COMPARATIVE ASSESSMENT OF HUMAN RESOURCE MANAGEMENT ON THE ACHIEVEMENT OF PUBLIC AND PRIVATE SECONDARY SCHOOLSIN NIGER STATE, NIGERIA

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA
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DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
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DECLARATION

I declare that the work in this dissertation titled "COMPARATIVE ASSESSMENT OF HUMAN RESOURCE MANAGEMENT ON THE ACHIEVEMENT OF PUBLIC AND PRIVATE SECONDARY SCHOOLS IN NIGER STATE, NIGERIA" is my original work under the supervision of Dr. M. I. Harbau and Dr J.O Egbebi in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and the reference list provided. To the best of my knowledge, no part of this dissertation was previously presented for another degree in this institution or elsewhere. All the errors found in this work are subjected to constructive criticism.

_____ _____

Sani Salisu Date

CERTIFICATION

This dissertation titled "COMPARATIVE ASSESSMENT OF HUMAN RESOURCE MANAGEMENT ON THE ACHIEVEMENT OF PUBLIC AND PRIVATE SECONDARY SCHOOLS IN NIGER STATE, NIGERIA" meets the regulation governing the award of the master's degree of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my family and Magama Local Education Authority, Niger State; for their immense contribution and cooperation during the course of my masters programme.

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It gives me a great sense of pleasure to extend my endless gratitude to Allah my creator who remained the omnipotent and omniscient for preserving my life and also blessing me with mental and physical sound health and intellectual capability to reach this stage of education status in Educational Administration and Planning. May the peace and blessing be upon our noble prophet Muhammad (SAW), I also wish to express my profound salutation to my facilitators in educational administration and planning who contributed in shaping my knowledge of academic research to a desired shape such as Prof. S.O Olubadewo (my external supervisor), Prof. B. A. Maina, Dr. M. I. Harbau (my major supervisor), Dr. M. A. Jumare,Dr. E. I. Makoju, Dr. A. A Igunnu, Dr. A. H. Jega, Dr. M. S. Hussain,Dr J.O Egbebi (my second supervisor), Dr. S. Isma'il, Mal. M. M. Ibrahim, Dr. R. S. Ahmad, Mal. Magaji Surajo, Dr. A. A. Dada, Dr. Abdel Hady El Nagar and among others in the Faculty of Education such as Dr Haruna Kaita and Prof. A Mustapha. Furthermore, Magama Local Education Authority owns me a credit particularly the Education Secretary (Malam Isah Nassarawa) for the official permission to go for study leave with pay.

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ABSTRACT

This study was carried out in order to assess the management of human resource towards the achievement of public and private secondary schools comparatively in Niger State. It has been observed by the researcher that, recruitment of teachers for public secondary schools in Niger State happens to be the most suffered area of human resource, which may not be the same case with private secondary schools. Also public secondary schools teachers suffered late implementation of their promotions. Many parents today prefer to have their children schooling in private secondary schools than public ones. In addition to the meager salaries given to private secondary school teachers; yet private school managers do not release their staff for in-service training. The study was guided by six objectives which include: to compare recruitment process, find out staff training methods, assess motivation strategies, and determine staff discipline applied in public and private secondary schools in Niger State. A descriptive research survey design was adopted for the study. The 26,946 population constituted of zonal education officials, principals and teachers of public and private secondary schools out of which 378 was taken as sample size. A set of questionnaire was used as instrument for data collection. The six formulated hypotheses were tested by ANOVA. The finding revealed that the nature of recruitment for public teacher was influenced by god fatherism when compared with private schools. Private secondary schools authorities found difficulty in releasing their staff for study leave with pay. Public teachers suffered delay for the late implementation of their promotions, while private teachers received meager amount of salaries. Regular internal supervision is what fetches credit to private secondary schools in Niger State. It was therefore, recommended that, recruitment of teachers in public secondary schools should be based on merit without the influence of god fathers. The private secondary schools authorities should be given soft loan to their teachers who wish to go for in service training, distinguished senators and honourable members of Niger State should be encouraged to use 50% of their allowance to pay the outstanding promotions of public secondary schools teachers, people of authority in public sector should be mandated to have their children schooling in public secondary schools.

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OPERATIONAL DEFINITION OF TERMS

Comparative assessment: Critical observation on differences and similarities that exist between public and private secondary schools in terms of their personnel

Human Resource: The personnel that constitute all the teachers that are teaching in both public and private secondary schools in Niger State

Management: The mobilization and oraganisation of the teachers in order to ensure their optimal contribution of service in schools in order to achieve aims and objectives in a systematic manner.

Achievement: Attaining the desired result of the curriculum implementation in both public and private secondary schools in Niger State.

Public schools: Public secondary schools are post primary learning institutions funded and managed by state government. (Government owned school)

Private schools: Are post primary learning institutions owned, funded and managed by community, religious groups or private individual.

LIST OF ABBREVIATIONS

NPE	National Policy on Education
FRN	Federal Republic of Nigeria
NCE	National Certificate of Education
M.Ed	Masters of Education
Ph.D	Doctor of Philosophy
NOUN	National Open University of Nigeria
N.D	No Date
UPE	Universal Primary Education
UBE	Universal Basic Education
LFP	Low Fee Payment
PTA	Parents Teachers Association
SABMC	School Based Management Committee
WAEC	West African Examinations Council
NECO	National Examinations Council
NABTEB	National Board for Technical Examination Board
SSCE	Senior Secondary Certificate Examination
LGA	Local Government Area
ANOVA	Analysis of Variance

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education stands as a solid foundation to the live of every individual, community and nation as a whole towards successful achievement in all facets of human endeavour. Education is a foundation for attaining economic, political and sustainable development; it therefore deserves effective human resource management as a key factor towards achieving of not only secondary schools objectives, but also including other levels of education in Niger State and Nigeria as a whole. Management entails getting work accomplished through coordinating human efforts. Ogunsaju (2000) in Saheed (2018) opined that, management is the organization and mobilization of all human and material resources in a particular system. This definition pointed out two important aspects which management shows concern upon; human and materials resources. Human Resources are the people who operate within the organization for goals achievement. They are the engine that drives the organization to a higher height. Human resource management is the overall management efforts geared towards deriving the best in people for productivity (Victor 2017).

Human resources play an indisputable significant role in maintaining and promoting quality education in the secondary school system. Teachers constitute not only the largest number of the employee in the education sector, but also stand as the backbone of human resource whose main duty is to facilitate learning in schools, helps learners to acquire knowledge, skills and inspire students to become useful citizens to the society as leaders of tomorrow . Furthermore, it is the management approach exposed to the teachers as human

resource that determine their turn-up which pave way to achieving the desired academic performance of students across the subjects taught. These approaches refer to strategies such as recruitment, motivation, training, performance appraisal, discipline and supervision. When these, among others are well executed; there will be effectiveness and efficiency in attaining the objectives of secondary schools. The success of our education depends on trained staff. We cannot replace trained staff with any other type of instructional material (Hanif and Saba 2002) in Nakpodia (2010). The importance of staff in any educational system cannot be over-emphasized. This is because the quality of staff in any educational system determines to a great extent the quality of the system itself, and professional staff in particular is crucial to the formulation and successful implementation of education policies and programmes in any country (Nakpodia, 2010).

According to Alabi (2000), for the attainment of educational objectives in the schools, the right personnel must be secured, retained and developed. For this to happen, certain procedures and steps must be taken to provide the necessary services in the schools. These services include staff recruitment, staff training and development programmes, compensation and staff welfare, performance appraisals which could be used for the promotion, demotion, transfer, discipline, termination, dismissal and retirement of staff. The broad goals of secondary school education as clearly stated in the National Policy on Education, is to prepare the individual for useful living within the society and higher education. The policy also includes the specific eight objectives. These goals and objectives could not be actualized in a vacuum until when there is articulated human resource management. It is also contains in NPE section 12, under planning, administration and supervision of education that, “the success of any system of education hinges on proper

planning, efficient administration and adequate financing. Administration is a function of organization and structure, proprietorship and control, inspection and supervision" (FRN 2004:55). This indicated that human resource must function through staff recruitment, motivation, training, performance appraisal, discipline and supervision. When these are put in place then, there will be achievement of secondary school objectives in both public and private education sector. This is exactly the idea of Nwafor and Nwafor (2012) that, the success of any educational programme depends, to a considerable extent on the availability and utilization of skilled manpower of all types and grades in the entire school system. Therefore, all the activities of any school system are initiated and determined by the persons who make-up the school.

Taking a cursory look into the starting point of western education in Nigeria, the system purely began as private enterprises by the Christian Missionaries in the Southern part of the country. Later on the Colonial Masters took over the control and it continuous after the independence. The standard of education of any country in the world largely depends on the standard of public schools. Over the years, public schools in Nigeria had demonstrated important role in providing and developing human resource which the state stands on. Abasi and Christopher (2013) discover that, in the 1970s, 80s, and 90s; public secondary schools were more popular, because they had discipline, good teachers and effective learning facilities. Funding of education by the government was recommendable; as the salaries of teachers were relatively good and paid on time. They were attended by students irrespective of their social class and socio-economic background. It is categorically stated in the NPE (2004) the permission for the participation of private individuals into education enterprise. This promulgation stimulated other entrepreneurs towards establishing more private schools

comprised of nursery, primary, secondary and higher institutions as government alone cannot provide quantitative and qualitative education for the teeming population of Nigerian citizens to the appreciated level.

Niger State (The Power State) is a forty-five old, created from the defunct North-West State during the regime of General Murtala Ramat Muhammed on 3rd February 1976. Presently, the state is made up of twenty-five local government areas within the three senatorial political zones of A, B and C. Niger state is the largest in Nigeria with total land mass of 76,469.903 square kilometers (about 10% of the Nigeria land areas. It shares boarders to the North by Zamfara State, West by Kebbi State, South by Kogi, South-West by Kwara State, North-East by Kaduna, and South-East by Federal Capital Territory. The State also has an international boundary with the Republic of Benin along Agwara and Borgu Local Government Areas to the North-West of the State.

As for 2006 population census it indicates the total number of 3,950,249. Predominantly, there are three major ethnic groups in the state which include Nupe, Gbagyi and Hausa. Others include Kadara, Koro, Baraba, Kakanda, Gana-Gana, Dibo, Kambari, Kamuku, Pangu, Dukkawa, Gwada, and Igwai. The majority of the people living therein are practicing Christianity and Islam as their major religions. Furthermore, 80% of the population in the state is farmers while 20% were engaged in other occupations such as civil service, business and craft and arts. The State is bearing “Power State ”due to the three hydroelectric power stations for the country at Kainji, Jebba and Shiroro. Some of the natural resources found in the state include gold, copper, iron, columbine, limestone among others. Among the tourist attractions include Zuma rock, Gurara falls, Baro Empire Hill,

Lord Lugard Colonial Ruins at Zungeru, Nagwamatse Well and Kainji Lake National Park. Sourced: www.nigerstate.gov.ng

1.2 Statement of the Problem

It has been observed by the researcher that recruitment of teachers for public secondary schools in Niger State happens to be the most suffered area of human resource. From observation, there is no replacement of the retired and dead teachers for the past ten years. This has resulted to over work load on the few remaining teachers in the service. This may not the same case with private secondary schools. It has been found from the records that as for 2018, total number of public secondary schools teachers reads 7,933, while private is 17,985 teachers (Niger State Ministry of Education, 2018). Furthermore, public secondary schools teachers' complaints were heard that, promotions are no longer implemented at regular interval. Many are waiting for double or more promotions they deserved. Annual increment and leave grants have become event of the past. This situation and more of its types had weakened the morale of teachers to discharge their duties. These days, public secondary schools have taken another dimension in such a way that many parents seemed no longer interested in public secondary schools due to their poor condition in terms of teaching and learning. That is why many public officers in the state such as the governor, commissioners, local government chairmen, lecturers, principals among others had their children in private schools.

In recent years, private secondary schools have grown up very fast in providing sound education for the ward and children of their customers. At this juncture, Prince (2009) found out that, the increasing loss of confidence in public education has stimulated the growth of private secondary schools, especially those who can afford to pay for their

service. Furthermore, he presented five major strengths in the management of private schools such as academic performance, stability of academic calendar, discipline, students' attendance and high degree of efficiency and accountability. It is apparently known that public secondary schools teachers are more qualified than their private counterpart, yet many parents who can afford to pay for school fees prefer to have their children to be educated in private secondary schools.

From the experiences of the researcher, he learned that many public secondary schools teachers who were employed with NCE for ten years in service had their first degree today. Meaning that, they were released for in-service training with pay. On the other hand private secondary schools teachers could not have the opportunity from the private secondary authorities. They rather prefer to suspend the appointment and later on to continue after the completion of the programme if the teacher in question wishes to continue with the job, unlike their public secondary schools counterpart. Why releasing private secondary school teachers for in service training become farfetched?

Another bone of contention in secondary schools in Niger State today is the poor academic performance of students in internal and external examinations; where mass failures were recorded, especially in English and Mathematics and other Science subjects. For example, Saheed (2018) discovered that in 2012, out of 1,672,224 students that registered, only 38.8% (649,156) made five credits. In 2013, there was an increase with 64.26% (1,085,472) who made five credits. In 2014, thing fell apart again as only 529,425 representing 31.28% obtained five credit in English and Mathematics. It was the same story in 2015 as 616,370 candidates, representing 38.68% obtained five credits and above

including English and Mathematics. Despite the above weak result, it is generally belief that students in private secondary schools performed better than their public counterpart..

The questions here is that, are there difference in the management of human resource between public and private secondary schools in Niger State? What are the staff recruitment process, motivation, training, performance appraisal, discipline and supervision practice in both public and private towards the achievement of secondary schools objectives in Niger State? In view of the above, this research seeks to examine the Comparative Assessment of Human Resource Management on the achievement of Public and Private Secondary Schools in Niger State Nigeria.

1.3 Objectives of the Study

The study was set to achieve the following objectives:

1 compare recruitment process in public and private secondary schools in Niger State;

2 find out staff training methods in public and private secondary schools in Niger State;

3 assess motivation strategies in public and private secondary schools in Niger State;

4 determine staff discipline applied in public and private secondary schools in Niger State;

5 identify staff supervision strategies maintained in public and private secondary schools in Niger State;

6 examine staff performance appraisal strategies in public and private secondary schools in Niger State;

1.4 Research Questions

The following questions were raised to guide the study:

1. what is the recruitment process in public and private secondary schools in Niger State?

2. which are the staff training methods used in public and private secondary schools in Niger State?
3. in what ways are the motivational strategies contribute to job performance in public and private secondary schools in Niger State?
4. which staff discipline methods are applied in public and private secondary schools in Niger State?
5. which are the staff supervision strategies maintained in public and private secondary schools in Niger State?
6. which are the staff performance appraisal strategies adopted in public and private secondary schools in Niger State?

1.5 Research Hypotheses

The following hypotheses were formulated in conducting the research:

HO1: There is no significant difference in the opinions of zonal education officials, principals and teachers on staff recruitment process in public and private secondary schools in Niger State.

HO2: There is no significant difference in the opinions of respondents on staff training methods used in public and private of secondary schools in Niger State.

HO3: There is no significant difference in the opinions of respondents on contributions of motivational strategies used in public and private secondary schools in Niger State.

HO4: There is no significant difference in the opinions of respondents on staff discipline methods applied in public and private secondary schools in Niger State.

HO5: There is no significant difference in the opinions of respondents on staff supervision strategies maintained in of public and private secondary schools in Niger State.

HO6: There is no significant difference in the opinions of respondents on staff appraisal performance strategies adopted in public and private secondary schools in Niger State.

