

Human Resources Management and Teachers' Job Performance in Public Secondary Schools in South East, Nigeria

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Abstract

The study investigated human resources management and teachers job performance in public secondary schools in South- East Nigeria. The study adopted descriptive survey design. The population of the study comprised all the twenty-five thousand and eight hundred and eighty-five (25,885) teachers in public secondary schools in South-East, Nigeria. The sample of the study consisted eight hundred and eighty (880) teachers selected through simple random sampling technique in the twenty-four (24) zones in the South-East. The instrument for data collection was titled: Teachers Job Performance Questionnaire (IJPQ) and was developed by the researchers. The IJPQ was made up of twenty-one (21) questionnaire items on recruitment, development and compensation of teachers as human resource management. The questionnaire was scored using modified likert rating scale was applied to the responses of the items. The validation of the instrument was carried out by two experts in the Department of Measurement and Evaluation from Alvan Ikoku Federal University of Education Owerri. Their comments and suggestions helped in restricting the items. The reliability of the instrument was ascertained through the use of coefficient of internal consistency for each of the clusters. Pearson Product Co-Efficient Statistic was used to compute the index relationship which was acceptable to be reliable at not less than the range of 0.86. The research questions were answered using frequency counts, mean (X) and standard deviation. The study concluded that well qualified teachers should be brought to the secondary school system and well developed and compensated for achievement of their job performance. Based on the findings of the study it was recommended among others that teachers training and retraining programme should be straightened with programme relevant to the teaching and learning needs of teacher for continued development.

Keywords: *Human Resources Management, Teachers' Job Performance, Public Secondary Schools, South East, Nigeria*

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Background to the Study

Education is the backbone of national development, transformation, acquisition of knowledge, skills and competence needed for useful life of the citizens. Education still remains the engine room for growth and development of any nation including Nigeria (Tete and Mathew, 2020). According to Udey (2020) education is the process by which an individual acquires the many physical and social capability demanded by the society in which he/she is being born. Human beings are central to other resources in any productive enterprise. In fact, organizational goals cannot be achieved without human resources. In the school system, teachers are the most virile who continue to impart positive knowledge and worthwhile skills to learners for the realization of the goals and objectives of education. The goals and objectives of secondary education as stated by the Federal Republic of Nigeria (2013) in her national policy on education cannot be realized without teachers. Therefore, it is the teacher who teaches, monitors and evaluates the progress and development of education and contribute immensely to individual growth and that of the society at large. In this regard, it is evident to state that the quality of any educational system depends on the quality of teachers (Ihebereme, 2016). Teachers add value and quality to learning. Teachers are very special people by virtue of the work they do both, in the classroom teaching and learning and in the moulding of student's character as role models. This is why teachers' recruitment, development and compensation are very vital for quality education.

Conceptual clarifications

Teacher

To the society a teacher is someone who teaches and imparts knowledge to others to learn. According to Okoro and Afuruobi (2018), a teacher is one who imparts the necessary skills, knowledge and attitudes to the children in the society for them to carry out those activities that will sustain as well as improve the community influence. In the same line, Enwereuzor (2018) stated that the teacher facilitates, mobilize, directs, develops skills of the learners and also evaluate their works. The duty of the teacher does not only manifest in the classrooms or schools but goes beyond it to the wider society. For a comprehensive concept of the word "teacher", a teacher must possess the following qualities: has completed teaching professional training that took place in a recognized teacher training institution, can effectively impact knowledge in the classroom, must be disciplined, intelligence and have critical thinking ability, adaptability, acquire in-depth knowledge of principle, and methods of teaching, measurement and evaluation, educational psychology among others, good understanding of the learners and their effective adjustment in teaching and learning, quality of empathy and understanding and requires a personality that can operate effectively in much less formal circumstance that profile at primary schools. A teacher is someone who satisfactorily completes a planned programme of training in a recognized teacher training institution. This is accepted by Mkpa and Okoro (2015) that a training teacher is someone who underwent and completed in a formal teacher training planned programme of training.

