Article

Evaluating the effectiveness of human resources practices on teaching and learning outcomes in primary education

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Abstract: This study evaluates the effectiveness of human resources (HR) practices on teaching and learning outcomes in primary education. The research was guided by four research questions and two research hypotheses. The study utilized a survey design via Google Forms for efficient data collection on human resources practices' effectiveness in primary education. The questionnaire, validated by experts, garnered 60 responses within a month. Data analysis in Statistical Package for the Social Sciences (SPSS) included descriptive statistics and analysis of variance (ANOVA) techniques, adhering to ethical standards. The findings highlight the importance of HR practices that accommodate diversity, support inclusivity, and foster a sense of belonging for all students. Challenges in implementing inclusive HR practices are also identified, emphasizing the need for ongoing efforts to promote inclusivity and equity in primary education. The study concludes by advocating for the development and implementation of effective HR strategies to enhance teaching and learning outcomes in primary education.

Keywords: effectiveness; human resources practices; teaching; learning outcomes; primary education

1. Introduction

Human resources practices play a crucial role in shaping the quality of education and learning outcomes in primary education. Human resources practices in schools encompass recruitment, hiring, training, and managing staff to foster a conducive educational environment (Al-Daboub et al., 2024). These practices ensure compliance with regulations, promote diversity, and address employee needs. Recruitment involves sourcing candidates, screening, and selecting the best fit for positions. Once hired, training programs enhance skills and align educators with school objectives. Efficient management involves performance evaluations, conflict resolution, and fostering a positive work culture. Human resources also manage benefits, payroll, and employee relations, striving to create an environment that supports both staff and student success while upholding educational standards and institutional values (Shilling, 2023).

Therefore, effective human resource management encompasses various strategies and initiatives aimed at recruiting, developing, motivating, and retaining qualified teachers, which in turn, can positively impact teaching quality and student achievement. Effective recruitment and selection practices are fundamental in ensuring that primary schools attract and retain high-quality teachers. Studies by Alajlani and Yesufu (2022) emphasized the importance of transparent and merit-based recruitment processes to ensure that qualified candidates are selected.

Additionally, strategies such as targeted recruitment campaigns, partnerships with teacher training institutions, and comprehensive screening procedures contribute to the recruitment of competent educators (Gomes et al., 2023).

Investing in teacher training and continuous professional development (CPD) programs is essential for enhancing teaching effectiveness and student learning outcomes. Research by Cesário et al. (2022) highlighted the positive impact of CPD initiatives on teacher motivation, instructional practices, and student engagement. Providing opportunities for ongoing training, workshops, and mentorship programs enables teachers to acquire new skills, stay updated with educational trends, and improve classroom practices (Uy et al., 2024). Implementing robust performance evaluation systems and providing constructive feedback to teachers are critical aspects of effective human resources practices in education. Studies by Eiamsa-Ard et al. (2014) emphasized the importance of regular performance assessments based on clear criteria and standards. Feedback mechanisms, including peer evaluations, self-assessment tools, and feedback from students and parents, facilitate continuous improvement and accountability among educators (Dolati et al., 2015).

Incentives and recognition programs are valuable tools for motivating and retaining talented teachers in primary education. Research by Mintrop et al. (2018) demonstrated that financial incentives, awards for exemplary teaching practices, and career advancement opportunities positively influence teacher morale and job satisfaction. Recognizing teachers' contributions and achievements fosters a culture of excellence and dedication within schools (Saddique and Raja, 2022). Creating collaborative learning communities within schools promotes professional growth, knowledge sharing, and collaboration among teachers. Studies by Candrasari et al. (2023) emphasized the benefits of collaborative planning sessions, professional learning communities (PLCs), and collaborative inquiry projects. Collaborative environments provide opportunities for teachers to exchange ideas, share best practices, and collaborate on instructional strategies that enhance student learning outcomes.