1.6 Basic Assumptions

This research work is in tandem with the following basic assumptions:

1 It is expected that when recommended due process is followed in both public and private secondary schools for staff recruitment process, there will be qualified teachers in secondary schools in Niger State. It is assumed that if secondary schools teachers receive training at due course, they will do better in their duties which will ensure better students' academic performance in secondary schools in Niger State.

2 It is basically assumed that when the staff of public and private secondary schools are well motivated there will be better job delivery among the staff of secondary schools in Niger State.

3 It is assumed that if staff of secondary schools are well disciplined and toe the laid rules and regulations guiding the schools, there will be achievement of secondary schools objectives in Niger State, Nigeria.

4 It is believed that when adequate supervision is paid on the duties of staff in public and private schools, there will be serious commitment of staff in secondary schools in Niger State.

5 If the secondary school staff performance will be appraised at regular interval, then it is thought that there will be competition among the secondary schools staff in Niger State to have good record.

1.7 Significance of the Study

The outcome of the research under study is expected to be beneficial to the following stakeholders: Educational administrators and planners such as commissioner for education, who are in better position in making policies which influence both public and private secondary schools in the area of recruitment process, inspections and supervisions on the curriculum implementation. The study will assist state education policy makers and stake holders to restructure some of the existing human resource management especially during recruitment process by selecting the qualified applicants based on merit in both public and private secondary schools in Niger State. The principals of both public and private secondary schools may take the advantages of the identified area of concern in human resource management applicable to schools for better improvement of their duties especially, motivation, supervision and performance appraisal so as to ensure the attainment of secondary schools objectives in Niger State, Nigeria. The major findings and recommendations of the study will serve as reference material to future researchers for further investigation especially in areas of supervision, motivation, and discipline.

The proprietors managing private schools can find the product of this undertaking helpful towards improving their skills on human resource management for the achievement of secondary school objectives. The final approved copy of this research will be of use to quality assurance officers especially on supervision strategies to make sure that effective teaching and learning takes place in order to achieve the secondary school objectives. Non-Government Organizations and other stake holders such as the parent could also intervene in funding some aspects of human resource management such as organizing symposiums, workshops and other forms of staff development and training.

1.8 Scope of the Study

This research work is geared towards assessing human resource management on the achievement of public and private secondary schools excluding the unity schools in Niger State, Nigeria. Hence, the focus of the study is restricted to educational administrators such as ministry of Education Officials, zonal education officials, principals and teachers as the major respondents. The study is out there to include all the junior and senior secondary schools recognized by the Niger State Ministry of Education and also the secondary schools across the seven educational zones in Niger State. Furthermore, the result of this finding may not be generalize to other public and private secondary schools from other states in terms of human resources management.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter examines the existing research undertakings by scholars and researchers of the modern time that are related to the study "Comparative Assessment of Human Resource Management on the Achievement of Public and Private Secondary Schools in Niger State, Nigeria" The major components that constituted this chapter include:

1 Conceptual Framework

2 Human resource management for staff recruitment process in public and private secondary schools.

3 Human resource management for staff training methods in public and private secondary schools.

4 Human resource management for staff motivation strategies in public and private secondary schools.

5 Human resource management for staff discipline in public and private secondary schools.

6 Human resource management for staff supervision strategies in public and private secondary schools.

7 Human resource management for staff appraisal performance in public and private secondary

8 Theoretical Framework

9 Empirical Studies and finally

10 Summary of the discussion was precisely made.

2.2 Conceptual Framework

This aspect portrayed the scholarly meaning and explanation of the dependent and independent variables in the topic such as concepts of comparative assessment, management, human resource, human resource management, secondary school education, objectives of secondary school education, problems and prospects of both public private. It also include the variables in the six specific objectives of this studies such as staff recruitment process, staff training, staff motivation, staff discipline, staff supervision strategies and performance appraisal, were explained with the support of academic authorities.

2.2.1 Comparative Assessment

Assessment in education refers to the wide variety of method or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition or educational needs of students (Glossary of Education Reform 2017). Furthermore, Academic Affairs (2017) defined assessment as "the process of gathering information using various methods to systematically gauge the effectiveness of the institution and academic programs to document students' learning, knowledge, behavior and skills as a result of their collective experience"

From the above scholarly definition of assessment we can deduce that assessment is not far from method of evaluating the quality of educational programs undertaken for the purpose of improving learning and development. On the other hand, comparative assessment in the context of this research refers to the systematic process of appraising differences and similarities of tactics used by both public and private schools managers on human resource

management in running the affairs of their institutions for the attainment of aims and objectives of education as stated in the National Policy on Education (2004).

2.2.2 Concept of Management

Management is a process of performing certain or specific function or to run organization. Management is the process of combining and utilizing or controlling oraganisation's input by planning, organizing, directing and controlling for the purpose of producing output desired by customers so as to accomplish organization goals. Nwune, Nwogbo and Okonkwo, (2016) cited in Victor (2017) that, Management is the arrangement of available human and material resources for the achievement of desired goals and objectives. This definition is also in line with Ogunsaju (2000) cited in Saheed (2018) that, management is the organization and mobilization of all human and material resources in a particular system for the achievement of identified objectives in that system. This definition points out two important aspects which management shows concern (human and material resources).

Adamu (2015) viewed management in two perspectives:

1 Management as a group of people who are involved in the help of affairs of any organization. They are those working with and through others towards realizing organizational goals. For example, it is often say "management team" and "management meeting"

2 Management as a process through which organizational resources of men, machines, materials and money are combined in such a way that the goal and objectives of the organization are realized in an efficient and effective manner.

Any useful definition of management must have the following implications:

3 There are predetermined goals and objectives to be achieved in an organization.

4 Managers have function to perform within an organization. Such functions include planning, staffing, leading and controlling.

5 Production, because the essence of management is to produce goods and services to satisfy human wants through effective and efficient utilization of available resources.

6 Management cuts across all kinds of organization.

7 It implies to all level of an organization. These include top level, middle and operational level. (Ajayi & Ayodele, 2011)

The above summed up definition of management, is paramount to understand that management is part and parcel of running any type of organization including education. What all matters is ensure that human, time and material resources are judiciously utilized so as to hit the assumed target. However, the most important aspect that deserves attention is education in all the levels of learning, secondary schools included.

However, as far as this research is concerned management and administration are synonymous, therefore can be used interchangeably because both deal with people which require action, interaction of people, set goal. Therefore they perform similar function. Nevertheless, Rena (2012) asserted that administration is often used in public sector, while management in private. Again, the output of administration is service oriented quality and difficult to measure while management output is product oriented and easy to quantify.

Furthermore, other authorities have presented the fact that management and administration meet at certain level as well remain independent in other aspects. At this juncture, NOUN (2014) presents the following similarities and differences that exist in the two concepts thus:

Similarities in Administration and Management

Administration and management are distinctive academic discipline, art and science of pursuing knowledge.

1 Both concepts are used in modem organization. They embrace organizational activities such as organizing, coordination, budgeting, evaluation or organizational activities for purposive goals.

2 Management and administration takes place in any human organization. They are targeted at meeting individual and organizational goals. They are used for meeting human needs.

3 Management and administration are global phenomenon cutting across cultural boundaries.

4 Administration and management enhance how far both human and material resources are channeled for purposive enterprise. They enable organization to effectively and efficiently organize and utilize its resources for collectivism.

5 They are targeted to enhance the attainment of goals and objectives of human organization. (NOUN,2014)

Differences Between Administration and Management

(1) Management is more embracing and broader in scope than administration. This means that, management is more comprehensive and complex human endeavor than administration, besides, administration is a sub- system of management

(2) Management is more profit laden than administration. Management can be quantified in monetary terms, profit before tax and return on investment, than in the use of the term administration.

(3) Management helps to formulate and define organizational plans, mission statement, objectives and goals; while administration is the instrument of meeting management decision process. (NOUN, 2014).

2.2.3 Human Resource

Williams (1982) cited in Agabi (2010) that the word 'resource' was developed out of Latin phrase "re surgere" literarily interpreted as again (re) to rise (surgere) (to rise again). Resurgere developed in to the French word "resource" meaning "relief or recovery", which in turn developed into the English word "resource" defined as something that can be turned to for support or help. P.98. From this, an understanding could be derived from the etymological meaning of the word "resource" it suggests that, no organization can exist on its own without the support of resource. Therefore, resource is the backbone of any organization including school as learning institution.

Human resource is one out of the resources used in secondary schools, others include materials, money and time. As far as this study is concerned, human resource is synonymous to personnel, labour force, human material, employee, human capital and work force. However, Rena (2012) give little difference that exist between personnel management and human resource management that, personnel management responds to changes in employment law, labour market condition, trade union action. While human resource is prescriptive and concerned with strategies, the initiation of new activities and development of fresh ideas. P. 139. Therefore, human resource management refers to the process of influencing people working in educational institution to discharge their duties as expected with the sole aims of achieving its goal. As soldiers fight in a battle field to protect the territory, nurses serve in medical centers and hospitals to treat sick people as human

resource in their respective working places that is what teachers constituted in schools as learning institution.

No matter the adequate provision of teaching and learning materials, readiness of the learners and school environment, learning cannot take place until staff are made available. Human beings are the active agents who use both the natural resources and factors of production for national development. To this end, any country which is unable to develop knowledge and skills of its people and utilize them effectively in the national development will not be able to develop to expectations. (Ajayi & Ayodele, 2011)

2.2.4 Human Resource Management

Managing human resource is complex and problematic in nature. People as members of work group, do not automatically embrace and take as their own, the objectives of the organization that employs them as workers. As psychologist have empirically shown, individuals often have their own aspiration, expectation and need which they often seek to satisfy by working for a chosen organization (Chike-Okoli, 2007).Human resource management concerns the procurement or recruitment, staffing, welfare, maintenance, training and retraining, placement, promotion, motivation relationship, compensation or rewards, transfer and discipline of staff. (Omebe, 2014). Therefore, human resource management involves developing and administrating programmes that are designed to increase the effectiveness of an organization. It includes the entire spectrum of creating managing and cultivating the employee relationship.

Objectives of Human Resource Management

Rena (2012) identifies the following objectives of human resource or personnel management

1 to design and develop efficient organization which will be able to respond appropriately to changes in technology and the environment

2 to obtain and develop the required manpower, utilize and motivate them effectively towards the accomplishment of organizational objectives

3 to increase and maintain a cooperative climate of relationship and atmosphere conducive to industrial harmony within the organization

4 to help the organization to meet its social and legal responsibilities while ensuring its own survival. P. 140

Chike-Okoli, (2007), presents four fundamental principles on which human resource management is based as follows:

1 People are the most important asset an organization has, and their effective management is the key to its success

2 Organizational success is most likely to be achieved if the personnel policies and procedures of the enterprises are closely linked with and make major contribution to the achievement of corporate objectives and strategic plans.

3 The corporate culture, the values, organizational climate and managerial bahviour emanation from that future will excerpt a major influence on the achievement of excellence.

4 Continuous effort is required to encourage all the members of the organization to work together with a sense of common purpose. P.212.

Human resource management is concerned with the careful selection and placement of new employees and development of effective utilization of existing ones with a view to attaining the potential of individual employees and organizational goals and objectives(Ajayi & Ayodele, 2011)

Furthermore, Victor, (2017) opines that, For effective staff human resource management; school administrators' must develop good competencies in staffing, orientation, communication, training, supervision, conflict management, motivation, discipline and ensuring professional growth of academic and non-academic staff, while for effective students' human resource management, school administrators should acquire competencies in increasing students' enrolment, orientation, students' discipline, welfare services, counselling services and provision of incentives to students'. Also, there must be a favourable teaching and learning environment with adequate instructional and learning materials which should be properly managed for positive academic outcome.

In conclusion, Dimmock and Walker (2005) in Muthoni, (2015) stated that, Human resource management refers to the recruitment, selection, induction, training, development, and motivation of employees. In motivation, secondary school principal is the determining factor in the motivation aspects of staff. The principal develops some policy on when and what will be used for motivation. This may be through giving rewards, trips, trophies and promotion. P. 4-5. Human resource managers involve dealing with people related behavior that is essential to the success of the organization. Industrials psychology is concerned with issues such as recruitment, selection, compensation, performance appraisal and training. Organizational psychology involves socialization, motivation, providing leadership, encouraging teamwork and development. (Muthoni, 2015)

7.2.5 Secondary Schools Education in Nigeria

Generally speaking, school is an institution or a human industry for referring human being in terms of skills, behaviour, knowledge, experience and all round excellence (Besong, 2013). Secondary education is the education of the children between the ages of

thirteen to nineteen and received after the primary education and before the tertiary stage, (NPE, 2004). The broad goal of secondary education is to prepare the individual for useful living within the society and higher education. Based on the 9-3--4 system of education, secondary education comprises six years duration, but given in two stages: a junior secondary school stage and a senior secondary school stage, each to run for three years duration.

i. Junior Secondary School: The junior secondary school is both pre-vocational and academic. It is tuition free, universal and compulsory. Basic subjects that will enable students to acquire further knowledge and skills are taught. Students who complete junior secondary school are to be streamed into:

a. the senior secondary school

b. the technical college

c. an out-of-school vocational training centre

d. an apprenticeship.

ii. Senior Secondary School: This is the second phase of secondary education. It is comprehensive with a core-curriculum designed to broaden students' knowledge. This is the stage where students pick subjects of their choice and begin to prepare for their intended careers.

Administrative Structure of Secondary Schools in Nigeria Secondary schools are directly under the state government. The State Ministry of Education handles planning, administration, supervision and other fundamental functions relating to schools. The State Ministry of Education has different departments/units that are entrusted with various functions to ensure the achievement of goals of secondary education. In Niger State today

and Nigeria at large, is experiencing two major types of secondary schools known as public and private.

7.2.5.1 Objectives of Secondary Schools Education

In specific terms, the objectives are to:

a. provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religion or ethnic background;

b. Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;

c. Provide trained manpower in the applied science, technology and commerce at Sub-professional grades;

d. Develop and promote Nigerian languages, art and culture in the context of world cultural heritage;

e. Inspire its students with a desire for self-improvement and achievement of excellence;

f. Foster national unity with an emphasis on the common ties that unite us in our diversity;

g. Raise a generation of people who can think for themselves, respect the view and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens;

h. Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. (NPE, 2004) p. 18 – 19

2.2.6 Public Secondary Schools

Public secondary schools are post primary learning institutions funded and managed by federal or state government which are conventional in nature. They are called public because they remained opened and accessible to people without discrimination as provided by government. Ugochukwu (2012) asserted that public secondary schools are owned and

founded by the State Government on behalf of the public. Apparently as policy initiator, education in the public schools is bound to conform to the principles and spirit of the education policy. Public schools have remained largely:

tuition free, centrally run by Boards, overseen by the Ministry, responding to innovations, improved school provision, responding to demographics ,adjusting managerial styles for improved service delivery, incorporating key values of people, integrity and excellence, imbibing the need for universality in the approach in raising generation next, subject to public debates and controversy, conforming to set standards and dynamic.

2.2.6.1 Problems of Public Secondary Education in Nigeria

It has become apparent that there are number of shortcomings confronting secondary education sector in Nigeria. There is no denying the fact that education in Nigeria has passed through varying degrees of problems in the process of planning and implementation. Mbayuav (N.D) identifies the following problems facing public secondary schools in Nigeria

1 Poor Primary Education.

Primary education is the recruitment ground for secondary education. If this section of education is weak it will affect the secondary education in the country. The Universal Primary Education (UPE) was launched in 1976 to boost primary education in Nigeria. This was a good scheme but did not last due to premature way it was launched. There is no doubt that the UPE programme, had it been that it was properly given some time and adequate preparation for the implementation, it would have been one of the best programs that Nigeria education ever had. And now the Universal Basic Education [UBE] has been introduced, the

society is yet to see its success. Consequently, the products of primary education could not prepare adequate grounds for quality production of secondary education products.