Resource

Resource can be anything that can be used which its outcome would yield benefits or profits to its owner. According to Anyaogu (2016), resource is anything that consists of matter as

opposed to spiritual. It is the means to fulfill an end. Ogamba (2018) opined that resources are the means to fulfill a function, a stock or supply that can be drawn on and a country's collective wealth, it is also something that one uses to achieve an objective such as materials, personnel, finance and otherwise. Resources include people equipment building, facilities and other things used to plan implement and evaluate programmes. Resources for all types of education and level are seen to include professionally trained and qualified university teaching and non-teaching staff in all area, teaching materials, school building, laboratories, furniture, the seasoned administrators and the students to ensure effective and efficient school management. Resources in education are the instrument in implementing the education programmes (Chukwudebelu and Anorue, 2020). They are very essential prerequisites for teaching and learning. They facilitate the achievement of educational goals and objectives.

Human Resources

A nation's human resources comprise men and women, young and old, who are actively engaged in the production of goods and services (Ekpiken and Ebuara, 2015). They further stated that human beings are the active agent who accumulate wealth, economic and political organizations and carry forward national development. According to Ogamba (2018), human resources are the most important resources required for the production of goods and services, a key to rapid socio-economic development and efficient service delivery, human resource are the set of people who make up the work force of an organization, business sector, industry or economy (Wikipedia, 2024).

In education, human resources is a set of practices and methods of integrating and maintaining the teaching and other staff in the institution or school to achieve their purposes as well as meet the goals were established. The success of any type of organization be it social, political, religious and for they economic depend to a large extent on the human beings that make up the organization. Human beings take decisions, provide the knowledge, energy and the cooperation through which organizational goals and objectives are achieved. It focuses on the process of managing people in an organization.

Management

Management is a social or an interaction process designed to ensure co-operation, participation and involvement of others in order to achieve predetermined goals of the institution. Anyaogu (2016) opines that management is an interactional and economic process involving a sequence of coordinated events namely planning, organizing, directing, controlling, coordinating, reporting and budgeting in order to use available resources to achieve a desired objective in the fastest and most efficient way. On the other hand, Onyeagboko (2019) maintained that management is the allocation of resources and input for the purpose of producing output desired by the customers of an organization so that corporate objective will be accomplished.

Human Resources Management

Human resources management can be defined as a strategic and coherent approach to the management of an organizations most valued asset (Ikwuegbu, 2018). The people working in

an organization individually or collectively contribute to the achievement of its objectives. Human resources management is the proper coordination of the resources made available to the education sector for the purpose of producing quality graduates in the system (Ekunday, 2016). Human resources management works to ensure that employees are able to meet the organization goals. Human resources management is responsible for how people are treated in organizations. It is responsible for bringing people into the organization, helping them perform the work, compensating them for their labours and solving problems that arise (Ike-Obioha, 2015).

Human resources management as a process of recruiting, selecting, orienting, training, developing, evaluating and compensating workers for the achievement of organizational goals as well as their own goals in a safe and healthy state and helping them to retire efficiently and effectively from the organization. Okonkwo (2014) opined that human resources management are all activities managers engage in to attract and retain employees and ensure that they perform at a high level and contribute to the accomplishment of organizational goals. It includes aspect of team leadership such as grievances, handling employees counseling and collaboration. The overall purpose of human resource management is to ensure that the organization is able to achieve goals and objectives through people. Human resource management in education is a set of practices and methods of integrating and maintaining the teaching and non-teaching staff in the institution or school so that the institution can achieve the purpose as well as the goals for meet which they were established.

Functions of Human Resources Management

Anyagwu (2020) and Abiahu (2022) outlined the functions of human resources as follows:

- i. Recruitment
- ii. Selection
- iii. Training and development
- iv. Job evaluation
- v. Compensation and staff improvement
- vi. Appraisal of staff performance
- vii. Formulation of manpower policies
- viii. Promotion of organization communication
- ix. Motivation of staff
- x. Industrial relations
- xi. Health and safety administration
- xii. Orientation and
- xiii. Administration of discipline

The study will cover the following functions of human resources management: recruitment, development and compensation of staff.