The effectiveness of human resources practices on teaching and learning outcomes in primary education represents a critical yet underexplored area of research. Despite the acknowledged importance of quality teaching and learning experiences in primary schools, there remains a significant gap in understanding how human resources practices impact these outcomes. One conspicuous problem lies in the lack of comprehensive studies that specifically investigate the relationship between HR practices and educational effectiveness within the primary education context. Existing research often focuses on broader educational settings or secondary and tertiary levels, failing to address the unique challenges and nuances present in primary education (Batista et al., 2022; Faizuddin et al., 2022). Furthermore, while there is recognition of the pivotal role of teachers in shaping student outcomes, there is limited empirical evidence regarding the specific HR practices that contribute to teacher effectiveness and subsequently impact student learning. This gap in knowledge inhibits the development of targeted strategies and policies aimed at optimizing HR practices to enhance teaching quality and student achievement in primary schools.

Additionally, variations in HR practices across different primary schools,

regions, and socio-economic contexts exacerbate the complexity of the issue. Understanding these variations and their implications for teaching and learning outcomes is essential for informing evidence-based interventions and fostering educational equity. Therefore, this study aims to address these gaps by systematically examining the effectiveness of HR practices on teaching quality and learning outcomes in primary education, thereby contributing to the advancement of educational research and policy development.

1.1. Research questions

1) How does professional development influence the pedagogical skills of primary school teachers?

2) How do teacher retention initiatives impact teaching and learning outcomes in primary education?

3) What is the effectiveness of mentoring for new teachers in improving classroom management?

4) How well-aligned are HR policies with diverse student needs for inclusive education?

1.2. Research hypotheses

1) There is no significant difference in the influence of professional development on the pedagogical skills of male and female primary school teachers.

2) There is no significant difference in the effectiveness of mentoring as perceived by male and female teachers in improving classroom management.

2. Methodology

The study was conducted across Anambra State, employing a survey design facilitated through Google Forms. This digital approach streamlined data collection, offering an efficient means to address the research question. The questionnaire, distributed digitally, solicited respondents' opinions on the effectiveness of human resources practices in primary education. Furthermore, it provided space for brief suggestions to enhance teacher quality practices. Utilizing a 4-point Likert scale, respondents rated their agreement levels, ranging from strongly agree (4) to strongly disagree (1). Prior to distribution, the questionnaire underwent rigorous validation by experts from relevant departments, ensuring clarity, suitability, and relevance. Their insights were incorporated into the final instrument. Upon receiving 60 responses within a month, data was extracted from Google Forms and meticulously cleaned to address inconsistencies. Subsequent analysis in SPSS focused on exploring correlations, trends, and associations across various facets of teaching, learning, and human resources policies, illuminating insights critical for educational improvement. Additionally, the data analysis also involved analysis of variance (ANOVA) techniques. This statistical method was applied to test the study's hypotheses. Throughout the research process, ethical considerations were strictly adhered to. Participants were informed about the study's purpose and assured of their anonymity and confidentiality.

3. Results

This section provides a comprehensive overview of the study population's demographic characteristics, including gender distribution and age range.

3.1. Demographics

Table 1 illustrates the gender distribution and age range of respondents. Among the 60 participants, 83.3% were female and 16.7% were male. In terms of age, the majority fell within the range of 23–32 years, comprising 58.3% of respondents. Specifically, 28.3% were aged 23–27 years, and 30% were aged 28–32 years. Those aged 33–43 years represented 28.3%, while respondents aged 43–65 years made up 13.3% collectively. Notably, the age group of 19–22 years accounted for only 3.3% of respondents. This distribution reflects a predominantly female and relatively young sample, with significant representation in the late twenties to early thirties.

Table 1. Gender profile and age range of the respondents (Source: Author's fieldwork, 2024).

		Frequency	Percent	Valid percent	Cumulative percent
	19–22years	2	3.3	3.3	3.3
	23–27 years	17	28.3	28.3	31.7
	28–32 years	18	30.0	30.0	61.7
Age	33–43 years	17	28.3	28.3	90.0
	43–53 years	3	5.0	5.0	95.0
	54–65 years	3	5.0	5.0	100.0
	Total	60	100.0	100.0	-
	Male	10	16.7	16.7	16.7
Gender	Female	50	83.3	83.3	100.0
	Total	60	100.0	100.0	-

3.2. Descriptive statistics

Research question one: How does professional development influence the pedagogical skills of primary school teachers?

