



<https://www.tspedEducator.com>

Volume 24; Issue 2; October 2025; Page No. 149-156.

Influence of Human Resource Management on Effective Teaching and Learning in Public Junior Secondary Schools in Rivers State

*Uhuka, O.A.

Department of Educational Management, Rivers State University, Port Harcourt, Rivers State

*Corresponding author email: okechi-uhuka.anunobi@ust.edu.ng

Abstract

This study investigated the influence of human resource management on effective teaching and learning in public junior secondary schools in Rivers State. Two research questions and two hypotheses guided the study. The study adopted a descriptive survey design. The total population was 235 respondents consisting of 218 Rivers State Universal Basic Education Board Staff and 17 principals in all the public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State. A sample size of 235 respondents was used for the study. The instrument for the study was a self-structured questionnaire titled "Influence of Human Resource Management on Effective Teaching and Learning Questionnaire" which was on a 4-point rating scale. It was validated by experts in Department of Measurement and Evaluation and Educational Management. The instrument was pre-tested using a pilot sample size of 10 principals and a reliability index of 0.76 and 0.84 was obtained using Cronbach Alpha. Statistical mean and standard deviation were used to answer the research questions while the z-test was used in testing the formulated hypotheses at 0.05 level of significance. It was found that recruitment of teachers and induction of teachers influence effective teaching and learning in public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State. Based on the findings, it was recommended among others that there should be transparency and avoidance of political interference in the recruitment exercise of teachers in order to employ qualified teachers.

Keywords: Human Resource Management, Influence, Effective, Junior Secondary Schools, Public, Teaching and Learning

Introduction

The purpose of every school is to achieve the purported goals and objectives of the school. The goals and objectives of the school can only be achieved through the harmonization of the human resource available in the school. The provision of education has been considered to be the cornerstone of development forming the basis for literacy, skill acquisition, technological advancement and ability to harness human and material resources towards the achievement of societal goal (NPE, 2013). Education is one of the very important in any given society; it is a process by which abilities and capabilities of individuals are developed and designed for the actualization of human potential to enable the individual become something more than what he was before. The educational enterprise has to do with the gradual growth of human intellect, technical training, character and effective citizenship. For the sake of improvement and effectiveness in teaching and learning in public junior secondary schools (NPE, 2013). Wener and Desimone (2012) enumerates different scenarios for classroom management during teaching and learning process, for an effective teaching and learning, these strategies when implemented appropriately, can help create a classroom that is more conducive to learning; a credit to human resource management for quality academic performance in schools.

Human resource management is a vital aspect of school administration. It determines how effective the staff would

be in the discharge of their duties. An effective and efficient management of human resources contributes tremendously to effective teaching and learning, since personnel are in pole position of implementing policies geared towards the achievement of educational goals and objectives. Education is an instrument that builds individuals with knowledge relevant for development and nation building. That is why countries are strengthening the management of human resources in their educational system to have an effective system that reflects on the individuals. Federal Republic of Nigeria (FRN) in her National Policy on Education (NPE, 2013) stated that junior secondary education is the education which a child receives immediately after primary education. Children in this level of education are between the ages of twelve to eighteen. This level of education is the foundation for inculcating social values, norms, ideas and personal habits which prepares a child for adolescent. A key element towards effective teaching and learning in this level of education is proper management of human resources.

The attainment of expected standard in teaching and learning in junior secondary schools depends wholly on the quality and quantity of resources (human, financial and material) available. The human resource forms the most important of all the resources therein, in the absence of adequate human resources, the best infrastructures, sufficiency of finance and other material inputs will produce unsatisfactory results (Amadi, 2012). Human resources in the school system are people whose services aid the achievement of educational goals, it comprises of curriculum planners, school administrators, academic and non-academic staff who ensure the attainment of educational goals (Adesina 2018, cited in Abraham, 2009). The school as an organization has teachers as the core human resources for the teaching and learning process. The best aid to teaching and learning in every institution and every level of education depends heavily on teachers who executes programmes such as; inculcation of knowledge and skills, strategies for learning, sufficient and helpful feedback on students' advancement and consultation on students' problems (Uriri, 2019). Thus, the need for proper management of teachers to deliver the curriculum effectively which will bring about effective teaching and learning cannot be overemphasized.