According to Oku (2019), recruitment refers to a strategy adopted by an organization in filling vacancy by a suitable applicant. Recruitment involves those activities in personal management designed to attract the appropriate personnel for the said work of an institution. Dowling,

Welch and Scholar (2010) opined that recruitment involves searching for and identifying potential job candidates in sufficient number and quality such that the organization can select the most appropriate candidate to fill its job requirement. For recruitment to be done there must be a vacant position to avoid redundancy of staff. Fativegun (2018), posited that recruitment involves the process of announcing the vacancy, arousing interest of employees, stimulating people's curiosity to apply and assessing people for a particular job. Well organized personnel department work to a checklist of recruitment produces designed to minimize errors. These include agreed vacancies, up to date job description for the applicants positions conditions of employment, circulation of vacancy internally, details of vacancy forwarded for relevant agencies, form of application, inform the shortlisted candidates (Cole, 2014). Recruitment of teachers should be based on purely merit, professional qualifications, well tested and proven ability.

Staff development is another function of human resources management that affect teachers job performance in secondary schools. Staff development refers to all the programmes designed for the continuous improvement of skills and job performance of staff. Staff development is the various opportunities where the staff acquire knowledge and skills relevant to actual job situation and improves on the job (Ike-Obioha, 2022). This helps to equip staff with skills, knowledge and attitude required on the job for improving instruction (Nwankwo, 2014). It is genuine sense of learning, growing and development of a person in his/her bid to contribute to the success of the establishment. Staff development is concerned with providing learning and developmental opportunities for people and involves planned strategy for improving the performance of individuals, groups of individuals and group of workers within the organization (Awopegbe, 2013) Staff development are preoccupied activities directed at enhancing the productivity of the employed for better performance. Oboegbulem and Enyi (2020) asserted that staff development is the individual's ability to attain full potential in order to make meaningful contribution to the job. This goes to show that when teachers are employed in the school system, they are expected to be retrained and undergo some course of study in order to improve their skill for better performance. Teachers have to be preparing individuals to meet the future needs of the school. The staff must be well equipped with knowledge, skills and mindset to adapt to learning management in the school system, provision of infrastructural facilities, instructional materials and teacher welfare when given serious long-term priority would enhance performance and development goals. (Abiahu, 2020) the ability to recruit, maintain and hold on skillful and quality teachers create opportunity for sustainable growth and development in the education industry. Heathfield (2016) opined that staff development includes opportunities for training, monitoring human resources and development Laid (2011) argued that Staff development is based on development issues that concern meeting changing circumstances as a result of technological innovations. Staff development obviously suggests a genuine sense of learning, growing and developing a person on the bid to contribute to the success of the establishment.

The school administrator should see staff development as an investment in terms of instructional improvement. There are various means of staff developments which include on the job training, apprenticeship, coach, job rotation, role playing, lectures, conferences,

seminars, workshops (Ihebereme, 2016). These means of staff developmental meets the development of skills and abilities of the employees and both give high morale to employees (Cole, 2017). Another function of human resources to be studied is compensation of staff. Compensation in staff management refers to the total package of monetary and non-monetary benefits an employer provides to its employees, including basic salary, bonuses, commissions, various benefits like health, insurance, retirement plans, paid time off and another package all aimed. Typically, compensation refers to monetary payment given to an individual in exchange of their services. In the work place, compensation is what is earned by employees. It includes salary or wages in addition to commission and any incentives or perks that come with the given employee's position. Compensation management is crucial for attracting, motivating and retaining top talents within an organization by ensuring employees are fairly compensated for the contributions, which in turn fosters a positive work environmental retaining talent. Employees satisfaction improve productivity and attracts more employees in the establishment. A well-designed compensation management contributes to overall organizational success. According to Kalu (2023), compensation of staff can be seen as anything done to make staff happy healthy, dedicated, satisfied and committed to perform their jobs creditably. Wikipedia (2023) refers to compensation as remuneration to employees from employers which the payment or rewards provided to an individual for the work that has been done it covers any payment given by an employer to an employee during their will provide their time, labour and skill. Staff compensation scheme can be in form of recognition, salary, increment, promotions, benefits like allowances, bonus, loan scheme and salaries (Kalu, 2023). Human resources managers should appreciate and reward staff who is outstanding and for a job well done. This will boost their morale and make them to put more effort on their job.