2 Unnecessary Changes in School Curriculum

Another problem is that of frequent changes in school curriculum .Both primary and secondary education suffered unnecessary changes in curriculum the reason being that every in-coming administration would like to distinguish itself with others in policy towards education. The moment there is a change in primary school curriculum it will definitely affect the secondary education.

3 Examination Malpractice.

Examination malpractice is a menace that is deeply rooted in Nigeria, where students are exposed to cheating during examination upon what they cannot defend when they pass out of school. As a result, many products of secondary schools with good grades in certificate examinations cannot defend these grades when the need arises. This has effects on the tertiary institutions in the country and the society in general.

4 Education and Politics

Education in Nigeria has been severally politicized to the extent that both the state and federal governments have committed themselves for political reasons to establishing schools, beyond what the country can reasonably sustain. Ike (2017) opined that, many states in Nigeria, particularly the new ones, indulge in the opening and running of many educational institutions, even when they are least prepared to do so, this result in the lowering of standards and in various educational projects collapsing mid-way. However, despite the remarkable rise in enrolments in primary schools does not seem to be keeping

pace with the ever growing social demand for education. The gap between the desire for education and the available spaces in the educational system has widened at all levels.

5 Inadequate Facilities

School facilities are the material resources that facilitate effective teaching and learning in schools. Jaiyeoba and Atanda (2005) cited in Mbayuav (N.D) posited that educational facilities are those things which enable a skilled teacher to achieve a reasonable level of instructional effectiveness that far exceeds what is possible when they are not provided.

The state of infrastructural decay in many secondary schools in Nigeria is a manifestation of poor funding of the system. This revealed that, in most of the country's secondary schools, where teaching and learning takes place is under unconducive environment, lacking the basic materials and thus hinder the fulfillment of educational objective.

6 Staff Low Morale

Teachers are the centre piece of any educational system; no education can rise above the quality of its teachers. Teachers whose morale are low are not likely to perform as expected in the school system According to Agayi and Oguntoye (2003) in Mbayuav, (N.D) The numerous problems permeating the entire educational system in Nigeria such as cultism, examination malpractice drug abuse, indiscipline, persistent poor academic performance of students in public examinations and many more seem to suggest that teachers have not been performing their job as expected. They influence to a great extent the quality of the educational output. Teachers' irregular promotions, low pay package, societal perception of the job and many more have dampened the morale of teachers. When teachers

are not motivated, their level of job commitment may be low and the objectives of the school may not be accomplished.

7 Poor Supervision of Schools

Effective instructional delivery and maintenance of standards in the school system are enhanced through regular internal and external supervision. Ayodele (2002) cited in Mbayuav (N.D) argued that secondary schools are presently supervised by two categories of people namely (i)internal supervision within the school, supervisors as principals, vice principals and the heads of department. (ii) External supervisors outside the school such as, supervisors who are formally designated officials from the inspectorate division of the ministry of education and the area or zonal education offices. The primary responsibility of inspectors is to see that high standards are maintained and that schools are run in accordance with the laid down regulations while it has been argued that the principal shave been discharging their duties as internal supervisors, the external supervisors from the ministry of education appear none functional as they seldom visit schools to monitor the operation in these schools. This has invariably hindered effective teaching-learning in schools generally.

8 Poor Funding

The gross under funding of the educational sector in the country in general and the neglect of the maintenance of the physical facilities; Instructional and living conditions have deteriorated in many of these schools; classrooms blocks, libraries and laboratories are nothing to write home about, all leading to decline in academic standards. Attention must be focused on these areas too if these educational institutions are to get out of the woods and this is only possible through adequate funding.

From the above highlighted challenges confronting secondary school education sector in Nigeria are not hidden situations to anyone that is showing concern with educational enterprises, especially teachers, parents and researchers. The issues raised above such as poor primary education, unnecessary changes in school curriculum, examination malpractice, education and politics, inadequate facilities, staff low morale, poor supervision of schools and poor funding are all undisputable points. However, corruption is said to be the genesis of the menace that pave way for the other shortcomings come to stay.

2.2.7 Private Secondary Schools

On the other hand, private secondary schools are post primary learning institutions owned, funded and managed by community or private individual whose motive is to maximize profit or serve the interest of community or religious group. The first private secondary school was established in 1859 known as Grammar School in Lagos which belongs to the Christian Missionary Society, (Fafunwa, 1974). By 1914, when the northern and southern protectorates were amalgamated, all the 11 secondary except for kings' college in Lagos were run by the mission. (Prince, 2009)Colonial masters intervened into the education affairs in 1872 by giving donations to the missionary societies to support education. In 1882, colonial government brought education ordinance with the aim of having total control on education. Schools were classified in to government and private schools. The government schools were financed entirely through public funds, but private received little aid. (Ogunu, 1990)

However, there are teeming private ones that are conventional in nature; not necessarily serving any religious affiliation. Some private schools are very selective in their admissions, while others are not. Private schools provide an alternative for parents who are

dissatisfied with public schools. Most standard and registered private schools in Niger State charge high school fees, only financially rich parents can truly afford the option of selecting a private school for their wards. Ugochukwu, (2012) opines that for more than four decades now Private schools have run as profit oriented enterprises, often owned by an individual, cooperating individuals, voluntary agencies or faith based organizations. Private ownership of schools as earlier noted, dominated the education landscape of the country during the mid-Nineteenth Century leading up to the later part of that Century. The missionaries were predominantly responsible for those schools.

2.2.7.1 Challenges of Managing Private Schools in Nigeria

The Nature of ownership of Private schools and the purpose for which the owners have set them up present a powerful task in having Private schools lend themselves to inquiries and administrative cooperation from external bodies. Ugochukwu (2012) further identifies the following problems confronting private secondary schools in Nigeria.

1 Quality Assurance

The process of education is vital in achieving education goals. The question therefore will be, are private schools engaging in best practices in education that contribute to good performance. In other words are private schools lending themselves to the specified statewide standards as directed by the Ministry of Education? Beginning from establishment through operation to certification, private school ought to conform to education law of the state in order to contribute towards realizing the objectives of education in Rivers State.

2 Facilities / Equipment

In accomplishing teaching and learning, facilities/equipment are central to any learner centered education. Most Private schools especially Low Fee Payment may not be

able to afford facilities/equipment necessary for offering certain subjects in the curriculum especially in the sciences, technical and vocational areas. This also causes most of these schools to focus more on social sciences and art subjects to the detriment of a balanced curriculum as required by the educational system. The state education policy weighs in on sciences, technical and vocational education and has encouraged this over the years. Therefore Private schools needing to operate should have equipment and facilities likely to promote emphasis areas in Rivers State Education policy.

3 Environment

School environment is a critical factor in school operations and success. Over 70% of Private schools in are sited in either private homes or make shift buildings and do not have capacity for further expansion in the nearest future. The provisions of sporting facilities, library, convenience, dispensary, etc. are functions of space.

4 Funding

Availability of funds to Private school owners is important. Most Private Schools are small in size, lacking teaching equipment and facilities and trapped in make shifts house or rented accommodation. Little Patronages, astronomical costs of accommodation retard their ability to acquire education specific environment, equipment, quality teachers, all necessary to meet set standards for the operation of schools in the state or even elsewhere. Banks hardly do business with small size schools compounding their problem in accessing loans facility (Odeleye, Oyelamin & Abike, 2012 in Ugochukwu 2012).

5 Condition of service

According to Tijjani, (2015) that, some of the private schools are illegal; they are established because their owners connive with some staff of the ministries to get permission

to establish school. Unknowingly, some of these schools cause a lot of damage to the Government or public schools. Unfortunately, the government officials who are supposed to encourage the government schools, have their children in these private schools because they belief the private schools are well equipped and have better staff. In support of this notion, Tijjani, (2015) sighted Aguokogbuo (2001), states that in Lagos state alone as reported by ministry of-education officials, estimated that there are two hundred and fifty (250) illegal nursery and primary schools and that because the proprietors of such schools had no money to hire qualified teachers, they employed the services of unprofessional teachers.

The Private School System should evolve a platform for harmonized conditions of service that mirrors what is obtainable in the Public Secondary School. This will enable teachers in private schools who see their job as adhoc arrangement settle down to develop careers in such school and contribute meaningfully well to education delivery. It should also be a precondition for licensing a school.

6 Manpower development/capacity building programme

The teaching force of any school makes a statement about the quality of the school. Teachers who are technically equipped would work towards achieving set goals of education. It is imperative that deliberate effort be part of the Private Schools' Plans in ensuring quality teaching and learning.

However, despite the affirmation challenges facing private secondary schools in Nigeria; when it comes for academic achievement and performance, private secondary schools are said to be leading. Nevertheless, the above points highlighted by Ugochukwu (2012) are real issues that deserve attention include Quality Assurance, Facilities / Equipment, environment, funding, condition of service and manpower.

Similarly, Class size is one of the major differences between public and private schools. The class size in both urban and rural public schools areas can be as large as 80 – 100 or more students. This population menace gives public teachers a though time to cope with challenges during classroom instruction and assessing the performance of the learners during terminal examination. While most private schools keep their class sizes closer to an average of 30 - 40 students, depending on the school. Public school teachers always need to be certified, while private school teachers often don't need formal certification.

2.2.8 Prospect for Secondary Education in Nigeria

Considering the above challenges facing both public and private secondary schools in Nigeria, Ike (2017) portrays the following prospects:

1 Government and the private sector should pull in more effort and resources towards the development of education.

2 Educating and re-orientation of teachers, parents and students on the need to discourage examination malpractice in schools.

3 More vocational and technical education centers be establish and the few existing ones should be property equipped and staffed.

4 An independent inspectorate committee should be put in place to regularly monitor activities in schools as the existing inspectorate unit has seize to function effectively.

5 Government should take over payment of enrolment fees for both public and private secondary schools.

6 Qualitative and affordable education be made available for all

7 Schools should be properly staffed and equipped.

8 Applicants seeking job replacement irrespective of grades obtained and institution attended should be given fair and equal opportunity to compete for placement.

9 More modern learning aids such as computers, internet Web sites facilities, overhead projectors, firms should be provided in schools.

10 Online registration being introduced now for school examination enrolment, by the Nation Examination Body should be encouraged; this will reduce the exploitative tendency by school.

11 Review of school curricula for promoting relevant learning and extra-curricular activities.

12 Quality assurance in terms of class size, number of teachers and instructional material.

In conclusion, there is no problem in life that has no solution. Therefore, the above prospects will greatly showcase positive changes in secondary school education, especially in the area of computer based test, because is an innovation that block a lot of chances to examination malpractice, missing result, delay of result and cost effective. Achievement of secondary school objectives is a matter of concern to all stake holders in Nigeria; such as parent, teachers, NGOs, government and others. What makes any organization's aims and objectives to be achieves is the effective and efficient control on human resource. (Tyagi, 2011)

2.3 Human Resource Management Staff Recruitment Process in Public and Private Secondary Schools

Teaching and learning cannot take place unless and until when there are provision of four basic elements put in place, which include school, students, learning materials and teachers. The school come into being by building. Students come through admission. Learning materials by the means of provision, and the teacher were gotten through recruitment and selection. Recruitment is not just done in a haphazard manner. Rather, it involves some processes and steps merged together in order to avoid creation of long lasting

shortcoming to be experienced in learning institutions and other organization alike. Therefore, teacher recruitment refers to the overall process of attracting, selecting and appointing suitable candidates for jobs either permanent or temporary who are to render teaching job (Wikipedia). Furthermore, Rees and French, (2010) opined that recruitment is also the process of generating a pool of capable people to apply for employment in schools. Selection is the process by which educational administrators use specific instruments to choose from a pool of applicants who are likely to succeed in the job. Evans, Glover, Guerrier, and Wilson (2017) advocate the key channels to attract applicants include: advertisements in local newspapers; recruitment agencies/search firms; corporate websites; specialist journals; encouraging speculative applications; employee referral schemes, and national newspaper advertisements. With advances in technology Internet recruitment has become a key medium for recruitment by employers and recruitment agencies. Internet recruitment is seen as an effective recruitment medium especially when recruiting graduates.

2.3.1 Recruitment and Selection Process

Recruitment and selection also has an important role to play in ensuring teachers performance and positive learning outcomes. It is often claimed that selection of teachers occurs not just to replace departing employees or add to a workforce but rather to put in place teachers who can perform well in the field. Recruitment form a key part in the process of managing and leading people as a routine of school life. It is suggested that recruitment and selection has become ever more important when a school is built. Jumare (2018) among others identifies the following recruitment process:

1 Determine Staff Needs

Here, a consideration has to be made on need of staff according to the size of a school. This could be done through the projection of students' enrolment, number of subjects to be taught and number of classes in the school. However, this process not just done once, issues such as retirement, transfer, death, and resignation may arise from time to time which subject to be reviewed.

2 Determine Criteria for Staff Selection

For better selection of qualified staff, there is need for a criterion to be set, which includes subject's area, qualification, age, experience, locations, physical ability and marital status. These will serve as a guide to the applicants and to ensure control over the process.

3 Advertise Vacant Position

It is administratively known that recruitment is not properly done in silence. The existing vacant has to be communicated through newspaper, radio house, television, internet among others means. The aim is to create awareness for the eligible candidates to apply. Advertisement could be internally showcase where by the opportunity is restricted to the staff within the institution. It could also be external, where the chance for the application is extended to outsiders to participate.

4 Collection of Application

At this point, the completed application forms or letters received from the pool of applicants based on the set criteria will be gathered for further action.

5 Analysis and Selection of Qualified Applicant

The next step after the collection of application; is the critical examination of the application in order to fish out the best candidates that suite the institutional definition. This

means that is not all the applicants that are at liberty of getting the employment. In addition to this, Berry, Daughtery, & Weider (2009) in Abdou (2012) opined that the last stage in recruitment is selection, which includes the choice of methods by which an employer releases the short-listed group of applicant leading to an employment decision. Selection should be based on merit, which is determined through assessment of an applicant's qualifications, experience, and standard of work performance and personal qualities relevant to the requirements.

6 **Call for Interview**

According to Easwaramoorthy & Zarinpoush (2006) An interview is a conversation for gathering information. It can be conducted face-to-face or over the telephone. The qualified applicants are called upon for interview. The interview is most conducted by a team of experts. During the interview, an operational guidelines will be defined, which include the chairman of the panel, scoring format, lead questions person, number of questions to be asked per person, duration, among others. Other areas constitute in the process of interview include bio data, general knowledge professional questions, psychological skill questions, social questions and expression skills.

Furthermore, Berry, Daughtery, & Weider (2009) in Abdou (2012) opined that interviews should be conducted and supervised by trained individuals, be structured to follow a previously agreed set of questions mirroring the person specification or job profile. An interview is a face to face communication between interviewer and interviewee. The interviewer has a dual mission: to represent the institution and to evaluate the candidate. The administrator decides who should be interviewed. The candidate is contacted and the interview is scheduled. The candidate is asked to bring a resume and references to the interview center. Interview is the most widely used employee selection technique. Even

employers prefer it, as it provides the chance to meet the applicant before offering the job. Interview is a two-way process, which allows the company to evaluate suitability of the applicant for the job, and the applicant can check whether the company and the job are right for him or her. Research has shown that applicants have positive attitude towards interview.