Table 2 showcases the impact of various professional development avenues on primary school teachers' pedagogical skills. Ongoing professional development significantly enhances instructional strategies (Mean = 2.97), while workshops and seminars refine classroom management (Mean = 2.80). Updated training sessions strengthen subject knowledge proficiency (Mean = 2.83), and exposure to new technologies enriches interactive learning experiences (Mean = 2.83). Specialized training enables teachers to address diverse student needs, though comparatively less impactful (Mean = 2.50).

Table 2. Professional development influence on the pedagogical skills of primary school teachers (Source: Author's fieldwork, 2024).

| | | Statistic | Std. error | Bootstrap[a] | | | |
| | | | | Bias | Std. error | 95% confidence interval | |
						Lower	Upper
Ongoing professional development enhances teachers' instructional strategies effectively.	N	60		0	0	60	60
	Mean	2.97		−0.01	0.13	2.71	3.29
	Std. Deviation	1.008		−0.009	0.014	0.946	1.008
	Variance	1.016		−0.017	0.028	0.894	1.017
	Skewness	0.068	0.309	0.023	0.271	−0.620	0.631
	Kurtosis	−2.065	0.608	0.078	0.133	−2.070	−1.472
Workshops and seminars refine educators' classroom management techniques.	N	60		0	0	60	60
	Mean	2.80		0.00	0.13	2.47	3.01
	Std. Deviation	0.988		−0.009	0.036	0.853	1.008
	Variance	0.976		−0.016	0.067	0.728	1.017
	Skewness	0.419	0.309	0.006	0.306	−0.028	1.294
	Kurtosis	−1.889	0.608	0.100	0.382	−2.070	−0.339
Updated training sessions strengthen teachers' subject knowledge proficiency.	N	60		0	0	60	60
	Mean	2.83		0.00	0.12	2.55	3.08
	Std. Deviation	0.994		−0.008	0.027	0.895	1.008
	Variance	0.989		−0.015	0.051	0.803	1.017
	Skewness	0.347	0.309	0.014	0.267	−0.165	1.056
	Kurtosis	−1.946	0.608	0.083	0.282	−2.070	−0.876
Exposure to new technologies enriches interactive learning experiences.	N	60		0	0	60	60
	Mean	2.83		0.00	0.13	2.57	3.11
	Std. Deviation	0.994		−0.009	0.023	0.911	1.008
	Variance	0.989		−0.018	0.044	0.830	1.017
	Skewness	0.347	0.309	0.018	0.281	−0.234	0.971
	Kurtosis	−1.946	0.608	0.094	0.226	−2.070	−1.086
Specialized training equips teachers to address diverse student needs.	N	60		0	0	60	60
	Mean	2.50		−0.01	0.10	2.25	2.68
	Std. Deviation	0.873		−0.013	0.069	0.654	0.955
	Variance	0.763		−0.019	0.112	0.435	0.913
	Skewness	1.185	0.309	0.069	0.397	0.693	2.449
	Kurtosis	−.619	0.608	0.334	1.371	−1.572	4.424

a. Unless otherwise noted, bootstrap results are based on 60 bootstrap samples.

Research question two: How do teacher retention initiatives impact teaching and learning outcomes in primary education?

Table 3 shows that teacher retention initiatives significantly impact primary education outcomes. Stable teaching environments, indicated by a mean of 2.33, foster continuity and community (Skewness = 1.835). Reduced turnover, with a mean of 2.60, minimizes disruptions to student learning experiences (Kurtosis = −1.241). Long-term teacher relationships, mean of 2.97, enhance student engagement

and rapport (Kurtosis = −2.065). Continuity supports implementing lasting instructional strategies (Mean = 2.77), promoting stability and effectiveness (Skewness = 0.492).