Human resource management in education is essential and seen as a systematic approach towards the acquisition, motivation, development and control of the human resources in the educational sector. It involves obtaining, motivating, retaining and controlling employees to maximally achieve organizational and personal goals (Amie-Ogan, 2015). It aims at bringing together and developing into an organization, men and women who make up an enterprise and having regard for the well-being of the individual and of working groups to enable them make their best contribution to its success (Amadi, 2012).

In teaching and learning process, the management of human resources revolves around human resource management components such as; recruitment, training and development, performance appraisal, supervision and induction (Akinwumiju & Agabi, 2013). These mechanisms influence the teaching and learning process. Thus, in Rivers State, the Rivers State Universal Basic Education Board is charged with the responsibility of carrying out this specialist function at the junior secondary level of education. Under the Universal Basic education law (2005), the board is charged with the following responsibility such as; recruitment exercise, organizing induction programmes for newly employed teachers, provision of training programmes for teachers, appraising teachers' performance and supervision of teachers.

The management of human resource is very important because of its role in the attainment of educational objectives. Human resource management is a unique educational input necessary for the overall development of skill acquisition and literacy of the students. Ekundayo (2010) supported that human resource management within the educational system can be classified into teaching and non-teaching staff. The provision and availability of these resources is contributory to achieving excellence in the educational system. Human being is the most important and critical resource in the survival of any organization. The importance of human resource management cannot be overemphasized in the realization of improved delivery of effective education.

Noble professionals could be creative, resourceful and enterprising and result-oriented if they are content and satisfied with the environment in which they work. Human resource is a very important input and is regarded as the ultimate basis for the wealth of nations. Abraham (2013) revealed that human resource management is an active agent of developing the domains of the learners who accumulate capital exploit of natural resources, build and develop social, political and economic organizations, and who plan and implement national educational development programmes, discipline, leadership styles, supervision and inspection and coordination of school activities. All these are the responsibility of the personnel to execute if effectiveness must be achieved. As public junior secondary schools reorganize to gain competitive edge, human resource management plays a key role in helping learners to deal and adapt to, with a fast-changing environment and the greater demand for effective teaching and learning.

The teacher therefore is the most indispensable factor in the school and every level of education depends heavily on teachers for the execution of its programmes not lopsided the idea on the most number one citizen in the secondary setting "the students". Thus, when a nation expands its educational system without adequately planning

for supply and development of its teachers, the system suffers. Education is a systematic instruction for the development of learning and character or mental power. Agih (2015) noted that there are immediate and urgent needs for giving quality education to secondary school learners in order to build up their future. UNESCO (2012) stipulated that effective teaching is the provision of necessary learning environment and learning experience that enables all students to learn through making meaning from experience. It is when curriculum content and instructional approaches are continuously tailored to individual needs of students. Today, undoubtedly, human resource is the most important and unique asset that an organization has. Human resource management is a strategic, integrated and coherent approach to employment, development and well-being of people working in the school system. As people work together there is always a need for the organization to seek the welfare of its members to make sure that they are well developed to enable them function effectively.

The management of human resources starts with recruitment. Recruitment is the process of attracting, locating, identifying and screening job applicants to ensure that the most appropriate candidates are hired. Induction refers to familiarizing new employees with the job they are about to embark on. Training involves the acquisition of specific knowledge and skills for carrying out a specific job. Supervision is the process of bringing out improvement in the quality of instruction. Performance appraisal is a process of determining how well an employee has fared or performed over a period of time. Management of human resources in the school is a key determinant and has a direct influence on the teaching and learning process.

From the forgoing, it is pertinent to state that human resources play an undisputable role in ensuring and achieving effective teaching and learning. Hence, the need to efficiently manage human resources comprehensively for effective teaching and learning cannot be overemphasized. It is against this background that this study examined perceived influence of human resource management on effective teaching and learning in public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State.