Teachers Job Performance

Performance entails the capabilities, competence, result and outcomes of somebody's work. Teacher's job performance refers to how a teacher performs his/her professional duties in the school. Teacher's job performance according to Shan and Alam (2017) entails an observable behaviour, both verbal and non-verbal. It is something a single person does in accomplishing or exciting a given task. Job performance is simply defined as all behaviours in which employees engage at work or a measurable action, behaviour and out puts directly engaged at work (Ibrahim and Senay, 2020). Teacher's job performance applies not only to the classroom or school but to all settings where students are present. Teachers job performance includes effective teaching quality, style, manage time effectively in the classroom, the discipline in the class, carry out tasks assigned to them by the school administrator, motivate the students, be punctual, orderly and assure the students academic achievement. Additionally, teachers are expected to build positive relationship with the parents and their colleague since these relationships have a direct or indirect effect on teacher's job performance.

Secondary Education

Secondary education is the education children receive after primary education and before the tertiary stage. Secondary education in Nigeria is in two segments, namely; Junior Secondary Education and Senior Secondary Education which is also known as the Upper Basic Education is the three-year education which the child receives immediately after primary education (FRN, 2013) to complete an unbroken nine (9) years course of Basic Education.

The objectives of Senior Secondary Education by the Federal Republic of Nigeria (2013) in its national policy on education are to:

- i. Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;
- ii. Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- iii. Provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;
- iv. Develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
- v. Inspire students with a desire for self improvement and achievement of excellence;
- vi. Foster national unity with an emphasis on the common ties that unite us in our diversity;
- vii. Raise a generation of people who can think for themselves, respect the dignity of labour, appreciate that value specified under our broad national goals and provide technical and vocational skills necessary for agricultural, industrial, commercial and economic development.

It is worthy to note that teacher's job performance will manifest in the students which will lead achievement of the above stated objectives. Some studies were conducted in this area of study;

Ukpai and Oyeoku (2017), carried a study to determine the administrative strategies for motivating staff of universities on south East, Nigeria for maximum work performance. The study was carried out in ten public universities in south East, Nigeria and was guided by three research questions and two null hypotheses. The study population was 831 respondents comprising 677 heads of units and 154 senior administrative staff. The entire population was used for the study as a result of its manageable size. A structured questionnaire which underwent validity and reliability tests was used to collect the required data for the study mean, standard deviation and grand mean, were used to answer the research questions while hypotheses were tested and test statistic at 0.05 level of significance. The result of the study showed among others that administrative strategies for motivating of staff salaries and allowances, providing staff with good working conditions, providing staff with their welfare and security needs periodic promotion to staff and giving recognizing their personal worth and dignity. Based on the findings, it was recommended that there should be prudent management of universities funds so as to enable universities have enough funds at their disposal to provide the various needs of staff which will motivate them for maximum work performance among others.

Udey (2020) studied Academic staff job effectiveness in tertiary institutions benefits in Cross River State, Nigeria. The population of the study was one thousand seven hundred and forty-four (1744) academic staff from four public institutions in cross-river state. (University of Calabar, Cross-River State, University of Technology, Federal College of Education Obudu and Cross-River State College of Education Akamkpa). The sample size of the study stood at six hundred and ten (610) academic staff which represents 35% of the population. One

thousand and eight hundred and thirty (1830) students from the four universities were purposively selected to respond to items that measure academic staff job effectiveness. A researcher made questionnaire formed the major instrument used for data collection for the study, to ensure the reliability of the instrument, a split half method of reliability produced the value of 0.75 and 0.83 respectively. the figures showed a high reliability of the instrument. Result of the study showed a significant relationship between emoluments/fringe benefits and job effectiveness of academic staff.

Onu and Anebi (2024) investigated human resource development strategies as a correlate for job effectiveness in Abia State, Nigeria. The study adopted a correlational design with a population which comprised of all tertiary institution in Abia State with academic staff two thousand and three hundred and ten (2310). A sample size of one hundred and forty-one (141) academic staff was used for the study. Researcher designed questionnaire was used to elicit information from the correspondents. The study found out that in-house training strategy are related to the effectiveness of academic staff in Abia State. It was recommended among others that government and university management should encourage the attendance of academic conference by lectures through provision of enough funds and allowance to sponsor and support them when necessary. These studies X-rayed the different aspects of human resources but none of them investigated human resource management and teacher job performance which was the study investigated.