Table 3. How teacher retention initiatives impact teaching and learning outcomes in primary education (Source: Author's fieldwork, 2024).

| | | Statistic | Std. error | Bootstrap[a] | | | |
| | | | | Bias | Std. error | 95% confidence interval | |
						Lower	Upper
Effective retention programs foster a stable teaching environment.	N	60		0	0	60	60
	Mean	2.33		0.01	0.09	2.14	2.53
	Std. Deviation	0.752		−0.004	0.084	0.510	0.892
	Variance	0.565		0.002	0.120	0.263	0.795
	Skewness	1.835	0.309	0.047	0.527	1.083	3.555
	Kurtosis	1.413	0.608	0.461	2.601	−0.858	11.332
Reduced turnover minimizes disruptions to students' learning experiences.	N	60		0	0	60	60
	Mean	2.60		0.01	0.11	2.37	2.81
	Std. Deviation	0.924		−0.005	0.051	0.780	0.991
	Variance	0.854		−0.007	0.091	0.609	0.981
	Skewness	0.895	0.309	0.007	0.303	0.390	1.679
	Kurtosis	−1.241	0.608	0.107	0.638	−1.912	0.846
Long-term teacher relationships contribute to student engagement and rapport.	N	60		0	0	60	60
	Mean	2.97		0.00	0.15	2.68	3.23
	Std. Deviation	1.008		−0.011	0.014	0.953	1.008
	Variance	1.016		−0.021	0.028	0.908	1.017
	Skewness	0.068	0.309	−0.002	0.308	−0.492	0.700
	Kurtosis	−2.065	0.608	0.096	0.137	−2.070	−1.536
Teacher continuity supports the implementation of long-term instructional strategies.	N	60		0	0	60	60
	Mean	2.77		−0.02	0.12	2.53	2.95
	Std. Deviation	0.981		−0.013	0.033	0.892	1.007
	Variance	0.962		−0.025	0.064	0.795	1.014
	Skewness	0.492	0.309	0.061	0.279	0.109	1.083
	Kurtosis	−1.819	0.608	0.146	0.341	−2.057	−0.858
Stable teaching staff fosters a sense of community and belonging.	N	60		0	0	60	60
	Mean	2.37		0.02	0.11	2.19	2.58
	Std. Deviation	0.780		0.001	0.087	0.586	0.915
	Variance	0.609		0.009	0.133	0.344	0.837
	Skewness	1.679	0.309	0.008	0.491	0.950	2.880
	Kurtosis	0.846	0.608	0.274	1.884	−1.135	6.543

a. Unless otherwise noted, bootstrap results are based on 60 bootstrap samples.

Research question three: What is the effectiveness of mentoring for new teachers in improving classroom management?

Mentoring significantly improves classroom management for new teachers. It

offers guidance in navigating challenges (Mean = 2.93) and facilitates personalized techniques (Mean = 3.04), fostering a supportive environment (Mean = 3.11). Ongoing mentorship promptly addresses emerging issues (Mean = 2.50), aiding in skill refinement. Mentorship cultivates a positive learning atmosphere (Mean = 3.25), enhancing the overall classroom experience. These findings underscore the importance of mentoring in equipping new teachers with the skills and support necessary for effective classroom management and conducive learning environments (**Table 4**).

Table 4. Effectiveness of mentoring for new teachers in improving classroom management (Source: Author's fieldwork, 2024).

| | | Statistic | Std. error | Bootstrap[a] | | | |
| | | | | Bias | Std. error | 95% confidence interval | |
						Lower	Upper
Mentoring offers guidance for navigating classroom management challenges.	Mean	2.93		−0.01	0.13	2.69	3.22
	Std. Deviation	1.006		−0.009	0.015	0.957	1.009
	Variance	1.013		−0.018	0.030	0.916	1.018
	Skewness	0.147	0.319	0.015	0.282	−0.470	0.683
	Kurtosis	−2.053	0.628	0.086	0.140	−2.075	−1.584
Inclusive HR policies prioritize equitable access to educational opportunities.	Mean	3.04		0.02	0.13	2.84	3.37
	Std. Deviation	1.008		−0.010	0.019	0.929	1.009
	Variance	1.017		−0.019	0.037	0.866	1.018
	Skewness	−0.073	0.319	−0.037	0.290	−0.845	0.328
	Kurtosis	−2.070	0.628	0.093	0.203	−2.075	−1.253
Mentoring fosters a supportive environment for refining classroom management skills.	Mean	3.11		−0.02	0.14	2.81	3.39
	Std. Deviation	1.003		−0.008	0.019	0.930	1.009
	Variance	1.006		−0.015	0.036	0.865	1.018
	Skewness	−0.222	0.319	0.030	0.295	−0.862	0.405
	Kurtosis	−2.025	0.628	0.076	0.180	−2.075	−1.295
Ongoing mentorship addresses emerging classroom management issues promptly.	Mean	2.50		0.00	0.10	2.29	2.71
	Std. Deviation	0.874		−0.010	0.063	0.711	0.967
	Variance	0.764		−0.013	0.105	0.507	0.935
	Skewness	1.187	0.319	0.045	0.347	0.613	2.074
	Kurtosis	−0.615	0.628	0.236	0.989	−1.686	2.430
Mentoring cultivates a positive and conducive learning atmosphere.	Mean	3.25		0.03	0.15	2.95	3.65
	Std. Deviation	0.977		−0.020	0.053	0.763	1.008
	Variance	0.955		−0.037	0.095	0.585	1.017
	Skewness	−0.531	0.319	−0.091	0.382	−1.784	0.103
	Kurtosis	−1.783	0.628	0.257	0.707	−2.070	1.294