Statement of the Problem

Junior secondary education is a crucial level of education in a child's life. It has goals and objectives which are to be achieved as stated by the National Policy on Education (2013). This has therefore placed a huge responsibility on Rivers State Universal Basic Education Board who are charged with the responsibility of not only recruiting teachers at the junior secondary education level but also ensure that they are properly managed in terms of induction, training, supervision and performance appraisal with a view of meeting the school objectives.

However, the management of human resources in Nigerian educational system, specifically public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State is on the decline. As a result of the study's content constructs, first, teachers are poorly recruited due to nepotism, political interference and favouritism which affect the quality of teachers' performance. Furthermore, the last induction in the sector was conducted in 2013 by Rivers State Government (thirteen thousand employed), no induction since then whereas political employment into the teaching profession has been made. Also, inadequate training for teachers to enable them develop and acquire skills to meet current trends in the educational sector is a mirage, this is because many teachers have root in noble profession couple with dearth in school supervision by the supervisors or administrators due to poor appraisal in form of promotion, fringe benefits, etc, these limit the knowledge of teachers' performance causing negligence in terms of teaching and learning and identification of training needs. These are indications that management of human resources at the public junior secondary level of education in the state is faulty. In a society where there is public cry on the falling standard of education, much energy is needed. Based on the aforementioned, the researcher investigated influence of human resource management on effective teaching and learning in public junior secondary schools in Rivers State.

Purpose of the Study

The purpose of this study was to investigate the influence of human resource management on effective teaching and learning in public junior secondary schools in Rivers State. Specifically, the objective of the study was to:

1. Determine the influence of recruitment of teachers on effective teaching and learning as perceived by Rivers State Universal Basic Education Board staff and principals in public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State.
2. Examine the influence of induction of teachers on effective teaching and learning as perceived by Rivers State Universal Basic Education Board staff and principals in public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State.

Research Questions

The following research questions guided the study:

1. How does recruitment of teachers influence effective teaching and learning as perceived by Rivers State Universal Basic Education Board staff and principals in public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State?
2. How does induction of teachers influence effective teaching and learning as perceived by Rivers State Universal Basic Education Board staff and principals in public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State?

Hypotheses

For the purpose of this study, the following null hypotheses guided the study:

Ho₁ There is no significant difference between the mean responses of Rivers State Universal Basic Education Board staff and principals on the influence of recruitment of teachers on effective teaching and learning in public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State.

Ho₂ There is no significant difference between the mean responses of Rivers State Universal Basic Education Board staff and principals on the influence of induction of teachers on effective teaching and learning in public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State.

Methodology

The study adopted a descriptive survey design. The total population was 235 respondents consisting of 218 Rivers State Universal Basic Education Board Staff and 17 principals in all the public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State. A sample size of 235 respondents was used for the study. The instrument for the study was a 25 item self-structured questionnaire titled “Perceived Influence of Human Resource Management on Effective Teaching and Learning Questionnaire” which was on a 4-point rating scale of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. It was validated by 2 experts in the Department of Measurement and Evaluation and Educational Management. The instrument was pre-tested using a pilot sample size of 10 principals in public Junior secondary schools in Abia state, which is not part of the sampled population and a reliability index of 0.76 and 0.84 was obtained using Cronbach Alpha. Statistical mean and standard deviation were used to answer the research questions while the z-test was used in testing the formulated null hypotheses at 0.05 level of significance. The decision rule was to accept the null hypotheses where the calculated z-value was less than critical z-critical value of ± 1.96 , but rejected the null hypotheses where the calculated z-value was greater than critical z-critical value of ± 1.96 .

Results

Research Question 1: How does recruitment of teachers influence effective teaching and learning as perceived by Rivers State Universal Basic Education Board staff and principals in public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State?

Table 1: Mean Responses of Rivers State Universal Basic Education Board Staff and Principals on How Recruitment of Teachers Influence Effective Teaching and Learning in Public Junior Secondary Schools.