Types of Interview Used in Staff Selection

The following are the types of interview and limitations suggested by Berry, Daughtery, & Weider (2009) in Abdou 2012

1 **Unstructured Interview**

In unstructured interview the format and questions are left to the interviewer. Thus, it is Possible those two interviewers will have different opinion about the same applicant. That is to say, prior arrangement has not been made for meeting the candidate. However, the interviewer asks relevant questions

Limitation:

1 It lacks consistency.

2 The interviewer may be interested in different information about the applicants.

3 The recommendation might be based on bias and prejudice.

4 Predictive validity and reliability is low.

2 **Structured interviews**

In structured interview the set of questions to be asked are decided before and the same questions are asked to all applicants. The process of interview is standardized and there is less chances of interviewer's bias. The applicant's responses are recorded. It provides more reliable basis for comparison. It is a valid predictor of job success and makes hiring decision easy. Although valid, it is rarely used. The reasons are as follows:

1 Developing structured interview is viewed as expensive and time consuming.

2 It takes away interviewers freedom.

3 There is lack of communication between researcher and managers about its usefulness and research findings

4 **Aptitude Test**

Aptitude test in recruitment process denotes testing the applicant's expression skills could be assessed. Expression implies the ability of the applicant to speak freely and confidently. In short, aptitude test is one of the common means through which prospective employees are selected by employers, whose aim is to measure the cognitive capacity of candidates. It covers the area of numerical, verbal, language skills and abstract reasoning test.

5 **Selection of Qualified Applicant**

At this level, qualified applicants are selected for appointment. The selection must be based on the criteria defined at the beginning. The selection also ought to be considered from the best skills and all other capacities and capabilities to help the organization accomplish its task. However, Sparrow and Hiltrop (1995) cited in Jumare (2018) added that "it is worthy to note that, the rejected applicants need to be informed why they were not selected for the job"

Generally speaking, teacher recruitment is one of the most important factors to be considered in teaching and learning. The problems start from the recruitment strategies where many quark teachers were selected to take over the job. Teaching is a profession that operates on the basis of competency. As somebody cannot perform surgery without attaining medical training; likewise someone else cannot be in position of impacting knowledge to learners without receiving teacher education training. It is well known that teaching is one of

the most complex professions, nevertheless; it is also one of the most morally rewarding jobs in the sense that it is teachers who own the privilege of fostering the growth and development of their students' intellectual, emotional and physical wellbeing. A good or high- quality teacher is the corner stone of any effective educational system since he/she is considered by many parents, along with, experts in the field of education as one of the most determinant factors in students' academic performance (Berry, Daughtery, &Weider 2009) in Abdou (2012).

In Conclusion, the recruitment of teachers should strictly be open to those persons who qualified to teach. That is, individuals who are equipped with the knowledge of child psychology, philosophy of education, sociology of education, and versatile in teaching methodologies among others. When the need for the teacher recruitment arises; the employer should make advertise the available channels so as to create awareness for the interested candidates to apply. And the selection should be based on merit. This will greatly enhances effective teaching and learning.

2.4 Human Resource Management for Staff Training in Public and Private Secondary Schools

Staff development means sponsoring programs that offer training or continuing education to employees, or help employees plan their own professional growth. Organizations that support staff development expect to benefit from having employees with greater skills and deeper expertise. Not only the existing worker that deserves training and development, even the newly employees when fully settled need to be rebranded to adapt new methods and system of doing things so as to increase their skills and help the oraganisation achieve its goals. Training and development constitute important aspect in human resource management that greatly add values the effectiveness and efficiency of a

staff. There is dichotomy that exists between training and development. However, both geared towards improving the skills of workers. Training refers to teaching operational or technical employee how to do the job for which they are hired. In addition, Glueck (1979) cited in Rena (2012) that "training is a systematic process of altering behaviour of employees in a direction to increase organisational goals." P. 149. In fact, training is present needs oriented. On the other hand development is future oriented rather than present needs and which is concerned more with career growth than immediate performance. In support of this, Graffin (1977) cited in Rena (2012) that "development is any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of task needed for both present and future." Staff development is vital tool for the future of any school.

2.4.1 Types of Training

Rena (2012), postulated two types of training as follows:

1 On the job training is a programme situated within the workers job location which include job instruction, counselling, delegation, learning from more experienced colleague, secondiment and special project.

2 Off the job is a training programme situated outside the workers job location. It is usually organized in a training centre or an educational institution. It include lectures, classroom instruction, group discussion, programmed instruction exercise and case study analysis.

Furthermore, the above types of training could be considered too narrow, therefore, NOUN (ND) expatiated from being on the job or off the job as follows;

1 In-service Course for Teachers:

One most important concern and duty of the school head is the professional development of its staff through in-service training. Whenever possible and necessary, the staff should be given opportunities to attend relevant useful courses, which will update their knowledge in their subject areas and help some teachers and even the school heads upgrade their qualifications and thereby improve their conditions of service and prospects of advancement in the service. Apart from the benefit to the individual members of staff who participate in in-service courses, other members of staff could benefit as well through discussion and implementation of some of the ideas and techniques gained in the course. Thus, all the staff members would be grounded in their knowledge and techniques of current development and problems in their respective area of discipline.

2 Staff Seminar:

Sometimes seminars on selected topics for staff members can be organized as part of school programmes, such seminar can contribute to staff professional development. There may be the very knowledgeable and experienced teachers among his staff, or in the community who may be willing to lead discussions on such topics which are organized not only as a means of promoting staff professional growth but also as a way of improving staff relations.

3 Induction Courses:

These are conducted to introduce the newly employed personnel to their new jobs, since most of them are not likely to possess previous experience. It is designed to bring the knowledge and skills of the new employees to a satisfactory level.

4 Refresher Courses:

It is used mainly to update knowledge and skills or externally or both. It is very useful and necessary with innovations through changes of ideas. It serves as a motivating factor where the employee feels satisfied for being given the opportunity for learning.

5 Conference Training:

This is sometimes conducted through conference or workshops. This is not highly formalized since the trainees are treated as participants and not just passive recipients. The theme chosen for conferences must be relevant to the organization's objectives.

6 **Role Playing**:

This is another training device that can be used in organizations; it can be used for executive development. The participants assume the roles or positions they are expected to occupy after the training and their performance are simultaneously evaluated and corrected where necessary by the training instructors.

7 **Sensitivity Training**:

It is used for development of awareness to behavioural pattern of oneself and one's colleagues. It is used to encourage mutual understanding among working group. It is highly recommended for leadership training and executive development

2.4.2 Ten principles of Staff Development

By utilizing the basic principles of staff development, it increases the retention rate in schools because employees will be getting satisfaction, saving the time and money hiring new workers. At the same time, you increase staff productivity and improve morale. Ray, (ND) presented ten principles of staff development thus:

1 Relevance:

Provide relevant training so that employees can see the value of organizational development plans. Long meetings that don't seemed to have anything to do with their day-to-day duties can turn off employees to future training and make it difficult to implement new development modules.

2 Timing

Keep training sessions short and to the point. The staff can become overwhelmed when supplied with too much information at one time. Infuse the employees with important skill updates that they can put to use immediately.

3 Flexibility:

Give employees training that allow them to incorporate organizational methods as they see fit when appropriate. Giving employees autonomy to make decisions builds a stronger workforce that takes pride in its work product.

4 Goals:

Define the organizational goals and devise training and staff development techniques that lead to fulfilling those goals. Keep all staff development projects aligned with your company purpose and focused on customer satisfaction.

5 Identifiers:

Identify the skills and characteristics of individual employees and arrange for them to participate in training that taps into their natural abilities.

6 Consistency:

Maintain a consistent schedule of training as part of the school culture. Staff development should be an ongoing, integral part of your business to ensure optimal production and

employee satisfaction while keeping up with trends and changes in your industry as they occur.

7 Support:

Support the efforts of staff who indicate a desire for self-improvement. Listen to the employees when they express what kind of training they need and how it will improve their performance.

8 Encouragement:

Encourage the staff to engage in staff development projects and to make suggestions. Allow the staff to collaborate and develop teams that are directly involved in future training plans.

9 Supply:

While training and coaching are an integral part of staff development, you must supply your staff with the tools they need to be successful. Update computers and other equipment as needed when you implement new work processes or place additional expectations on employees.

10 Intervention:

When a problem is seen within your staff, nip it in the bud early by talking to the errant worker or instituting changes that effectively stop the harmful behavior. Allowing staff members to continue upsetting the flow of work can be infectious and negate your efforts at positive staff development.

Advantages of Training Programme

Training is not just done for fun. There is rationale and a lot of benefit in it which include the following:

1 It helps in teaching new employees the skills needed to perform in their new job. Teaching programme especially for the new employee are tailored towards teaching them specific skills that are particularly to the organization;

2 it helps in the maintenance of suitable and necessary skills in the entire workforce;

3 it leads to improved services to the clientele;

4 it increase employee motivation;

5 training helps in increasing productivity of workers thereby leading to overall improved organizational productivity. (Rena, 2012) p. 148

2.4.3 Evaluation of Training

After the successful completion of a staff on training is attained, it is expected that the employers will determine the effects of training on both the trainees and the organization. The following are the criteria for a training programme.

1 Changes in the Trainees' Reaction:

This is determined during the training period. The feelings and responses of the trainees to the training programme are examined. They may find their instructor's unqualified. They may find the training session boring to mention but a few reactions. The trainees' reactions can be measured by completing a well-designed questionnaire or evaluation form.

2 Changes in the Trainee's Knowledge:

The objective of training programme is to increase the participant's knowledge or skill on specific area. For example, if a training programme is designed to enhance an employee knowledge of specific office procedures. It is pertinent to expect that the employee concerned will know more about the procedures by the end of the training programme.

3 Changes in the Trainee's Attitude:

Changes in the attitude of participants take place because training itself is a change agent. This can be measured by comparing the trainee's previous sense of duty with the after-training or present one. His duty and his relationships with his superior and subordinate officers will change.

4 Change in Job Performance:

This is shown through effective changes in job performance by the employees. This can be measured by the trainee's ability to handle more challenging jobs very effectively.

5 Organizational performance or result:

Training and development are means to attain organizational goals or desired results. The above four points for training evaluation are inadequate unless the organizational objectives are full accomplished. Therefore, it is important in applying organizational performance standards and results as the ultimate criteria for evaluating training programme. (NOUN, (nd))

The above evaluation on training are the key ingredients that every staff is expected to display, because they are observable phenomenon. This means that when a teacher attended any type of training and development programme in or outside the school location; is expected that the manifestation of his performance should reflect on the learning progress of the students which will ensure the attaining of secondary school objectives. Alabi (2000) asserted that, the immediate aim of staff development-is to improve the performance of those with teaching and management responsibilities, while the ultimate aim is improvement of teaching and learning.

2.5 Human Resource Management for Staff Motivation in Public and Private Secondary Schools.

The concept 'motivation' takes its root from the Latin word 'movere', which means 'to move'(Akindele, 2014**).** There is no universal definition for it, having been defined in different ways in literature. Motivation is the inner drive that pushes individual towards an action, for the purpose of achieving targeted objectives (Akindele, 2014**).** Motivation is viewed as dynamic because what motivates one person might not motivate the other, and also what motivates one person today may not motivate him/her at all or to the same degree the next day (Rudhumbu, 2014). In addition, Peretomode (1991) in Ofojebe and Ezugoh (2010) said that motivation is the process of influencing or stimulating a person to take action that will accomplish desired goals. However, teachers' motivation is a way of empowering teachers in the occupation and involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees, so that they may become satisfied, dedicated and effective in performing their task.

One of the significant factors in the lives of the teachers is their level of job motivation.

The importance of teacher motivation remained sacrosanct in the field of education. Motivation is anything that management can do in order to further energize and stimulate workers to put in their efforts towards the realization of desired organizational objectives (Kajang & Istifanus, 2009). This definition portrays the fact that educational administrators are in better position to determine motivating workers towards actualizing the educational goals, aims and objectives. For secondary schools in both public and private cannot take different dimension.

Bada and Gwadabe (2016) opined that, the success of secondary education depends on the quality of its teacher and upon the effectiveness at which they discharge their duties, motivation counts a lot. It is generally an important concept in educational administration teachers' motivation greatly boost their moral for better performance; as what grease or lubricating oil does to cogs and machineries. Teaching profession happens to be the neglected area that receives less motivation in Nigeria especially primary and secondary education levels. It has been scholarly admitted that the levels of teacher motivation determines the teaching motivation strategies students receive from their teachers. This means that the higher the teacher motivation the better students' performance. To further confirm the above assertion, Ejiogu (1985) cited Ofojebe(2010) that, "Teacher as a human being is an "economic-man", essentially motivated by economic or material reward. Given good rewards and appropriate motivation will enhance their productivity and performance in the school system for quality assurance to be guaranteed"

Motivation in this context means the incentive, remuneration, good learning environment, prompt payment of salaries as at when due, promotion at regular basis, arrears ad allowance owing in service attending workshop, seminars and conferences and other form of human capacity building. In support of the above statement Peaker (2001)cited in Bada and Gwadabe (2016) that teacher who had recently undertaken a refresher training were found slightly more to be effective. Such staff training include, in service training, sandwich or part time programme, seminars and conferences (P. 152-153). It is acknowledged that any nation aspiring to maintain high and quality standards or achieve quality assurance in its educational system must take teachers and their motivational needs with utmost high level of seriousness. Furthermore, Onucha 2002 in Ofojebe, *(*2010) those

teachers are important instrument in education. They are also the pivot on which the educational process hang. Teachers play a major role in the whims and caprices of the educational system. They can influence the teaching – learning outcomes either positively or negatively because they determine the quality of instructional delivery and also influence quality education when it comes to implementation of the curriculum and educational policies. They are to be considered when addressing issues such as: quality assurance; quality delivery (teaching), quality context and quality learning outcomes"

Nzulwa, (2014) opines that, employees are the most important resource in every institution. Through their individualized professional competence, they provide valued products and services. But, do employees perform to their full potential in view of their skills, abilities and capabilities? Finer (2000) in Nzulwa (2014) notes that employee's performance level never exceeds 50% of an individual capacity to perform particularly when not effectively motivated. They may stunt in low morale often displayed in poor professional conduct and poor work performance. Employees' productive performance and professionalism can be enhanced through motivational practices responsive to their needs. Louw and Edwards (1997) cited in Rudhumbu, (2014) that extrinsic motivation occurs when behaviour is motivated by factors like tangible rewards, meeting obligations, passing tests or the need to impress other people, while intrinsic motivation occurs when behaviour is motivated or stimulated by a spontaneous interest in, or love and enthusiasm for a task.

2.5.1 Types of Motivation.

Research has shown that there are basically two types of motivation:

1 Extrinsic Motivation:

Louw and Edwards (1997)**c**ited the definition of extrinsic and intrinsic motivation of Rudhumbu, (2014) that extrinsic motivation occurs when a person is forced by another person or by the situation to act in a particular way. Further stated that this externally imposed motivation includes fear and reward where a person is forced to work in order to avoid punishment, to get good marks, to obtain a certificate, or simply to be top of the class.

2 Intrinsic Motivation

On the other hand, intrinsic motivation comes from within an employee. One is intrinsically motivated to work when he\she work with itself motive. You may find the work satisfying, fulfilling or enjoyable. The work itself provides the motivation. Intrinsic motivation is often more effective than extrinsic motivation, because it comes from within the employee rather than being imposed on the employee. (Louw and Edwards (1997) in Rudhumbu, (2014).

2.5.2 Motivational Strategies used in Secondary Schools

Adesina (1982) in Ofojebe (2010) summarized the following strategies that will enhance teacher motivation in the educational system in Nigeria.

1 Staff development and training

2 Participatory decision making

3 Good working conditions; remunerations and salaries

4 Promotion as at when due

5 Job security

6 Recognition of teachers' profession (Teachers Professionalism)

7 Conducive working environment

8 Provision of adequate instructional materials/teaching aids

9 Financial rewards, awards, teacher's scholarship

10 Sponsorship of both local and international seminars, conferences and workshop participations as it is done in other fields. (p. 409)

Advantages of Motivation

Rena, (2012) presents the following points as advantages of motivation:

1 it enhances individual and organizational growth

2 it improves productivity and performance

3 it enhances group dynamism

4 it enhances good labour-management relationship

The above points revealed the fact that motivation is a powerful instrument that make staff to do better for the benefit of secondary schools objectives to be achieve, because the teachers will work enthusiastically through incentives and other form of fringe benefit.