a. Unless otherwise noted, bootstrap results are based on 60 bootstrap samples.

Research question four: How well-aligned are HR policies with diverse student needs for inclusive education?

Table 5 illustrates the alignment of human resources (HR) policies with the

diverse needs of students for inclusive education. HR policies effectively adapt to accommodate diverse student populations, with a mean score of 2.50. Inclusive HR policies prioritize equitable access to educational opportunities, reflected in a mean score of 2.40. HR initiatives support the integration of inclusive practices in education, with a mean score of 3.40, and regular reviews ensure these policies evolve to address changing student needs, with a mean score of 3.20. Inclusive HR practices foster a sense of belonging for all students, scoring an average of 3.30.

Table 5. Alignment of HR policies with diverse student needs for inclusive education (Source: Author's fieldwork, 2024).

| | | Statistic | Std. error | Bootstrap[a] | | | |
| | | | | Bias | Std. error | 95% confidence interval | |
						Lower	Upper
HR policies adapt to accommodate diverse student populations effectively.	N	60		0	0	60	60
	Mean	2.50		0.00	0.10	2.32	2.70
	Std. Deviation	0.873		−0.008	0.061	0.739	0.962
	Variance	0.763		−0.010	0.105	0.546	0.925
	Skewness	1.185	0.309	0.033	0.340	0.645	1.906
	Kurtosis	−0.619	0.608	0.200	0.893	−1.640	1.697
Inclusive HR policies prioritize equitable access to educational opportunities.	N	60		0	0	60	60
	Mean	2.40		0.01	0.09	2.23	2.64
	Std. Deviation	0.807		−0.003	0.069	0.647	0.940
	Variance	0.651		−0.001	0.109	0.419	0.883
	Skewness	1.539	0.309	0.021	0.380	0.794	2.450
	Kurtosis	0.379	0.608	0.214	1.300	−1.402	4.139
HR initiatives support the integration of inclusive practices in education.	N	60		0	0	60	60
	Mean	3.40		0.00	0.13	3.15	3.60
	Std. Deviation	0.924		−0.012	0.055	0.807	0.995
	Variance	0.854		−0.020	0.100	0.651	0.991
	Skewness	−0.895	0.309	−0.044	0.341	−1.539	−0.305
	Kurtosis	−1.241	0.608	0.201	0.670	−1.954	0.379
Regular reviews ensure HR policies address evolving student needs.	N	60		0	0	60	60
	Mean	3.20		0.01	0.14	2.91	3.48
	Std. Deviation	0.988		−0.013	0.033	0.884	1.008
	Variance	0.976		−0.024	0.062	0.782	1.017
	Skewness	−0.419	0.309	−0.037	0.319	−1.124	0.199
	Kurtosis	−1.889	0.608	0.137	0.332	−2.070	−0.761
Inclusive HR practices foster a sense of belonging for all.	N	60		0	0	60	60
	Mean	3.30		0.01	0.14	2.99	3.61
	Std. Deviation	0.962		−0.016	0.051	0.799	1.007
	Variance	0.925		−0.027	0.094	0.640	1.014
	Skewness	−0.645	0.309	−0.056	0.356	−1.583	0.015
	Kurtosis	−1.640	0.608	0.207	0.622	−2.057	0.565

a. Unless otherwise noted, bootstrap results are based on 60 bootstrap samples.