S/N	Item	RSUBEB Staff N=218		Principals N=17		Average mean set	Decision
		\bar{X}	SD	\bar{X}	SD		
1	Adequate publicity done to ensure that qualified teachers are recruited influence effective delivery of curriculum	3.25	0.72	2.95	0.58	3.10	SA
2	Recruiting teachers when principals make request in areas of need influence the quality of instruction	3.00	0.60	3.09	0.53	3.05	SA
3	Conducting recruitment in ways to match the characteristics and motivation of teachers contributes to effective teaching and learning	2.77	0.50	3.04	0.62	2.91	A
4	Placement of teachers in their subject areas of specialization promotes effective transmission of knowledge from the teacher to students	3.19	0.69	3.30	0.76	3.25	SA
5	Avoidance of political interference during recruitment exercise leads to employment of qualified teachers who ensure that curriculum content and instructional approaches are continuously tailored to individual needs of students	2.69	0.52	3.11	0.65	2.90	A
Grand Mean/SD		2.98	0.61	3.10	0.63	3.04	SA

Source: Field Survey, 2025

The analyzed data in Table 1 above for research question 1, revealed that all the items 1, 2, 3, 4 and 5 had mean scores of 3.25, 3.00, 2.77, 3.19 and 2.69 with standard deviation of 0.72, 0.60, 0.50, 0.69 and 0.52 for Rivers State Universal Basic Education Board Staff and 2.95, 3.09, 3.04, 3.30 and 3.11 with standard deviation of 0.58, 0.53, 0.62, 0.76 and 0.65 for principals, and revealed the influence of recruitment of teachers on effective teaching and learning as perceived by Rivers State Universal Basic Education Board staff and principals in public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State. In summary with grand mean 2.98 and 3.10 which was above the criterion mean of 2.50, this indicated that the respondents were on the same agreement that recruitment of teachers influence effective teaching and learning through adequate publicity done to ensure that most qualified teachers were recruited, recruiting teachers when principals made request in areas of need, conducting recruitment in way to match the characteristics and motivation of teachers, placement of teachers in their subject areas of specialization and avoidance of political interference during recruitment exercise leads to employment of qualified teachers.

Research Question 2: How does induction of teachers influence effective teaching and learning as perceived by Rivers State Universal Basic Education Board staff and principals in public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State?

Table 2: Mean Responses of Rivers State Universal Basic Education Board Staff and Principals on How Induction of Teachers Influence Effective Teaching and Learning in Public Junior Secondary Schools.

S/N	Item	RSUBEB Staff N=218		Principals N=17		Average mean set	Decision
		\bar{X}	SD	\bar{X}	SD		
6.	Familiarizing teachers with work environment and tools promotes their effective mastery of subject content	3.31	0.78	2.90	0.72	3.11	SA
7.	Introducing teachers to the practices, policies and vision of the school facilitates effective teaching and learning	3.08	0.61	2.65	0.51	2.87	A
8.	Conducting induction for newly engaged teachers to reduce the violation of rules, accidents, resignation and grievances enhance the quality of instruction	3.13	0.77	3.09	0.73	3.11	SA
9.	Assisting teachers to develop confidence thereby avoiding mistakes, motivates effective assessment of students which improves effective teaching and learning	2.73	0.63	2.96	0.69	2.85	A
10.	Induction minimizes the challenges confronting teachers in the teaching and learning process which paves way for effective transmission of knowledge	3.20	0.79	3.05	0.76	3.13	SA
Grand Mean/SD		3.09	0.72	2.93	0.68	3.01	SA

Source: Field Survey, 2025

Table 2 above for research question 2, shows that all the items 6, 7, 8, 9 and 10 had mean scores of 3.31, 3.08, 3.13, 2.73 and 3.20 with standard deviation of 0.78, 0.61, 0.77, 0.63 and 0.79 for Rivers State Universal Basic Education Board staff and 3.11, 2.87, 3.11, 2.85 and 3.13 with standard deviation of 0.72, 0.51, 0.73, 0.69 and 0.76 for principals, and revealed the influence of induction of teachers on effective teaching and learning as perceived by Rivers State Universal Basic Education Board staff and principals in public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State. In summary with grand mean of 3.09 and 2.93 which were above the criterion mean of 2.50, this indicated that the respondents were on the same agreement that induction of teachers influence effective teaching and learning through familiarizing teachers with work environment and tools, introducing teachers to the practices, policies and vision of the school, conducting induction for newly teachers to reduce the violation of rules, accidents, resignation and grievances, assisting teachers to developed confidence thereby avoiding mistakes and minimizing the challenges confronting teachers in the teaching and learning process.

