures and decisions must be consistent with the underlying philosophy of the school; school administration should encourage and provide for the professional growth of teachers through planned educational seminars, conferences and in-service education; school head and staff must always keep the ministry of education, school boards and public fully informed of the policies, programmes, failures and success of the schools. The main tasks of the school head are to interpret policy, execute curriculum programme, see to students' welfare, provision and maintenance of equipment and facilities, induct and retraining of staff and maintain an effective school-community relationship. The school administration is specifically concerned with students, teachers, rules and regulations, and policies governing the school system. In all, school administration covers the effectiveness of the day-to-day activities of the school.

According to Mensah (2023), through the assessment technique, the use of appropriate strategies and methods by principals can help increase students' motivation to learn pedestrian while also guiding them on the choice of activities they are involved more. Mensah (2023) claimed that using assessment techniques, school administrators are better informed on the pool of information before them and the likelihood of reactions if certain decisions are executed. Effective school administration is a function of the nature of the assessment technique used by the administrators. School administration depends heavily on certain sensitive data that would guide them on the choice

of decision to undertake. He stated that for any school administrator to succeed in effective school administration, appropriate assessment would have been used to collect appropriate data.

Going forward, human resource managers are also important to the effective administration of educational programmes in schools. In a study carried out by Usman, (2016), it was established that human resources a subset of resources remains one of the core determinants that can affect the administration of a school. Usman (2016) admitted that the quality of human resource managers at the disposal of a school administrator justifies the outcome of the administration of a school. The success and failure of any school administrator depends on the quality of human resource managers ready to be managed. The viability and quality of human resource managers are a function of exposure, training, experience, and educational qualification among others. Most school administrators in Lagos State, Nigeria, are confronted with a variety of challenges and problems depending on the veracity of information for change. Some of the problems they are confronted with range from the inappropriate instrument for data sourcing, inability to manage the technical skills of managers, inability to identify the appropriate participants that contribute to school administration, lack of soft skills by managers, over reliance on tests or performance test of managers among others which would likely lead to faulty decision making of the administrator. In order to moderate the study and come up with possible solution-based scales, the researcher is poised to investigate how assessment techniques and human resources management can determine effective school administration.

Objective of the Study

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

- To identify the appropriate assessment technique suitable for effective school administration.
- To examine the relationship between human resources management and school administration.

Methodology

For this study descriptive type of research design was adopted by the researcher. This design type allows the researcher to make generalisation in a study by studying a large sample of participants and drawing up conclusions from carefully selected samples. The population for this study comprised all school administrators in Lagos State while the target population was secondary school principals in Ojo Local Government area of the state. The researcher introduced the use of a simple random sampling technique to select participants for the study. This technique affords every participant an equal opportunity to be selected in this study. However, 2 principals from 15 senior secondary schools (30), alongside, 6 teachers each from same 15 senior secondary schools (90) were selected for the study. A total of one hundred and twenty (120) participants formed the sample size for this study. A researcher-constructed instrument tagged, "Questionnaire on Assessment Technique and Human Resources Management in School Administration" (QATHRMSA) was used to generate data for this work. This instrument contains 20 closed-ended items on a 4-Likert Scale type of Very True (VT), True (T), Not True (NT), and Not Very True (NVT) format. The Questionnaire was validated by three academics in the Department of Business Education, College of Vocational and Technical Education, LASUED. The validated instrument meets content and constructs validity after modification and eradication of items. Through the use of a Split-half form of reliability, an index value of 0.873 was obtained meaning the very reliable and suitable for research purposes. With the use of Statistical Package for Social Sciences (SPSS Version 24), the data was analyzed using Pearson Product Moment Correlation, and the hypothesis tested at a 0.05 significant level.

Results

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 above shows that the r-calculated value of 0.810 shows that there exists a positively strong relationship between appropriate assessment technique and school administration. Although it further reveals that at a p-value of 0.009 less than 0.05, the null hypothesis is rejected while the alternative hypothesis which states 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 above it shows that the r-calculated value of 0.760 shows that there exists a positively strong relationship between human resources management and school administration. Although it further reveals that at a p-value of 0.001 less than 0.05, the null hypothesis is rejected while the alternative hypothesis which states that there is a significant relationship between human resources management and effective school administration is retained.