Statement of Problem

Human resources are all staff members in every organization that should have the necessary skills, attitudes and experiences to effectively and efficiently carry out tasks in any organization for the realization of organizational objectives, Human resources is a department in any organization that manage its employees and other non-human resource. In most organizations poor working conditions, issues of inadequate funding, little or no induction of staff (teachers), high rates of students and staff indiscipline, current call for the use of information communication technology are the problem facing human resources management. These and other related problem necessitated the problems of the study.

Purpose of the Study

The purpose of this study is to investigate the impact of human resources management and teacher's job performance in public secondary school in South East, Nigeria specifically, the study intends to:

- i. Ascertain the extent recruitment affect teacher's job performance.
- ii. Determine the extent development affect teacher's job performance.
- iii. Find out the extent compensation affect teacher's job performance.

Research Question

The following research questions were posed to guide the study:

- i. What is the role of recruitment in teacher's job performance.
- ii. What is the role of development in teacher's job performance.
- iii. What is the role of compensation in teacher's job performance.

Methodology

The design of the study was a descriptive survey. The study was carried out in South East, Nigeria which comprised all the twenty-five thousand, eight hundred and eight five (25,885) teachers in public secondary schools in South East, Nigeria. The sample of the study consisted eight hundred and eighty (880) teachers selected through simple random sampling techniques in the twenty- four (24) zones in the South East. The instrument for data collection was titled Teachers Job Performance Questionnaire (TJPQ) and was developed by the researchers. The TJPQ was made up of twenty-one (21) questionnaire items on recruitment, development and compensation of teachers as human resources management. The questionnaire was scored using Modified likert Rating Scale was applied to the responses were based on the following order Agreed (4), Strongly Agreed (3), Disagree (2), Strongly Disagree (1) points respectively. The validation of the instrument was carried out by two experts in the Department of Measurement and Evaluation from Alvan Ikoku Federal University of Education, Owerri. The experts made useful comments and their suggestion helped in restructuring the items. The reliability of the instrument was ascertained through the use of coefficient of internal consistency for each of the clusters. Pearson Product Moment Coefficient Statistic was used to compute the index of relationship which is acceptable to be reliable at not less than the range of 0.86. The research questions were answered using frequency counts, mean (\bar{X}), grand mean and standard deviation. Any mean less than 2.50 was rejected while any mean on or above 2.50 was accepted.

Research Question 1: What is the effect of recruitment in teacher's job performance.

Table 1: Mean ratings and standard deviation on the role of recruitment on teacher's job performance.

S/N	Items statement	N	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Σ	X	Standard Deviation	Decision
1	Announcing the vacancy	N NX	400 1600	200 600	200 400	40 40	840 2640	3.14	1.1	Accepted
2	Arousing interest of employees	N NX	420 1680	300 900	100 200	20 20	840 2800	3.21	1.3	Accepted
3	Stimulating people's curiosity to apply	N NX	500 2000	200 600	100 200	40 40	840 2840	3.38	1.6	Accepted
4	Assessing people for a particular job	N NX	440 1760	200 600	160 320	40 40	840 2720	3.23	1.3	Accepted Accepted
5	Based on purely merit	N NX	420 1680	200 600	200 400	20 20	840 2700	3.21	1.3	Accepted
6	Professional qualification	N NX	600 2400	100 300	100 200	20 20	840 2800	3.33	1.3	Accepted
7	Proven ability of the employees	N NX	440 1760	80 160	300 900	20 20	840 2840	3.38	1.6	Accepted

Grand mean = 3.26

Research question one was answered in table 1 with a weighted average which was accepted indicating that recruitment enhances teacher's job performances through professional qualification, recruitment based on merit and proven ability of teachers to be employed.

Research Question 2: What is the effect of development on teacher's job performances.

Table 2: Mean ratings and standard deviation on the role of development on teacher's job performance.