2.5.3 Teachers Motivation and its Challenges

Okonkwo (1997) in Ofojebe (2010), note that the following constitute teacher motivation challenges in Nigeria.

1 Poor condition of service especially with respect to salaries and remunerations.

2 Confining teachers through the use of school policies, syllabus and administration to repetitive activities, methods and programmes.

3 Making interpersonal relationships in schools very low particularly among the staff.

4 Denying teachers opportunities for further education, development and training.

5 Poor security measures and poor conditions of work.

6 Denying teachers of their promotions and appropriate authority, responsibility for their day-to-day functions.

7 Poor administrative structure and organizational climates in the school system.

8 Non-professionalization of teaching in Nigeria, lack of teachers' recognition and low status. This and many other factors to a large extent are responsible for the level of operation of teachers in the Nigerian educational system. (p. 413)

In conclusion, teaching profession is regarded as the noblest job in the world. Nonetheless it has been observed that, teaching has been disdained in peoples' heart. For instance, if you ask anyone on the street "which profession he or she want to practice in life" teaching would not be included in the list. Why? Because there is no motivation. Teachers are being looked as the servants of civil servants; as a person who cannot prosper in material things. There is need for their welfare to be considered. The fact remain that "The working condition of the teacher is the learning condition of the child" Motivation should cover all the ramification of teachers endeavor so as to ensure the achievement of the educational goals, aims of education in Nigeria at large.

2.6 Human Resource Management for Staff Discipline in Public and Private Secondary Schools

Discipline in this research refers to self-control. The schools laid rules and regulation to be obeyed by the teachers and the students without the use of military approach. The above assertion is in line with the definition of discipline by Tijjani and Shehu (2009) that discipline is the willing obedience to schools rules and regulation, and to behaviors that are generally acceptable to the school community and the society at large. In the school system is the training of the student's minds and behaviours in order to make them obedient to the school authority and to develop self-control" (P. 43). Furthermore, the word discipline

means a system of guiding the individuals to make reasonable decision responsibly. Discipline is part of moral education which is important in the development of the child's character. Classroom discipline is frequently regarded as having a moral dimension. It involves preparing a moral atmosphere self-discipline, and moral behavior. Without discipline, a school cannot function properly in achieving its goals. (Were, 2006 in Onderi and Odera, 2012). School should provide students with quality educational foundation to build successful and independent lives. Educational administrator such as principals must maintain the discipline to create an effective learning environ5ment. A combination of methods used in a consistent and fair manner typically offers the best approach to classroom discipline (thought co.com).

In Fayol's fourteen principles of management; discipline is included. Hence, discipline implies respect for the rules that govern the organization. This usually involves doing what other people have overlooked as well as avoiding what is unproductive. Clear statements of agreements between the organization and its employees are necessary, and the state of discipline of any group depends on the quality of leadership. Commonly, people refers to discipline as punishment, pain, and fear. According to this view discipline is a negative word and considered as not being positive and educative. Discipline is the pillar for the success of a school in academic and extra-curricular activities. This is because effective and efficient management of all organizational arms depend on the overall degree of discipline of the executive and the input of all the people in the organization

2.6.1 The concept of discipline in secondary schools

School discipline is an essential element in school administration. This is because discipline is a mode of life in accordance with laid down rules of the society to which all

members must conform, and the violation of which are questionable and also disciplined. It is seen as a process of training and learning that fosters growth and development (Imaguezor, 1997) in Nakpodia (2010) Cotton (2005) cited in Ugboko and Adediwura (2012) assert that discipline is the business of enforcing simple classroom rules that facilitate learning and minimize disruption. The rules on students discipline are aimed to enhance positive and constructive paradigm of values.

However, discipline can also be regarded as positive force. It can be used a way of training children, not correction but guiding the individual to make a reasonable decisions responsibly. (Mbithi, 1974 in Onderi and Odera, 2012). As such, the Principle of a school must have a thorough knowledge and understanding of discipline as a subject. The principal must device methods of how to maintain good discipline as a strategy to ensure the attainment of educational goals and objectives. Discipline in a school creates an orderly atmosphere in which meaningful achievement of learning can take place and positive value, social skills and attitudes can be inculcated. But while the educational management strive to attain good discipline, there will always be some students who need some corrective discipline as a result of being indiscipline or having committed an offence or going against the school rules. In such cases the educational management should apply appropriate procedures when handling discipline cases.

Furthermore, educational institutions are usually viewed in the level of both academic and psychological achievement of their students, so discipline of students is a must. During induction program for new students and teachers, they are often informed about the school expectations, rules and regulations, to enlighten them on the philosophy and principles governing individual expectations of the institution.

Staff Discipline involves self-control, restraint, and respect for oneself on the part of both teaching and non-teaching staff. We can also talk about types of discipline. There are two.

2.6.2 Types of Discipline.

1. Internal Discipline: This refers to the orderly conduct of both teaching and non- teaching staff in habits of obedience to socially approved standards of thought and actions, irrespective of the existence of external authorities or laws to regulate behaviour. It is self-imposed. Staff that are usually associated with this kind of discipline do not expect order or law before he/she does the right things.

2 External Discipline: This is an externally imposed kind of discipline. It is the orderly conduct of staff in habit of obedience to socially approved standards of thought and actions which are developed in response to external threats of punishment or sanction. (NOUN)

In general, a system of schools discipline can be called effective if it clearly communicates to both students and staff what are acceptable and inacceptable boundaries of behavior and what the consequences of misbehavior will be. Those students in the schools who are exposed to schools discipline the most, should be able to clearly predict what the consequence of their behaviour will be. A clear understanding of what will happen enables them to make informed decision about what they may or may not try to get away with the class. Most importantly, the schools discipline system is the clearest way for school to communicate to its students what kind of institution.

2.6.3 Aims and Objectives of Discipline in Schools

The aim of discipline is therefore, to help the individual to be well adjusted, happy and useful to his society. Tijjani and Shehu (2009) present the following aims and objectives of discipline in the school:

1 To help both students and teachers meet the appropriate behaviors that are required for classroom teaching and other teacher- students' relationship. This goes a long way to create a conducive teaching and learning environment without which there will be no meaningful teaching and learning.

2 To produce a group of children who will become responsible adult in the society. Naturally, the society views the schools as an agent of socialization, literacy, functional skills and as an institution for inculcation of discipline

3 In response to the expectations, the school teacher's moral values and functional skills to the students and in turn, these students help to improve the society from what they learnt in the school.

4 To produce children who are worthy of emulation by other children outside the school system. When students are really disciplined in their schools, their peer groups outside the schools are most likely to initiate their good behavior. (P. 44).

2.6.4 The importance of discipline in schools

In all institutions of learning, discipline is very important because it perform the following roles:

1 It trains individuals to develop responsible behaviour leading to self-disciplined person.

2 Discipline exposes students to the art of self-control, and social chaos can only be avoided if restraints are built into the character of students.

3 Discipline exposes children to ways of handling the challenges and obligations of living and equips them with the personal strength needed to meet the demands imposed on them by the school and later in adult responsibility.

4 Discipline makes it possible for parents to pass their values and attitudes to their children in an atmosphere of genuine love.

5 It also stimulates tender affection possible by mutual respect between parents and children, between children and teachers.

6 Believes that teaching children to be disciplined allows the live, humanity, and divinity of God to be introduced to young children. (Were, 2006 cited in Onderi and Odera 2012)

2.6.5 Methods of Maintaining Discipline in Schools

1 The principal should set a personality be a paragon by virtue worthy enough to be emulated by others.

3 The teachers should be example of self-discipline to the students

4 Punctuality by the teachers discourages students from coming late to school.

5 The principals are expected to ensure duty dedicated to teachers

6 There should be effective communication in the schools system among the principal, teachers and the students.

7 Involvement of parents through the regular meeting of Parents Teachers Association (P.T.A) and School Based Management Committee (SBMC)

8 Establishment of function guidance. Counseling unit for better behaviour modification

9 Setting up of disciplinary committee without partiality

10 The schools rules and regulation should not be too harsh and rigid

11 Captions and signboard could also be used to give warning and arrest attention, example: silence, lesson is in progress, stealing is a bad behaviour, among others.

12 Descent dress and dress code pictures could fixed in designated places

13 Reward of good behaviour like submitting of valuable lost but found item.

14 Punishing the offenders in the present of other students so as to serve as a deterrent to them. Not only corporal punishment but also labor work in the schools farm and garden. (Were, 2006 cited in Onderi and Odera 2012

Mbiti (1973), Elias and Tobias (1990), Smith (1993), Kabandize (2004), Mpiso (2004), and Kyamulabi (2006) cited in Ofoyuru and Okema, (2011) agree that rewards, punishment, communication, and counselling are used as strategies of managing student discipline in secondary schools with communication being most predominant. However, a school without discipline students will become rude to the teachers, principals and to one another, low grade shall be recorded in their academics, crimes of various types shall be exhibited-- absenteeism, lateness, talking in the classrooms, disrupting the activities in the classroom and others. Less supervision on discipline will causes gross negligence and often the cause of low morale and low productivity among teachers and students (Ugboko and Adediwura, 2012)

2.7 Human Resource Management for Staff Supervision in Public and Private Secondary Schools

Educational supervision is a vital process and combination of activities which concerns with the teaching and improvement of the teaching environment in order to promote effective teacher performance and learning in the school. Supervision is a process of assessing and monitoring the school system in order to bring about feedback of the system. Supervision is the constant and continuous process of guidance based on frequent visits which focus attention on one or more specific aspects of the school. The idea of monitoring and reviewing the teaching and learning processes makes supervision of instruction imperative in our educational institution in order for these instructions to live up

to expectation and to realize the objectives set before them. Jega (2006) in Ugboko and Adediwura, (2012) affirm that,

The most important dimension of any formal organization and there is no way an organizational goal can be meaningfully attained in the absence of certain mechanism which will ensure its success. One of the mechanism to put in place for the attainment of educational quality in secondary schools is the supervision of instruction (P.94).

In corroborating the above affirmation, the National Policy on Education (2004) sees supervision as an aspect to ensure quality and continuous monitoring of instruction and other educational services. Yabo, (2011) defines educational supervision as all efforts designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction. Supervision is a process of assessing and monitoring the educational or school system in order to bring about feedback of the system. Ogunsaju (1983) posits in Janguza (2015) that supervision is a way of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs, and at the same time tries to emphasize the importance of good human relations in the organization.

Furthermore, Janguza, (2015) summarizes the essence of supervision as the monitoring of performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on increasing the standard of schools and achieving educational supervision and improvement in teaching and teaching environment in order to promote effective teacher performance and learning in the school. Before now the concept of supervision was classical in nature where the supervision was out there to find failed and those who perform below expectation stand the risk of losing their job (Jega, 2016

2.7.1 Purpose of Supervision

Janguza (2015) among others include the following purpose of school supervision:

1 To improve teacher effectiveness

2 To ensure that teachers discharge their duties as scheduled

3 To improve the competency of teachers' performance

4 To provide guide for staff development

5 To determine the effectiveness of the teachers' class room management.

6 To determine special abilities possessed by teachers and to determine who is to be transferred, retained, promoted or disengaged. (p. 106)

2.7.2 Qualities of a Good Supervisor

A supervisor has some distinguished characteristics that make him/her a unique qualified officer in performing the job effectively. These qualities are both professional and personal as postulated by Yabo (2011) as follows:

1 Professional Qualities

This qualities entails the supervisor's academic relevant qualification in education he/she possessed through training. This includes the supervisor's ability to be with that broad knowledge of education as well as having keen awareness of the internal workings of the system. It is therefore expected to be skillful in the art to be able to stimulate educational change and development as well as having the ability to interpret existing policies and provisions of educational practice.

2 Personal Qualities

In addition to educational qualification, a school supervisor is also expected to possess human relation skills such as fairness, patience, honesty, dedication, and respect for human

feelings, patience, tolerance open minded, friendly, and approachable and perseverance in dealing with the teachers.

2.7.3 Areas of Supervision

Igunnu (2017) postulated the following areas of supervision.

1 Instructional Supervision

This refers to the real teaching and learning aspect. The supervisor checks the effectiveness of the methods of teaching, learning materials, the lesson plan, time table, curriculum implementation, and filling of diary, distribution of work among the learners, the lesson delivery from introduction to conclusion.

2 Supervision of School Environment

The school compound in general and it contain. The supervisor is expected to oversee the cleanliness of the school, erosion, hygienic condition of the school canteen, proper drinking water arrangements and cleanliness of lavatories. It also include the classroom condition, the staff room and offices.

3 Supervision of School Records

Records constitute part and parcel of school administration system. The supervisor is therefore expected to check the up to date documents required to be kept by the principal and the teachers as well. These records of statutory and non-statutory ones such as attendance register, Query book, School Principal's Annual Reports File, Movement Book, time book, visitors' books, lesson note, Student Report Card, stock book, log book among others.

4 Supervision of Developmental Aspect

The supervisor, examines the various steps taken by the school to serve the locality in which it is situated. Including the progress achieved in establishing vital rapport between the school and the community and how much the school has developed in various aspect.

5 Supervision of Students' Growth

The supervisor has to check up in what particular field the students of the institutions have distinguished, what positions have been secured by students in the academic, cultural and physical fields, what the school is doing to help the gifted, the slow learner and the retarded children among others.

2.7.4 Categories of Supervisors

Supervisors were categorized in to two major groups:

1 Internal Supervisors

These are those who operate within the school setting and lay emphasis on instructional supervision. They include subject head, head of department, head master, principals and their assistants.

2 External Supervisors

Come from outside the school setting, usually from zonal office, state ministry of education and federal ministry of education members who left office for field work with emphasis on personnel aspect. (Jega, 2016. p.99 – 100)

2.7.5 Roles of Supervisor

A supervisor can be described as any certified individual assigned with the responsibility for the direction and guidance of the work of teaching staff members. This implies that the supervisor has the role of assisting the teachers to do their work better

through collaborative efforts. Kotirde and Yunos (2014) also defined a supervisor as a person whom by virtue of his functions, carry out duties, which deal with managing both human and material resources within the school system and how they can be best utilized. In other words, a supervisor is expected to assist in the learning environment to maximize the available resources to achieve the set goals. Kotirde and Yunos (2014) present the following roles expected to be performed by a supervisor:

1 Mentoring or providing for mentoring of beginning teachers to facilitate a supportive induction into the profession.

2 Bringing individual teachers up to minimum standards of effective teaching (quality assurance and maintenance functions of supervision).

3 Improving individual teachers' competencies, no matter how proficient they are deemed to be.

4 Working with groups of teachers in a collaborative effort to improve student learning.

5 Working with groups of teachers to adopt the local curriculum to the needs and abilities of diverse groups of students, while at the same time bringing the local curriculum in line with state and national standards.

6 Relating teachers' efforts to improve their teaching to the larger goals of school wide improvement in the service of quality learning for all children.

With the involvement of state departments of education in monitoring school improvement efforts, supervisory responsibilities have increasingly encompassed the tasks at the higher end of this list. In turn, these responsibilities involve supervisors in much more complex, collaborative, and develop-mental efforts with teachers, rather than with the more strictly inspectorial responsibilities of an earlier time.

2.7.6 Problems Associated with Educational Supervision in Secondary Schools in Nigeria

There are various factors hindering successful educational supervision in Nigeria. These factors are as presented by Kotirde and Yunos (2014):

1 Government issues

Yabo, (2011), Kotirde and Yunos, (2014), Janguza (2015), Igunnu, (2016) have opined that government contributes to the problems associated with supervision in these ways:

1 Inadequate funding coming from the government due to less attention they pay in terms of adequate funding of educational system in Nigeria, especially during the civilian era, also many teaching staff of institutions of higher learning where not paid salaries over nine months.