Testing of Hypotheses

H_0 There is no significant difference between the mean responses of Rivers State Universal Basic Education Board staff and principals on the influence of recruitment of teachers on effective teaching and learning in public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State.

Table 3: z-test Analysis of Difference Between the Mean Responses of Rivers State Universal Basic Education Board Staff and Principals on the Influence of Recruitment of Teachers on Effective Teaching and Learning in Public Junior Secondary Schools.

Respondents	N	\bar{X}	SD	Df	SL	z-cal.	z-tab.	Decision
RSUBEB Staff	218	2.98	0.61					
				233	0.05	-0.76	± 1.96	Accepted
Principals	17	3.10	0.63					

Source: Field Survey, 2025

Data on Table 3 above revealed z-test analysis of difference between the mean responses of Rivers State Universal Basic Education Board staff and principals on the influence of recruitment of teachers on effective teaching and learning in public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State. At 0.05 level of significance and 233 degrees of freedom, the z-calculated value of -0.76 was less than the z-critical value of ± 1.96 , the null hypothesis was therefore accepted.

H_0 There is no significant difference between the mean responses of Rivers State Universal Basic Education Board staff and principals on the influence of induction of teachers on effective teaching and learning in public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State.

Table 4: z-test Analysis of Difference Between the Mean Responses of Rivers State Universal Basic Education Board staff and Principals on the Influence of Induction of Teachers on Effective Teaching and Learning in Public Junior Secondary Schools.

Respondents	N	\bar{X}	SD	Df	SL	z-cal.	z-tab.	Decision
RSUBEB Staff	218	3.09	0.72					
				233	0.05	-0.74	± 1.96	Accepted
Principals	17	2.93	0.68					

Source: Field Survey, 2025

Table 4 above shows the z-test analysis of difference between the mean responses of Rivers State Universal Basic Education Board staff and principals on the influence of induction of teachers on effective teaching and learning in public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State. At 0.05 level of significance and 233 degrees of freedom, the z-calculated value of -0.74 was less than the z-critical value of ± 1.96 , the null hypothesis was therefore accepted.

Discussion

Findings on research question 1 on table 1 revealed that Rivers State Universal Basic Education Board staff and principals strongly agreed that recruitment of teachers influence effective teaching and learning in public junior secondary schools with average mean score of 3.04. This finding is in line with the view of Darling-Hammond (2010) who noted that to effectively influence teaching and learning, the recruitment of teachers should be done in a way to match the characteristics and motivation of teachers, so as to attract quality teachers (i.e., those who are well prepared, experienced and accomplished).

Findings on research question 2 on table 2 revealed that Rivers State Universal Basic Education Board staff and principals strongly agreed that induction of teachers influence effective teaching and learning in public junior secondary schools with average mean score of 3.01. This finding is in consonance with Wong and Wong (2010) who asserted that induction rehabilitates newly teachers into the new surroundings and introduce them to the practices, policies and purposes of the school.

Hypothesis 1 on table 3 showed that there is no significant difference between the mean responses of Rivers State Universal Basic Education Board staff and principals on the influence of recruitment of teachers on effective teaching and learning in public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State with z-calculated value of -0.76 which was less than z-critical value of ± 1.96 . This finding was in consonance with an empirical study carried out by Njoku (2018) titled analysis of human resource management for quality education delivery in public senior secondary schools in Imo State and found out that there is no significant difference between the opinion scores of principals and teachers on the methods adopted for recruitment/selection

of human resources to reduce bureaucratic bottle neck.