3.3. Hypotheses testing

Hypothesis one: There is no significant difference in the influence of professional development on the pedagogical skills of male and female primary school teachers.

Table 6 presents the results of an analysis of variance (ANOVA) testing the difference in the influence of professional development on the pedagogical skills of male and female primary school teachers. The *F*-value (*F*) obtained from the test is 0.844, with a corresponding significance level (Sig.) of 0.525. In ANOVA, a significant result ($p < 0.05$) indicates that there is a difference between the groups being compared. In this case, since the significance level (0.525) is greater than 0.05, we fail to reject the null hypothesis. Therefore, there is insufficient evidence to conclude that there is a statistically significant difference in the influence of professional development on the pedagogical skills of male and female primary school teachers.

Table 6. ANOVA on the difference in the influence of professional development on the pedagogical skills of male and female primary school teachers (Source: Author's fieldwork, 2024).

	Sum of squares	df	Mean square	F	Sig.
Between groups	35.341	5	7.068	0.844	0.525
Within groups	452.392	54	8.378		
Total	487.733	59			

Hypothesis two: There is no significant difference in the effectiveness of mentoring as perceived by male and female teachers in improving classroom management.

Table 7 presents the results of an ANOVA examining the difference in the perceived effectiveness of mentoring for improving classroom management between male and female teachers. The *F*-value obtained from the test is 2.736, with a corresponding significance level (Sig.) of 0.028. Since the significance level (0.028) is less than the conventional threshold of 0.05, we reject the null hypothesis. Therefore, there is evidence to suggest that there is a statistically significant difference in the perceived effectiveness of mentoring for improving classroom management between male and female teachers.

Table 7. ANOVA on the difference in the effectiveness of mentoring as perceived by male and female teachers in improving classroom management (Source: Author's fieldwork, 2024).

	Sum of squares	df	Mean square	F	Sig.
Between groups	89.724	5	17.945	2.736	0.028
Within groups	354.209	54	6.559		
Total	443.933	59			

4. Discussion of results

Research question one focused on how professional development influences the pedagogical skills of primary school teachers. The result indicates that ongoing professional development enhances instructional strategies, while workshops and seminars refine classroom management techniques. This finding aligns with research indicating that updated training sessions strengthen teachers' subject knowledge proficiency (Copriady et al., 2021). Furthermore, exposure to new technologies enriches interactive learning experiences, improving teachers' ability to engage students effectively. In contrast, specialized training specifically equips teachers to address diverse student needs, enhancing inclusivity and support within the classroom (Haniko et al., 2024). Overall, these diverse avenues of professional development collectively contribute to the continuous improvement of pedagogical skills among primary school teachers, ensuring they remain effective and adaptable educators in today's dynamic educational landscape.

Research question two covered how teacher retention initiatives impact teaching and learning outcomes in primary education. The findings showed that reduced turnover in teaching staff significantly minimizes disruptions to students' learning experiences. This finding is supported by research indicating that maintaining a stable teaching staff is crucial for ensuring consistent learning environments and minimizing the negative impacts of staff turnover on student achievement (Hughes, 2014). In contrast, long-term teacher relationships play a vital role in fostering student engagement and rapport. Studies have shown that when teachers build strong and lasting relationships with their students, it leads to increased student motivation, participation, and academic success (Boonk et al., 2018). Moreover, teacher continuity supports the implementation of long-term instructional strategies. Research has found that when teachers remain in their positions for extended periods, they have more opportunities to refine and adapt their teaching methods to meet the evolving needs of their students. This finding is in line with previous studies that emphasize the importance of consistency and continuity in teaching for effective educational outcomes (Ko and Boswell, 2013). In a related study, Nistor et al. (2015) found that stable teaching staff fosters a sense of community and belonging within schools, which positively impacts student behavior and overall school climate.