2 Political instability where it dominate all sectors are suffering present government inability to restore and normalizes the school calendar's to focus on learning activities in the system.

3 Constant change in educational policies due to personal interest and greed by corrupt politicians.

4 Lack of adequate training for supervisors in the system led to the total destruction in teaching and learning because many supervisors are not qualified to perform their duties due to the fact that they lack basic training and retraining of the supervisors.

5 The poor remuneration of all categories of teachers in Nigerian educational system, teachers in Nigeria are regarded as third class citizens in our modern society due to

government attitude, molestation and the section regarded as a dumping ground for those who have no choice.

Insufficient staffing/shortage of competent and qualified supervisors to do the work of supervision, Lack of materials and resources for the effectiveness of the system to improve, Lack of facilities and resources (vehicles) for supervisors at all of education sector, Poor conditions of Nigerian roads for the supervisors to function well and to carry their duties successfully, Lack of effective evaluation in the system of all categories of civil servants in the county led to the Politicization of the appointment of supervisors and other agencies

2. Teachers Issues

Teachers contribute to the problem of schools supervision in the following ways:

1 Unprofessional attitudes to work from the teachers because they are not motivated that is why they pay less attention to their duty.

2 Lack of interest in work because some see teaching as a last job in a modern society and some of them Lack basic knowledge or formal training for teaching and learning situation.

3 Lack of qualifications for position of teaching, many of the present day teachers in Nigeria lack basic qualification for teaching and no proper supervision to monitor the recruitment for the teaching appointments in both public and private schools.

In summary, Parents, teachers, and government at large, what makes a school good or bad depends on the judgment that is made about its resources and activities. Inspection and supervision across the world has been considered a process of assessing the quality and performance of schools by internal and external evaluations. In recent years, many countries have re-examined their inspection and supervision systems in the face of demands that

schools should be made more transparently accountable for the outcomes and standards that they achieve and, therefore, responsible for continuously assessing their performance.

Since its origin in the early nineteenth century, school supervision has been the main instrument of facilitating and ensuring quality improvement in schools. It started in the form of a systems' tool for monitoring. Inspectors of Schools that were based on a top to down authority and control model, as well as rules, regulations, acts, and codes.

2.8 Human Resource Management for Staff Performance Appraisal in Public and Private Secondary Schools

Staff Appraisal is a systematic evaluation of the performance of employees and to understand the abilities of a person for further growth and development. Performance appraisal is a technique used by educational officers to assess the effort and level of staff commitment towards the duties being discharged. When an employee is serving in a certain organization; he is being watched keenly by the officers in charge who determines the future consequence of that worker in terms of actions in his favour or against him. Rena (2012) views performance appraisal as the formal assessment of staff in order to determine his performance level. It is an acceptable function that some mechanism has to be adopted to evaluate workers from time to time in order to ascertain how well they are doing in their various job. P. 150

2.8.1Aims of Performance Appraisal

Rena (2012), further presents two major objectives of appraisal as follows:

1 to evaluate an employee past performance and reward him for outstanding work;

2 to provide an employee with training and development opportunities that will benefit both him and organization. P. 150

From the above, it is enough to understand that performance appraisal is a yardstick for retirement, promotion, demotion, transfer, reward, training for every worker.

Alabi (2000) add the following objectives on Staff Appraisal

1. To maintain records in order to determine compensation packages, wage structure, salaries raises;
2. To identify the strengths and weaknesses of employees to place right men on right job;
3. To maintain and assess the potential present in a person for further growth and development;
4. To provide a feedback to employees regarding their performance and related status;
5. It serves as a basis for influencing working habits of the employees.

Staff performance appraisal happens to be one the important aspect in handling human resource in secondary schools both teaching and non-teaching staff. Ideally, is an annual undertaking in every school where teachers are being evaluated on different aspects such as punctuality, dedication, human relation, professional qualities among others.

2.8.2 Appraisal Method

There are two major methods commonly used in appraisal as follows:

1. **Graphic Rating Scale:** an evaluation form is prepared containing some performance quality points that best describe employee such as excellence, good, fair, bad, too bad.
2. **Behavioural Anchored Scale:** this is a ration scale with specific observable behaviour that are directly related to the job. Direct and indirect observation are being made on a worker unknowingly to him by the managers and keep record when the exhibited behaviours occur.

The performance appraisal methods differ from one organization to another. However, a common method of performance appraisal consists of an annual evaluation through a standardized or structured form. Using this method, superior officers are expected to evaluate their subordinates by filling the forms to be submitted to the top management. (NOUN)

According to Alabi (2000) Appraisals can be used for the following purposes

1 Promotion:

This refers to the upward mobility of an employee which is accompanied by greater responsibility and higher status, greater skills and increased salary. Though the duties assigned to promoted staff in education might not change, the title and possibly the level at which the duties are performed change. Promotion is a positive reward system that increases the morale of employees and motivates "hem to work harder towards the attainment of the education objectives.

2 Demotion:

On the other hand, demotion is a downward mobility. It is accompanied by loss of duties, loss of privileges and reduced income and ranks. For instance, a school head who is made to take the status and responsibility of a classroom teacher is demoted. Usually demotion is an aftermath of a disciplinary action. Acts that can lead to demotion are stipulated in Nigerian education laws.

3 Transfer:

Transfer, Means the movement of staff from one area/unit within the educational setting with the same duties and rank. Usually, the purpose of transfer is to strengthen some units with shortage of staff within the organisation or to inject new blood to the units for

improved performance. The transferred staff usually carries the same status to the new post and performs the same duties. Transfers could equally be carried out as a punitive measure. For the goals of education to be achieved, schools must operate in disciplined environments. Acts of indiscipline range from minor offences such as lateness to more grievous offences like; examination malpractice and immoral dealings with students. The penalties for these offences also range from simple oral warning, queries, suspension, demotion to dismissal

4 Termination:

It refers to a situation whereby an employee's appointment is brought to an end. This could result from expiry of a contractual employment, redundancy or breach of the terms of contract. Such an employee might still get an appointment in the educational enterprise, if he/she wishes.

5 Dismissal:

Is a situation whereby an employee is relieved of his or her job and might not be re-employed within the education enterprise? A dismissed staff loses all entitlements such as gratuity and pensions.

6 Retirement:

This refers to the time following the work period of an employee. That is, the compulsory time an individual must stop working. Retirement system, according to Ukeje (1991) cited in Alabi (2000), provides the institution with an orderly means by which the services of staff members may be terminated when they are no longer capable of rendering effective service. One important advantage of this is the possibility of recruitment of competent staff and the promotion of deserving younger personnel. That is, retirement aims at increasing staff competency, stability, morale and human satisfaction. Among the benefits

of retirement are pension for employees with a minimum of 10 years of service and 45 years of age, and gratuity for employees with a minimum of five years of service.

2.9 Theoretical Framework

This segment is dedicated to look at some relevant theories in line with this study and explanations of their concepts therein. The two theories chosen areAbram Maslow Hierarchy of Human Needs and Post Behavior Science School of Thought in Management

2.9.1 Post-Behavioural Science School of Thought in Management

Post-Behavioural Science Theory was formed based on the improvement and building of the strengths and shortcomings of the classical organizational theory, the human relations science theory and Behavioural science theories. Among the major contributors of post behavioural science theories include:

1 **Gardner Murphy:** (1895 – 1979) An American psychologist, and specialized in social and personality psychology. He contributed on school improvement, Democratic community and social justice.

2 **T.B. Greenfield:** (1930 – 1992) is a Canadian scholar. He had great interest on educational administration and educational leadership. Contributed on critical theory and Post modernism

3 **Christopher Hodgkinson**: (1991) a professor of Educational Administration. A British Columbia at university of Victoria, British Columbia. The author of the Philosophy of leadership, Contributed on Gender, Race/Ethnicity and Class

4 **David Easton:** (1917 – 2014) Key contributor to Post-Behavioural Theory

5 **Joan Shapiro – Value and Ethics:** Temple University – college of education she is a professor – policy, organizational and leadership studies.

2.9.2 The Believes/ Approaches Post- Behavioural Science Theory

The principal focus at the post- behavioural theory is on the interrelated concepts. The post- behavioural theorist belief that even though principals, teachers and parents target schools to improve but school improvement cannot occur unless each school is supported by a strong external infrastructure, stable political environment, resources outside for school, and leadership from the superintendent, school board. The Approaches of Post Behaviour theories include:

1 School Improvement:

Accountability for school improvement is a central theme of state policies, and in an ideal system. School improvement efforts focus educational policy, administration and practices directly on teaching and learning. This will require district wide leadership focused directly on learning. Leaders can accomplish this by;

2 Clarifying Purpose: -

Here the school district and the school administrators and teachers are all jointly accountable for student's learning what the teacher teaches. Learning is a matter of public inspection and is subject to direct measurement.

Clearly and jointly held purposes give all those involved in the learning process a better sense of certainty, security coherence, and accountability and these purposes must be constantly adjusted to suite new circumstances.

3 Encouraging Collective Learning:

The school administrations must work to bring all teachers to understand state standards and state's accountability criteria such that all teachers, without any isolated are involved in these collective mission.

4 Aligning with State Standards:

This deals with the conformity to the provision of the curriculum as provided by the higher educational authority. Hence the evaluation will be based on the objective.

5 Providing Supports:

Providing support involves creating an environment that supports school improvement efforts. Teachers need to be providing with curriculum guiding textbooks, specific training connected to state standards. They need access to lesson on teaching units that match state standard. Teachers also need training on using state test results to fill the learning gap and help students who seem to be lagging behind in core subjects.

1 Making Data- Driven Decisions:

Three factors can increase school districts in meeting state standards. The first factor is the availability of performance data connected to each students, broken down by specific objectives and target levels in the state standard.

The second factor is public nature of the measurement system. Assuming the school district has a system of rating schools, the district should publish annually a matrix of schools, and honor those schools that have performed at higher level.

The third factor is specifically targeted assistance provided to schools that are performing, at lower level. Each target school is paired with a team of experts to observe current practice and discuss students' performance data with the staff and assist in the development and implementation of an improvement plan. (Fred and Beverly, 2013)

2 Democratic Community:

A democratic community is described by Dewey as a place that could prepare people to live within and to maintain a healthy, democratic society. (Fred &Beverly, 2013).

Democratic community is expected to be enacted in school systems and school environment. the Creating Democratic community in schools, involves systematic attention to structure, process, and curriculum instruction. (Lake & Mouton, 1994). Furthermore, Furman and Starat, (2002) cited in Jumare, (2018) that, democratization in organization brings about unity and commitment among members. Thus reduces the spread of rumours and backbiting among members. On the other hand, it increases productivity. P. 24

3 Social Justice

This is creating a situation in a nation where every citizen is to be developed equally in social, economic, political, and educational areas.

In short social justice insists that we must achieve equal educational results for all children. For where to do so, will harm specific group from attaining the fundamental, primary goods and service distributed by society.

4 Leadership in Schools: The concept was first developed by Bernard Bass with respect to the two types of leadership behavior: transactional and transformational leadership styles. According to Bass transactional leadership determines what subordinates need to do to achieve their own and organizational goals. While transformational leadership motivates their subordinates to do more than what they are originally expected to do.

2.9.3 Application of the theory to school system in Nigeria.

The approaches or belief of this theory could be applicable to the studies as follows:

1 School Improvement:

School improvement efforts focuses on educational policy, administration and practices directly on teaching and learning.

1 Clarifying Purpose:

Emphasis and much importance are laid in the use of centrally planned curriculum in the present day administration of our schools in Nigeria. These curriculums have clearly spelt out objectives and purposes and their contents are broken down into sizeable working tools for effective teaching and learning.

2 Encouraging Collective Learning:

The administrators of our school systems make sure students are grouped into classes with each class containing a specific number of students for easy class control. The students are grouped into syndicates to facilitate collective learning of common ideas or contents of the curriculum.

3 Aligning with the State Standards:

To make sure state standards are established and maintained in all schools, the students learning activities and the teachers' activities are being guided by the curriculum under the supervision of school administrators.

In most educational districts harmonized examination are administered to the students to conform to the state standard – example Zonal Mock – Examinations, WAEC, NECO, NABTED, SSCE exams.

4 Providing Support:

Today in Nigeria, school administrations assist in the training of teachers to update their professional skills through in house seminars and workshops.

In relation to underperforming students, the students are provided with remedial/extra lessons to meet up with the expected standard. Textbooks and other resource materials are also provided by the school administrators.

5 Making Data- Driven Decision:

The school system in Nigeria keeps records of all activities in both academic and non- academic field. The registry keeps curriculum seconds of individual students this serves as a sources of performance data that helps in making data driven decision. The ministry of education on its performance and low to grade schools among high performance and low performance schools. The grading is done annually and the result in record is made available to the schools so that each school can know and study its performance in comparison to other schools.

1 Democratic Society:

School environment is expected to be democratic in nature where every teacher is having a say. This is noticeable in our schools today during meetings. Educational leadership must be democratic, and the belief that schooling must be democratic, and understanding that schooling is not democratic unless its practice are excellent and equitable. Educational equality is a precondition for excellence (Thenmozh, 2013). The school heads normally give room for the staff members to give their own quota especially under the agenda of suggestion, observations, recommendation and problem solving issues.

2 Social Justice:

In our schools today, there is no demonstration of superiority in forms of what so ever subject a teacher is taken even though there are core subjects. Secondly, promotions, salaries are paid at the same time without discrimination neither on the bases of gender difference. Teachers do not under score any pupils/ students who did well in the exam or test among others. Finally, equal opportunity is given to every child to be admitted in school without barrier of background.

2.9.4 Critique of the Post- Bahavioural Science School of Thought

1 Post- behavioural scientist have always places much emphasis on the supports, training and provision of teaching tools for effective science delivery by teachers, yet they did not include motivational supports to the teachers in form of housing and promotions and other motivational factors

2 There is no inclusion of information and communication technology (ICT) in post behavioural science theory despite the fact that, the theory is the latest.

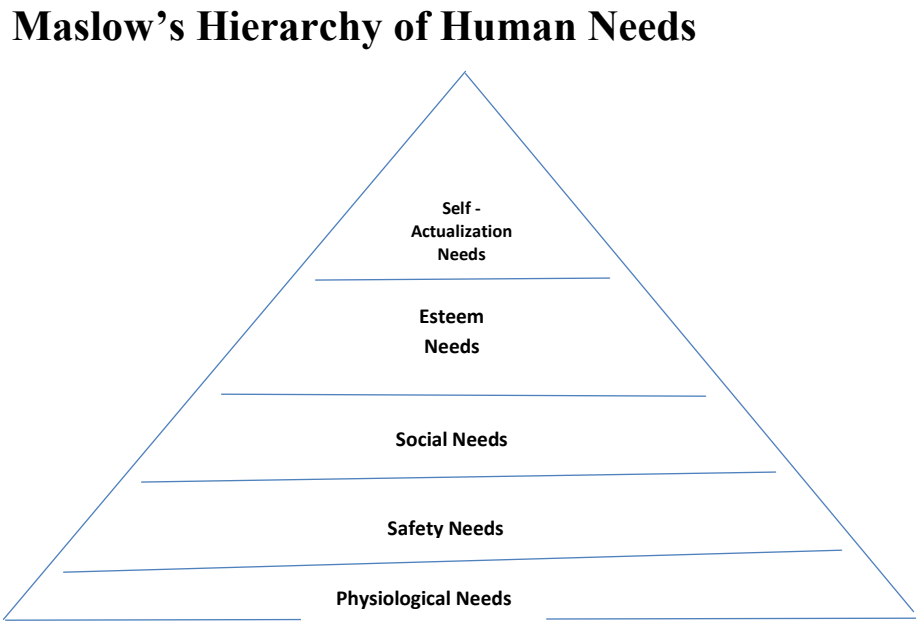
3 The post- behaviourist believes in aligning school tests with state standards, but state tests that are based on generic off the shelf standardized tests cannot measure the breadth and depth of each state standard. We have seen in Nigeria a destruct to state standards that has manifested in tertiary institutions conducting their own standard entrance tests.