Hypothesis 2 on table 4 showed there that is no significant difference between the mean responses of Rivers State Universal Basic Education Board staff and principals on the influence of induction of teachers on effective teaching and learning in public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State with z-calculated value of -0.74 which was less than z-critical value of ± 1.96 . This finding agreed with an empirical study carried out by Okonkwo (2014) on human resource management and effective curriculum implementation in Ebonyi State and found out that there is no significant difference between the opinion scores of principals and teachers on the influence of induction on teachers' productivity.

Conclusion

Based on the findings of this study, it was deduced that achieving expected educational standards in teaching and learning is only possible through teachers because the greatest aid to teaching and learning in every institution and every level of education depends heavily on teachers for the execution of its programmes. Hence, proper management of teachers increases the extent to which they perform and also increases the extent to which they acquire requisite skills and knowledge of current trends in educational sector towards delivering the curriculum effectively which in turn influence effective teaching and learning as one of the indices of quality education. Therefore, it was concluded that conducting fair recruitment exercise, organizing induction programmes for beginning teachers, adequate staff training, strengthened supervision and conducting periodic performance appraisal for teachers influence effective teaching and learning in public junior secondary schools in Eleme and Oyigbo Local Government Areas of Rivers State.

Recommendations

1. There should be transparency in the recruitment exercise of teachers and government should try as much as possible to avoid political interference in the area of employment so as to be able to obtain qualified teachers for the teaching job.
2. Educational managers should ensure that newly engaged teachers are adequately inducted/oriented about the teaching profession. Familiarizing them with the policies, practices and what is expected of them should be enforced so that mistakes on the part of new teachers will be reduced.
3. Public Junior secondary school managers should ensure teachers are trained and retrained so as to improve their competencies but helping them acquire skills and knowledge that will enable them deliver the curriculum effectively so as to bring about effective teaching and learning.

References

Abraham, N. M. (2009). *Educational Administration in Nigeria*. Port Harcourt: Pan Unique Publishers.

Agih, E. (2015). *Human resource management practices and employee retention in private schools in Rivers State*. Unpublished M.Ed. Dissertation, University of Port Harcourt.

Akinwumiju, J. A & Agabi, C. O. (2013). Foundations of school management. (2nd ed.). University of Port Harcourt Press Ltd

Amadi, E. C. (2012). Administration & personnel development in adult & community education: A Module. Harey Publications, Port Harcourt.

Amie-Ogan, T. O. (2015). Organizational theories and personnel administration in education. A lecture note. Port Harcourt: Rivers State University, Nigeria.

Darling-Hammond, L. (2010). Recruiting and retaining teachers: Turning around the race to the bottom in high-need schools. *Journal of Curriculum and Instruction*, 4(1), 16-32.

Dishena, R. N. (2014). Beginner teachers' perceptions of school-based induction programmes at selected primary schools in Windhoek - Namibia. Unpublished M.Ed. thesis. Pretoria:

Ekundayor, M. (2006). *Understanding Economics of Education*, Port Harcourt: Ragle Pluviograph Press.

Federal Republic of Nigeria (2013). *National Policy on Education* (6th ed.). Lagos NERDC Press.

Gamage, A. S. (2014). Recruitment and selection practices in manufacturing SMEs in Japan: An analysis of the link with business performance. *Ruhuna Journal of Management and Finance*, 1(1), 37-52

Njoku, B. (2018). Human resources development and utilization in the Nigerian armed forces. In A.D. Yahaya and C.I. Akinyele (Eds.), Human resources development and utilization, Lagos: ASCON.

Okonkwo. (2014). One more reason not to cut your training budget: The relationship between training and organizational outcomes. *Public Personnel Management*, 35(2), 163-171.

Uriri, C. (2019). *Perceived influence of quality assurance techniques on teaching and learning in secondary schools in Rivers State*. Unpublished M.ed thesis, Rivers State University.

Werner, J. M. & Desimone, R. L. (2012). Human resource development. (6th ed.), South-Western Cengage Learning.

Wong, H., & Wong, R. (2010). *Significant research and readings on comprehensive induction*.