Discussion

It can be observed from hypothesis one that appropriate assessment techniques have a significant relationship with effective school administration. This is no surprise as an instrument to generate appropriate data that will guide decision-making is readily made available hence effective school administration is very well assured. The findings of this work agree with the study of Mensah (2023) who claimed that through the use of appropriate assessment techniques, school administrators like principals, caregivers, government will help increase students' motivation to learn pedestrians while also guiding them on the choice of activities they involved more. Mensah (2023) further stated that through assessment techniques, school administrators are better informed on the pool of information before them and the likelihood of reactions if certain decisions are executed. Effective school administration is a function of the nature of the assessment technique used by the administrators.

Going forward, hypothesis two reveals that human resources management has a positive relationship with effective school administration. The outcome of this finding is in line with that of Usman (2016), who established that human resources a subset of resources remains one of the core determinants that can affect the administration of a school. Usman (2016) admitted that the quality of human resource managers at the disposal of a school administrator justifies the outcome of the administration of a school. The success and failure of any school administrator depends

on the quality of human resource managers ready to be managed. The viability and quality of human resource managers is a function of exposure, training, experience, and educational qualification among others.

Conclusion

This study investigated assessment techniques and human resources management in school administration. The study is an explicit one that was out to justify how assessment technique and human resources management interplay in school administration. The researcher among others concluded that, for an effective school administration to be achieved, the administrator must be precise on the choice of appropriate assessment technique to be adopted in data sourcing; Human resources management remains the only component variable capable of identifying human-related factors that can drive school administration; Assessment tools and human resources management are the two most important element to consider if effective school administration is to be achieved.

Recommendations

This study is an eye-opener, especially for school administrators who believe that the availability of finance remains the most important element for a successful administrator whereas this study contradicts such a belief system. The researcher among others recommended the following:

- School administrators should be encouraged to attend programmes and training on how to design assessment items to generate needed information.
- School administrators should identify the needed technical skills expected from human resource managers in organisations.
- Every school administrator must emphasize on the need for human resources managers to exhibit soft skills needed for school advancement.

References

- Gary, D. (2003). *Human Resources Management*. New Jersey: Prentice Hall Inc.
- Okendu, J.N. (2012). The Impact of School Administrative Structure and Adequate Supervision on the improvement of instructional processes. *Academic Research International Journal*, 2(3),497-500.
- National Open University of Nigeria (NOUN, 2004): *Educational Administration and management*: Lagos: Press craft, production Company.
- National Open University of Nigeria (NOUN, 2006) *Supervision of instruction in Education*: Lagos: Press craft, production Company.
- Usman, Y.D. (2016) *Educational Resources: An Integral Component for Effective School Administration in Nigeria*. *Research on Humanities and Social Sciences* 6(13), 2224-5766
- Gunawan, P. and Penelitan, K.M. (2019): Universitas Negeri Malang, Penerbit UM Press.
- Mensah, P.O. (2023). Assessment, Evaluation and Monitoring of Teaching and Learning in Nigeria Primary Schools: Challenges and Implications for Teachers. *UtamaxJournal of Ultimate Research and Trends in Education*,5(1),70-81
- Gronlund, N. (2006). *Assessment of Student Achievement*. Third Custom Edition for the University of Alberta. Toronto: Pearson Education, Inc.
- Norton, L., Norton, B., & Shannon, L. (2013). Revitalising assessment design: What is holding new lecturers back? *Higher Education*, 66(2), 233–251.
- Carless, D. (2015). *Excellence in university assessment: Learning from award-winning teaching*. Abington: Routledge.

- Umar, A. (2018). The Impact of Assessment for Learning on Students Achievement in English for Specific Purposes A Case Study of Pre-Medical Students at Khartoum University: Sudan. *English Language Teaching, 11*(2), 1-15.
- Webber, K and Tschepikow, K. (2012). The role of learner-centred assessment in postsecondary organisational change. *Assessment in Education Principles Policy and Practice, 20*, 1-18.