Research question three examined the effectiveness of mentoring for new teachers in improving classroom management. It was seen that mentoring plays a pivotal role in enhancing classroom management skills among teachers. It offers guidance for navigating challenges associated with classroom management, providing novice teachers with valuable support and expertise. In a related study, Arslan et al. (2022) found that mentorship facilitates the implementation of personalized classroom management techniques, allowing teachers to tailor their approaches to meet the unique needs of their students. Furthermore, mentoring fosters a supportive environment for refining classroom management skills. This finding is corroborated by Whitlock (2024), who observed that ongoing mentorship addresses emerging classroom management issues promptly, enabling teachers to adapt and respond effectively to evolving classroom dynamics. In contrast,

Kutsyuruba and Godden (2019) found that mentoring cultivates a positive and conducive learning atmosphere, contributing to improved student behavior and academic outcomes. Together, these studies underscore the importance of mentoring in enhancing classroom management practices and fostering a positive learning environment in Nigerian primary schools.

Research question four was on HR policies and diverse student needs for inclusive education. The results showed that HR policies play a crucial role in creating inclusive educational environments that cater to the diverse needs of students. Recent studies indicate that HR policies effectively adapt to accommodate diverse student populations, ensuring equitable access to educational opportunities for all (Yonezawa and Shimmi, 2017). Also, a related study by Cobanoglu et al. (2018) found that HR initiatives actively support the integration of inclusive practices in education, fostering a more inclusive and welcoming school environment. Moreover, regular reviews of HR policies are essential to ensure they remain responsive to evolving student needs. Al-Daboub et al. (2024) observed that regular reviews of HR policies enable schools to identify and address gaps in support for diverse student populations, enhancing the effectiveness of inclusive education initiatives. In contrast, Shilling (2023) found that despite efforts to adapt HR policies, some schools still struggle to fully implement inclusive practices, resulting in students feeling marginalized or excluded. However, inclusive HR practices have been shown to foster a sense of belonging for all students. Alajlani and Yesufu (2022) highlighted that schools with inclusive HR practices create environments where every student feels valued and respected, leading to improved academic outcomes and overall well-being.

5. Implications for primary education studies

The implications of this study for primary education studies are significant. Through the implementation of recommended strategies, such as continuous professional development programs and structured mentoring initiatives, primary educators can enhance their instructional practices and classroom management skills. This directly correlates with existing research in primary education, which emphasizes the pivotal role of teacher quality in student outcomes. Additionally, the emphasis on inclusive HR policies aligns with the principles of inclusive education, ensuring that all students, including those with diverse backgrounds and needs, receive equitable access to learning opportunities. These implications underscore the relevance of HR practices in shaping the educational experiences of both teachers and students in the primary education context, ultimately contributing to improved academic achievement and overall well-being.

6. Conclusion

In conclusion, this study has provided valuable insights into the effectiveness of human resources practices on teaching and learning outcomes in primary education. Through the examination of various HR policies and initiatives, it is evident that these practices play a crucial role in shaping the educational experiences of both teachers and students. The findings underscore the importance of HR policies that

adapt to accommodate diverse student needs, support the integration of inclusive practices, and foster a sense of belonging for all students. Moreover, the study highlights the significance of regular reviews of HR policies to ensure they remain responsive to evolving educational contexts and student needs. However, challenges remain, particularly in fully implementing inclusive HR practices across all schools. Addressing these challenges requires continued efforts from policymakers, school administrators, and educators to prioritize inclusivity and equity in education. Moving forward, it is essential to build upon these findings to develop and implement effective HR strategies that government should:

1) Prioritize initiatives aimed at reducing teacher turnover rates and creating a supportive work environment for educators.
2) Develop HR policies that prioritize inclusivity and equity in education, ensuring equitable access to educational opportunities for all students.
3) Foster collaborative partnerships between schools, educational authorities, and community organizations to support teaching and learning outcomes.
4) Encourage ongoing research and evaluation efforts to assess the impact of HR practices on primary education outcomes effectively.
5) Build the capacity of school leaders and HR personnel to effectively implement and manage HR practices.
6) Maintain flexibility and adaptability in HR practices to respond effectively to changing circumstances and emerging trends in education.

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