4 Post- behavioural are ideas include creating democratic communities; this view is seem as narrow since national boundaries are permeated by regional and global alliance. Also both the term democracy and community have different meaning to different people instead of this narrow view it will either be children should be educated within an unceasingly, global context.

2.9.5 Abram Maslow: Hierarchy of Human Needs Theory

Maslow's hierarchy of human needs is one of the motivational theories associated with Abraham Maslow in 1943, a psychologist by profession. The theory is also a content theory of motivation which focuses on the factors within persons that starts, energizes, direct, maintain and stop behaviour. It can motivate or discourage human behaviour in the sense that its positive influence causes satisfaction while its' negative influence cause dissatisfaction and causes one to react either positively or negatively. Maslow postulated

five basic human needs which is arranged according to levels of importance or hierarchy including: starting with the lowest (most basic need) physiological, safety and social needs and the higher needs- ego or esteem need and self-actualization.



Adopted from Manga (2014)

1 Physiological needs

This consists of the need for basic biological needs which includes the need for food, water, air, sexual gratification and other primary needs such as shelter and clothing. When the physiological needs are not satisfied, no other need will serve as a basis for motivation. Once they are satisfied, then newer needs emerge. In the school system, the salary one earns

enables him to satisfy this needs but if unfulfilled then results to dissatisfaction which affects productivity and quality performance in the work place.

2 Safety needs

This emerges once the physiological needs have been achieved. This includes the need for security, safety, protection against danger and accidents (threats, deprivation, psychological harm, economic disaster) and stability in the physical and internal events of day to day life. In the school, teachers want to have the feeling that their job is secured and accommodation also secured. The safety needs are concerned with the physical and economic needs such as freedom from bodily harm or security in all ramifications. When such is lacking, threatens their performance and work commitment. Peretomode (1991) in Ofojebe and Ezugoh**. (**2010**)** observed that this need are often met in the educational institutions by granting teachers such programmes like fringe benefits, promotion, retirement or pension schemes, insurance benefits, welfare benefits, free medical and health services, job security and safe working conditions. If the physiological and safety needs are satisfied then the social needs emerges.

3 Social needs

This includes the need for love, affection, companionship, acceptance and friendship, sense of belongingness in one's relationship with others. In the school, social needs of teachers are usually satisfied if informal group and teachers participation in decision making is encouraged, membership in groups also encouraged and proper delegation of duty. Once found lacking or not satisfied, affects their psychology/mental health resulting to absenteeism, poor performance, low job satisfaction and emotional breakdown. Ejiogu (1990) in Ofojebe and Ezugoh (2010) emphasized on the need to maintain a democratic

atmosphere in the school, since teacher are sensitive human beings and professionals who in most cases, can do their jobs satisfactorily without too much supervision. What teachers actually want is to provide a working climate that will help them do their jobs better and an opportunity for professional advancement and the satisfaction of their needs within the school organization. When the lower needs have been satisfied then the higher need emerge as Maslow postulated. The higher needs include: the ego or esteem needs involving the need for respect, prestige, recognition, self-esteem, status and personal sense of competence.

4 Esteem Needs

All humans have a need to feel respected; this includes the need to have self-esteem and self-respect. Esteem presents the typical human desire to be accepted and valued by others. People often engage in a profession or hobby to gain recognition. These activities give the person a sense of contribution or value. Low self esteem or inferiority complex which resulted from imbalances during this level in the hierarchy. People with low self-esteem often need respect from others; they may feel the need to seek fame or glory. However, fame or glory will not help the person to build their self-esteem until they accept who they are internally. Psychological imbalances such as depression can hinder the person from obtaining a higher level of self-esteem or self-respect.

Esteem Needs are concerned with the need for recognition and status that is, the desire for attention from others, reputation, prestige, adulation and appreciation. Fulfillment of these social needs leads to the feeling of worth, adequacy and self-confidence resulting to commitment, proper dedication to duty and increase in performance. However, to fulfill teachers self-actualization needs will entail allowing them to become more creative as highlighted by Ejiogu (1990) in Ofojebe and Ezugoh (2010). This will involve organizing

staff training, retraining and development programmes through long-term and short-term courses in their respective academic areas, seminars, workshops and conferences; and scholarship awards to teachers especially those with high performances.

When all the motivational needs of teachers are fulfilled, it influences the quality of their performance and output coupled with guaranteeing quality assurance in the educational system**. (**Ofojebe and Ezugoh**. *(**2010) and Akindele**, (**2014**)**

5 Self-actualization Needs

This level of need refers to what a person's full potential is and the realization of that potential. Maslow describes this level as the desire to accomplish everything that one want to become. Individuals may perceive or focus on this need very specifically, involving the need for growth, achievement, advancement and to fulfill one's self. Ofojebe and Ezugoh (2010) confirmed that For teachers esteem needs to be satisfied in the school will involve delegating duties to the lower rank w108ith freedom to exercise power to an extent by high officers; recognition of teachers capabilities and competence; job title and responsibilities; performance recognition through financial benefits or merit pay, praise and commendations. The inability for teachers to fulfill the social needs amounts to the feeling of discouragement and dissatisfaction towards their job.

2.10 Empirical Studies

This section is devoted to X-ray some the related researches conducted by previous researchers in line with this work. Therefore, the following studies were selected, analyzed, critique and identified areas of relevance in the objectives, research design, instrumentation, method for data analysis and major findings to this study. This effort enabled the researcher to contribute more on existing gap left by the previous studies.

Cordova (2012) conducted a research on A Comparative Analysis of the Human Resource Management and Development Practices of Central Bicol State University of Agriculture and University of Baguio. The aims of the study were to see the similarities and differences between a public and a private institution in the Philippines. The Central Bicol State University of Agriculture, a public institution and University of Baguio, a private institution regarding the extent of implementation of Human Resources Management and Development practices. The study is a qualitative case analysis. The data for the study was collected using questionnaire as instrument; through comprising items mainly related to recruitment and placement, training and development, performance appraisal, compensation and benefits and employee relations.

The researcher found out that for recruitment and placement; each of the institution has its own method of handling recruitment. For Central Bicol State University of Agriculture, bulletin boards serve as important tools for the announcement of job vacancies. This is due to the lack of budget to invest on newspaper advertisement. For University of Baguio, they utilize job advertisement such as print media. The two institutions, when it comes to procedure in selection, shared a common scheme in hiring employees. Both institutions give an emphasis on the paper screening specifically on the educational qualification to ensure that competent faculty members are selected and hired who are needed to provide quality education. The selection process will be followed by series of interviews, teaching demonstration for academic or skill tests for non- academic and submission of medical examination result. Also, for Training and Development; the researcher discovered that both institutions provide developmental programs for faculty, staff and for those in managerial positions such as scholarship grants, attendance to outside

seminars, conferences and trainings, workshops and the like. Furthermore, under Compensation and Benefits; the research under review purported that both institutions have been giving general relative benefits to their employees like bonus, incentive payments, and allowances. This is very important provision made available by the universities to their employees. Finally, as for Employee Relations; as far as grievance is concerned, both institutions created grievance committee whenever a complaint exists, and conduct a thorough investigation regarding the complaints.

In conclusion, the researcher asserts that the two institutions are very much similar in most of the aspects of the HRM practices that were compared regardless on which sector they belong, whether a public or a private. Out of the 10 questions that were asked, both institutions showed no evidentiary difference with respect to their human resource management practices. At this this juncture, the researcher recommended that on recruitment and placement, both institutions should device a better way of advertising job vacancies. E-application and recruitment would be a useful tool to attract competent applicants. On the aspect of training and development, a report on of the things learned during the training programs should be incorporated and be presented at the end of the conduct of the training programs. On the aspect of performance appraisal, HR should conduct periodic evaluation of employee job and performance, and review their ranking/promotion system. Giving of evaluation feedback should always be practiced in all departments. On compensation and benefits, this should always meet the present economic situations. Lastly, on employee relations, system on handling grievances should always be reviewed. Those who will handle this should be identified and be well-trained.

The areas of relevance of this study with the research under review include recruitment, training and development and performance appraisal which are directly element of human resource management in every aspect of human endeavors including education institutions across its level. They also coincided at public and private type. However, the level of the research under review differs with the present as the former focused on university and later is centered on secondary schools.

It has been observed that the result of the revealed that there were more similarities in both The Central Bicol State University of Agriculture, a public institution and University of Baguio, a private institution than the difference regarding the extent of implementation of Human Resources Management and Development practices. This means that effort of the two universities running the affairs of human resource is recommendable.

Saheed, (20018) carried out a study on A Comparative Analysis of Personnel Management Practices in Public and Private Secondary School in Nigeria.The study investigated personnel management practices in public and private secondary school in Akinyele Local Government Area of Oyo State. The population of the study involved all the public and private secondary schools in Akinyele Local Government Area. The researcher used a stratified sampling technique in selecting five public secondary schools out of twenty-six and five private secondary schools out of thirty-five respectively. Furthermore, a simple random technique was used to select one hundred and twenty respondents. A structured closed ended questionnaire was used in collecting information from the respondents.

The finding showed that there was significant difference between personnel management practices in public and private secondary school in Akinyele Local

Government Area. There was significant difference between resource planning in public and private secondary school Akinyele Local Government Area. There was significant difference between performance appraisal in public and private secondary school in Akinyele Local Government Area. There was significant difference between development programme in public and private secondary school in Akinyele Local Government Area. Based the aforementioned findings, the researcher therefore recommended that school management should ensure that teachers attend educational conferences, seminars in order to improve their teaching skills so as to be effective and efficient. That government should intensify its effort in monitoring learning achievement in the type of schools and likewise provide schools with adequate facilities so as to enhance the quality, effectiveness and efficiency of teachers in Nigerian secondary schools. The researcher also added that teachers need to be motivated particularly those in public schools for improvement and this should be provided by government with all the necessary incentives such as adequate salaries, good working conditions and other fringe benefits that compete favourably with what obtains in other professions.

The research under review used personnel management while this one maintained human resource management; the term could be used interchangeably. Therefore, the two terms mean the same thing. The present study coincided with the study under review in terms of performance appraisal and development programmes, the level of the education and the same public and private schools. However, the place of the researcher differed as in Oyo and Niger State respectively. The research under review used stratified random sampling, likewise the present study.

Ayodele, Buari, Oguntuase (2016) Conducted a Study on Principals' Administrative Strategies and Students' Academic Performance in Nigerian Secondary Schools. The aim of the study was to examine the relationship between the Principals' Administrative strategies and the students' academic performance in Nigerian secondary schools. The study adopted a descriptive research design of the survey and ex-post facto types. Multi stage and simple random sampling techniques were used to select 225 secondary school principals and 1,800 teachers in the three states selected for the study. Questionnaire was use to collect the data of the study under review. Data collected was analyzed using Pearson Product Moment Correlation statistics.

The findings from the data analysis showed that over 79% of the principals regularly used the identified administrative strategies. Again there was a significant relationship between Principals' Administrative Strategies and Students' academic performance. The area of relevance of the study under review with the present study is the aspect of administrative strategies which is synonymous to human resource management and level or scope of the study is on secondary schools. However, the research under study focuses on principals as the major respondents of the study, while the present research covers principals, teachers, ministry of education and zonal education official. Furthermore, the research under review used Pearson Product Moment Correlation statistics to analyze the data while the present study will use t-test as the method of data analysis.

The research under study did not specifically mention the population of the study, rather only arrived at the sample. Again, the researchers took a larger area of coverage which is Nigeria as a whole, which is too big to be covered by a master degree student. Finally, the researchers concluded that, Principals Administrative strategies had significant

impact on Students' academic performance. In essence, the principal should be committed to changing organizational culture from traditional patterns of hierarchical structure to participative management to improve the effectiveness of participatory decision in the school system

Iddi, (2016) conducted a research study on A Comparative Assessment of the Academic Performance among Public and Private Junior High Schools in the Tamale Metropolis of Ghana**.** The study was guided by the following objectives: To examine the academic performance among public and private Junior High Schools in the Tamale Metropolis; To assess the level of involvement of parents in supporting their wards education in private and public Junior High Schools; to compare how the motivation levels of teachers influence learning outcomes in public and private; to compare the leadership styles of promoting the academic performance of pupils in public and private.

The study under review adopted descriptive research design. The targeted population of the study comprised of 60 Junior High Schools in the Tamale Metropolis, the entire heads of public and private selected schools, core subject teachers, parents and the graduates from these schools. And multi-stage sampling technique was used in selecting the 250 respondents made up of 6 head teachers, 20 teachers, 112 parents and 112 Junior High School (JHS). Interview and questionnaire were used as research instruments. Data was analyzed using cross tabulation, percentages correlation, and mean scores to draw conclusions.

The results of the study revealed that private schools were performing academically better than their public counterparts in the Tamale Metropolis. That teacher motivation was quite low in both public and private selected schools and the high academic achievements of

private school students were attributed to strict internal supervision of the school heads/proprietors. Furthermore, the study recommended that future educational policies and programs should include parental involvement in child education by specifying roles and responsibilities of parents to ensure high cooperation between household and schools operations.

The area of relevance from the study under review with present study is, both deals with comparative assessment concerning public and private schools. However, the study under review concentrate on academic performance while the present study pays attention on human resours management. Again, the study under review was conducted in Tamale Metropolis of Ghana while the present study is going on in Niger State of Nigeria.

Abasi and Christopher (2013), conducted a study on Public and private secondary schools from a comparative perspective: a case study of Ikot Ekpene local government area. The main purpose of the study was to examine whether: Students attending private schools perform better than their peers studying at public schools in Ikot Ekpene. Students of private secondary schools more disciplined than those in the public schools in Ikot Ekpene. Private schools are better in terms of school plant, equipment, and other facilities than public schools in Ikot Ekpene. Private schools are better staffed (in quality and quantity) than public schools in Ikot Ekpene. This study under review adopted the ex post facto survey design. The targeted population of the study comprised all the Senior Secondary Two Students in all the private and public secondary schools in the study area. According to 2014/2015 academic session, the total number of senior secondary two students in all the public schools is 3,164 while that of the private schools is 1,413 making it a total of 4,577. A randomized sample of 240 students selected from three public secondary schools and

three private secondary schools in the study area provided data for this study. A structured questionnaire and an academic achievement test designed by the researchers were used in data collection. The independent t-test was used for the data analysis.

However, findings from the test of hypothesis1 showed a significant difference in academic performance of student studying in private schools and those studying in public schools. From the analysis, it was evident that students of private schools perform better than their counterpart studying in public schools. Hypothesis 2 tested the difference in the level of discipline in private and public secondary schools. From the analysis, it was evident that the level of discipline in private schools is higher than what obtained in public schools. In collaboration with this finding was. Hypothesis 3 sought to determine whether private schools significantly differ from public schools in the provision of school plant, equipment, and other facilities. Analysis of research data revealed a significant difference in the provision of facilities in private and public schools. Private schools were found to have more school plant, equipment and other facilities than public schools. Hypothesis 4 tested the difference that exists in the quality and quantity of staff in private and public secondary schools. From the analysis, it was observed that public schools have better quality and quantity of staff when compared to private schools.

The research under review deduced at the following recommendations that: Public and private sectors should collaborate efforts and resources in the planning, funding, equipping, supervision, and monitoring of educational facilities within the study area to foster parity in educational opportunities and prospects. Government should provide public schools with adequate learning materials and facilities in order to afford students' from poor homes who cannot afford private school enrolment better learning opportunities. The government should

provide adequate facilities, well equipped laboratories in school and deal decisively with teachers who are not dedicated to their duties. Public schools should be encouraged to organize their activities more effectively around academic achievement objectives in order to improve performance. Government should urgently work at improving infrastructural facilities in public schools through an integrated programme of renovation reconstruction and maintenance of existing school facilities.