S/N	Items Statement	N	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	M	XI	Standard Deviation	Decision
1	On the job naming	N NX	500 2000	100 300	100 200	40 40	840 2540	3.02	1.1	Accepted
2	Apprenticeship by being attached to employees	N NX	420 1600	300 900	100 200	20 20	840 2800	3.33	1.4	Accepted
3	Coaching of new researchers by experienced teachers	N NX	420 1600	300 900	100 200	40 40	840 2740	3.26	1.3	Accepted
4	Seminars and conference	N NX	440 1760	200 600	160 320	40 40	840 2720	3.23	1.2	Accepted Accepted
5	Workshops	N NX	420 1680	200 600	200 400	20 20	840 2700	3.21	1.3	Accepted
6	Job Rotation	N NX	440 1760	200 600	100 200	80 80	840 2700	3.21	1.3	Accepted
7	Lectures and Monitoring	N NX	440 1760	200 600	180 360	20 20	340 2680	3.19	1.2	Accepted

Grand mean = 3.20

Research question two was answer in table II with a weight average which was accepted indicating that development enhance teacher's job performances through on the job training, seminars, conferences, workshops lectures and mentoring.

Research question 3: What is the effect of compensation on teacher's job performance.

Table 3: Mean ratings and standard deviation on the effect of compensation on teacher's job performances.

S/N	Items Statement	N	strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Σ	\bar{X}	Standard Deviation	Decision
1	Regular payment of salaries	N NX	400 1600	300 900	100 200	40 40	840 2740	3.26	1.2	Accepted
2	Allowances should be provided	N NX	375 1500	325 975	105 210	35 35	840 2720	3.23	1.2	Accepted
3	Good working conditions	N NX	600 2400	100 300	100 200	40 40	840 2940	1.6	1.6	Accepted
4	Provision of welfare and security needs	N NX	526 2124	200 600	100 200	14 14	840 2918	1.5	1.5	Accepted
5	Periodic promotion to staff	N NX	500 2000	200 600	76 152	64 64	840 2821	3.35	1.5	Accepted
6	Giving considerable workload to staff	N NX	480 1920	203 609	165 270	22 22	840 2821	3.35	1.6	Accepted
7	Recognizing the worth and dignity of staff	N NX	502 2008	211 633	112 224	15 15	840 2880	3.42	1.5	Accepted

Grand Mean: 3.37

Research question III was answered in table III with a weighted average which was accepted indicating that compensation enhances teacher's job performances through regular payment of salaries, provision of allowance, periodic promotion of staff, provision of welfare and security needs.

Discussion of Findings

Findings on research question I indicate that recruitment enhances teacher's job performance through professional qualification, recruitments based on merit, recruitments based on proven ability of the employees. This is supported by Cole (2014) that recruitment of teachers should be based on purely merit, professional qualification as well as experiences and proven ability. This is because only qualified teachers that can produce well qualified and dedicated students.

Findings on research question II indicate that development enhance teachers job performance through attendance and participation on the job training, seminars, workshops, in service training, and mentoring. This is supported by Heatfield (2016) that opined that staff development includes opportunities for training, monitoring human resources and development. Ihebereme (2016) maintained that staff development opportunities include on the job training, job rotation, role playing, lecture, conferences, seminars, and workshop. They are viable tools for improving the job performance of teachers.

Finding on research question III reveal that compensation enhances teachers job performance through regular payment of salaries, allowances, provision of welfare, security needs, giving considerable work load and periodic promotion of staff. In support, Ukpai and Oyeoku (2017) maintained that administrative strategies for motivating staff are regular payment of salaries, allowances, providing staff with good working conditions, providing staff with welfare needs and provision of security will motivate them for maximum work performance among others.

Conclusion

The study concluded that human resources management focused on managing organizational most valuable asset. That human resource managers should ensure that employees are able to meet the organizational objective. They should also ensure that well qualified teachers are brought into the secondary school system to be well developed and compensated for the achievement of their job performance.

Recommendations

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

- i. Recruitment of teachers should be based on purely merit, professional qualifications, well tested and proven ability.
- ii. That ministries of education in South East, Nigeria should formulate policies on training and development for their teachers and compliance on the students.
- iii. The teacher should be willing to accept whatever changes that may arise as a result of actualization of human resource development.
- iv. Teachers' training and retraining programme should be strengthened with programme relevant to the teaching development.

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