The study under review is related with the present research on objectives area of school plant, staff and discipline. The method for data analysis used was t-test. Likewise the present study will make use of same method. However, the two studies differed in location, level of the secondary learners and set of respondents. Nevertheless, the researcher of the study under review did not present table for the population and sample for better understanding.

Akomalafe (2012) carried out a study on "A Comparative Study of Principals' Administrative Effectiveness in Public and Private Secondary Schools in Ekiti State, Nigeria." The purpose of the study was to: Investigate the level of administrative effectiveness of principals in public and private secondary schools. Find out the relationship between administrative effectiveness and students discipline. The researcher employed a descriptive survey design for the study. The population consisted of all the public and private secondary schools in Ekiti State. Using multi-stage sampling technique, 295 subjects were selected, out of which 191 were from public institutions while 104 belong to private institutions. Questionnaire was use as the instrument to collect the data. Pearson Product Moment Correction was use to analyze the data collected as a tool. And t-test was also used to analyze the formulated hypotheses.

The result revealed that, there was moderate level of administrative effectiveness in public secondary schools while high level of administrative effectiveness in private secondary schools in Ekiti State. It also revealed that schools with high level of administrative effectiveness manifest high level of discipline. The researcher used two different statistical tools in testing the two hypotheses. Which include, T-test and Pearson Product Moment Correction Coefficient respectively. This means that, two or more statistical tools could be used in analyzing the data; depending on the nature of hypothesis. It could be significant difference, relationship, effect or impact. Furthermore, the outcome of the study revealed the fact that, there was a moderate level of administrative effectiveness in public secondary schools, while high level of administrative effectiveness in private secondary schools. This showcased that, the level of administrative effectiveness in private secondary schools supersede that of public secondary schools in Ekiti State. However, the researcher did not investigate the exact administrative strategies the private secondary schools used in attaining that high level administrative effectiveness. The related areas of this study under review to the research, include comparative study, public and private secondary schools. Others are discipline, teacher motivation and instruction delivery. These aspects also constitute parts of the objectives of this research. However, the above researcher concentrated on the principals' administrative effectiveness.

Based on the results of the study Akomalafe (2012) highlighted the following recommendations, that principals of public schools should look inward and ensure that their staff are motivated, improved on their skills of time management and ensure supervision of assignments given to their teachers; that principals of public should be skillful in their administrative strategies to raise the level of students' discipline; that the private school

should develop records keeping especially in external examination results. They should develop attitude of keeping results records, whether the results are woeful or not; that the private school should show more interest in sporting activities, and that encouragement should be given to students not only in academic activities.

Duze (2012) conducted a study on "Comparative Analysis of Principals' Management Strategies in Public and Private Secondary Schools in Anambra State of Nigeria" The research was guided by only one question which is, What are the management strategies adopted by principals' of public and private secondary schools in Anambra State, Nigeria?

The study was a descriptive survey of the ex-post factor design. The population of the research comprised of all the 315 secondary schools with their principals in the government approved public and private secondary schools, out of which 254 public and 61 private secondary schools. Using stratified random sampling techniques of 76 public and 19 private secondary schools with their principals. Questionnaire was constructing as the instrument for data collection. And the data was analyzed using t-test. The result of the findings indicated that principals of private schools do the following: Invite parent of students who have academic problems for dialogue. Award prizes to teachers whose students performed very well to ensure that teacher's salaries are paid on time. On the other hand, principals of public unlike private schools strongly expel grossly misbehaved students from their schools. Give soft loan to teachers pending when they are paid.

The above findings portrayed the fact that, there exist certain levels of difference in the area of discipline strategies between public and private secondary schools. Private schools do not exercise expulsion strategy as a measure for discipline unlike public schools. This may be that private schools don't want to lose students. On the other hand, private

schools pay salaries as at when due. This is a good motivational for teachers to be more dedicated to their duties. The above study is much related to the area of comparative study and discipline strategies applied in both public and private secondary schools.

However, it was recommended that every school principal whether public or private secondary school should study and adopt all the management strategies in this work as they would be useful in enhancing school administration. Teachers who are aspiring to be school principals should also learn from these and begin to warm up for greater inputs into the school system as effective and efficient school administrators. Parents, guardians, the immediate school communities, government, school proprietors, and all stakeholders in education should also endeavour to understand their roles from this study and play them well in making schools more conducive for effective teaching and learning.

2.11 Summary

Comparative assessment of human resource management on the achievement of secondary schools objectives is a research work aim to examine the similarities and differences that exist in the way and manner human resource are being managed in public and private towards achieving the secondary school objectives of both public and private. Some of the

aspects involved in human resource management for this study include teacher recruitment and selection process under which the ideal staff recruitment and selection process were explained, staff motivation being the means of boosting the morale of workers to put in their best skills and experience, staff training and development encompasses how staff are being packaged in order to update their knowledge and skills to fit with the changing era, discipline which deals with the observation of the provided rules and

regulation in the schools in order to ensure control and supervision being the channel for quality assurance towards the attainment of education aims and objectives.

Furthermore, the studies carried out by the previous scholars and researchers such as Akomalafe (2012) carried out a study on "A Comparative Study of Principals' Administrative Effectiveness in Public and Private Secondary Schools in Ekiti State, Nigeria. Abasi and Christopher (2013), conducted a study on public and private secondary schools from a comparative perspective: a case study of Ikot Ekpene local government area. Duze, (2012) conducted a study on "Comparative Analysis of Principals' Management Strategies in Public and Private Secondary Schools in Anambra State of Nigeria, all had made us to understand that there are certain level of differences and similarities between public and private secondary schools in terms of students' performance in science subjects, teacher qualification, discipline, and instructional delivery and motivation strategies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented the procedures used in carrying out the study titled "comparative assessment of human resource management on the achievement of secondary schools objectives in Niger State". The items discussed include research design, constituted population, sample and sampling techniques, instrumentation, validation of the research instrument, pilot testing, reliability of the instrument, administration of the instrument and the methods for the data analysis.

3.2 Research Design

According to Kerlinger (1977) in Adegboye (2011) research design is the plan, structure and strategy of investigation conceived so as to obtain answer to research question and to control variance. This research work is considered to be a descriptive research survey design; though correlational. As the opinions of the respondents such as the ministry of education officials, zonal educational education officials, principals of both public and private secondary schools and the teachers of public and private secondary schools, were surveyed and the scores were respectively compared in determining the significant difference and similarities.

3.3 Population of the Study

Enukoha, Okeme, Usoro and Okujagu (2006) define population as "number of the target individuals that the researcher wishes to study. Therefore, the finite population that surrounded this research, constituted all the111 Zonal Education Office Officials, 443 Principals of public secondary schools, 474 principals of private secondary schools, 7,933

teachers of public, 17,985teachers of private secondary schools in Niger State. This gives the total number of 26,946as presented in the table below:

Table: 3.1. Population Table of the Public and Private Schools and the Respondents in Niger State

	LGA	Population of Public School Teachers	Population of Private School Teachers	Population of Public School Principals	Population of Private School Principals	Zonal Education Officials	Total Population of Respondents Per L.G.A	Population of Public Secondary Schools	Population. of Private Secondary Schools
1	AGAIE	183	191	17	3		**394**	26	4
2	AGWARA	51	55	5	0		**111**	10	0
3	BIDA	734	1768	14	32		**2548**	25	48
4	BORGU	169	467	21	9		**666**	37	16
5	BOSSO	1299	2062	20	56		**3437**	37	83
6	CHANCHAGA	1352	2708	13	64		**4137**	22	93
7	EDATI	129	45	14	1		**189**	25	1
8	GBAKO	200	117	20	2		**339**	30	2
9	GURARA	142	541	17	16		**716**	29	17
10	KATCHA	168	141	26	2		**337**	39	2
11	KONTAGORA	642	1015	16	22		**1695**	28	36
12	LAPAI	272	426	23	8		**729**	40	13
13	LAVUN	418	240	34	6		**698**	52	8
14	MAGAMA	189	271	19	8		**487**	28	8
15	MARIGA	119	260	14	2		**395**	20	2
16	MASHEGU	100	306	21	11		**438**	25	15
17	MOKWA	286	497	13	9		**805**	21	15
18	MUNYA	73	204	9	3		**289**	14	5
19	PAIKORO	337	566	26	16		**945**	45	24
20	RAFI	160	313	16	13		**502**	28	15
21	RIJAU	62	530	15	11		**618**	21	14
22	SHIRORO	284	468	29	12		**793**	42	18
23	SULEJA	272	2469	21	78		**2840**	29	119
24	TAFA	215	1964	8	69		**2256**	14	98
25	WUSHISHI	77	361	12	21	111	**471**	16	25
								709	**681**
	GRANDTOTAL	**7933**	**17985**	**443**	**474**	**111**	**26,946**		

Source: Niger State Ministry of Education (2018)

3.4 Sample and Sampling Technique

Jumare (2016) viewed sample as a segment of from a population for the purpose of a study and generalization. This implies that sample is a fractional or part of a larger population to be used for a study from which generalization can be made on the population.378 subjects as the sample size was used for the study. This was based on the recommendation ofResearch Advisors (2006), who opined that for a population of 25,000 to 50,000 subjects, a sample size of 378 is appropriate, at 95% confidence level and 5.0% margin error. The sample distribution for the study is given below:

Table 3.2: Sample Of The Study

S/No	LGA	No. Public School Teachers	No. of Private School Teachers	No. of Public School Principals	No.of Private School Principals	Zonal Education Officials	TOTAL
1	AGAIE	4	7	3	2	2	**18 (5%)**
3	BOSSO	53	80	6	10	10	**159 (42%)**
4	KONTAGORA	21	30	10	10	5	**76 (20%)**
5	LAPAI	9	12	5	5	3	**34 (9%)**
6	MAGAMA	6	9	3	3	3	**2 (23%)**
7	MOKWA	11	15	5	4	3	**38 (10%)**
		-	-	-	-		
	GRAND TOTAL	**113**	**166**	**35**	**37**	**27**	**378**

Stratified random sampling technique was used in selecting seven (7) Local Government Areas for the study. In arriving at the sample size, which represent 28% of the total population of the local government area of the state; proportionate distribution was further used for selecting the teachers and principals of both public and private secondary schools and zonaleducation officials. This was done to ensure that all subjects of the study hadequal chances of been selected.

3.5 Instrumentation

Instrumentation refers to tool or device the researcher used to collect information for the study from which inference was made. In the case of this study, a self designed questionnaire was made by the researcher inform of closed ended questionnaire which was used in soliciting information from the respondents. 10 items statement were tapped from each research question which gave total number of 60 questions contained in the instrument. The instrument was structured on the basis of liker's rating scale model; Strongly Agree, Agree, Undecided, Disagree and strongly disagree respectively.

3.5.1 Validity of the Instrument

Abdullahi (2015) defines validity as the degree to which an instrument measures what it purports to measure. The face and content validity of the instrument was scrutinized by the researcher's supervisors and experts in Education Administration and Planning. The corrections and modification was incorporated in the final draft of the instrument.

3.5.2 Pilot Testing

Following the validity of the instrument, a mock study was conducted at Government Day Secondary School Banma as public school and Jibril Memorial Secondary School, as private school respectively in Bida Local government Area. In the course of pilot testing, a total number

of 20 copies was distributed to each public and private secondary schools, additional 10 was given to the zonal education officials. This gave total number of 50 questionnaire distributed for the pilot study. However, a total number of 48 questionnaires were successfully collected back. The outcome of the pilot testing enabled the researcher in confirming shortcomings in the instrument used which included ambiguity, clustered questions, spelling mistakes and serial numbering of the item statements.

3.5.3 Reliability of the Instrument

The reliability of the instrument was determined through split half method by dividing the data into two equal parts. Hence, a numerical value of each level of respondents is accumulated upon strongly agree, agree, undecided, disagree, and strongly disagree. Spearman Rank Coefficient was used as the method for calculating the coefficient. The result of the reliability coefficient obtained reads at 0.8. This depicts the fact that the instrument is reliable for the study.

3.6 Administration of the Instrument

The closed ended questionnaire was distributed to the respondents by the researcher. While, the researcher distributed the instrument to the proximate sampled local government areas such as Magama, Kontagora and Borgu. While the far distance sampled local government areas from the researcher was administered with the help of five research assistants. However, the researcher gave little orientation to the research assistants on the appropriate time and manner of approach while distributing the instrument to the respondents, such as during the break time of schools working hours for the principals and teachers.

3.7 Methods of Data Analysis

Considering the nature of this study on comparative assessment of human resource management on the achievement of public and private secondary schools objectives in Niger State, both descriptive and inferential statistics were used in interpreting the data. Descriptive statistics such as frequency count and percentage was used in analyzing the qualification and working experience of respondents while mean and standard deviation was used in answering the research questions raised. Analysis of Variance (ANOVA) as inferential statistics was used in testing the six formulated hypotheses. This is based on the fact that ANOVA is a statistical tool that gives result on relationship between and among two variables and above (Jumare, 2017). Therefore, the groups of respondents for this study are the zonal educational officials, principals and teachers of both public and private secondary schools.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter contained the presentation of the statistical analysis of the data collected from the respondents regarding their opinions on management of human resource on the achievement of public and private secondary schools in Niger State. The 378 copies of questionnaire that were distributed to the zonal education officials, principals and teachers; out of which 351 were successfully retrieved which constituted 93% of the data collected. Therefore, the 351 questionnaire copies were used for the real data analysis.

The data generated were illustrated and presented in tables using descriptive statistics of frequency count and percentage in analyzing the bio data of the respondents and mean for answering the research questions, while the six formulated hypotheses were analyzed using ANOVA to ascertain the result as follow:

4.2.1 Gender of the Respondents

This section presents the gender of the respondents made of males and females and the information is captured in table 3 below:

Table 4.1: Gender of the Respondents

S/N	Status of the Respondents	Male	Female	Total
1	Zonal education officials	14 (58%)	**10 (42%)**	**24 (7%)**
2	Principal of public secondary schools	**25 (78%)**	**7 (22%)**	**32 (9%)**
3	Principals of private secondary schools	**26 (81%)**	**6 (19%)**	**32 (9%)**
4	Teachers of public secondary schools	**70 (70%)**	**32 (30%)**	**106 (30)**
5	Teachers of private secondary	**82 (52 %)**	**75 (48%)**	**157 (45%)**
	Grand Total			**351 (100%)**

The above table 3 showed the status and gender of the respondents such as the 24 zonal education officials, where 14 (58%) of them were males while 10 (42) were females. Then, 32 public principals of secondary schools shows that 25 (78%) were males and 7 (22%) were females. Also the principals of private secondary schools had the number with public principals, out of which 26 (81%) were males while female 18 (19%) were females. The 106 teachers of public secondary schools shows that 74 (70%) were males while 32 (30%) were females. So also the 157 teachers of private secondary schools, 82 (52%) were males and 75 (48%) were females. From the above presentation, observation could be made that the number of males respondents outweigh their females counterpart in more than half. Nevertheless, number of the males' teachers of private secondary schools was almost the same with their females' counterpart by slight difference of 7 persons, while a significant difference could be observed in public teachers as shown on the table.

4.2.2 Educational Qualification of the Respondents

The table below contains information on educational qualifications of the respondents from higher qualification to the lower level.

Table 4.2: Educational Qualification of the Respondents

S/N	Categories of the Respondents	Ph.D.	M.ed/Msc.ed	B.ed/Bsc.ed	NCE	Others	Total
1	Zonal education officials	**-**	**9 (37%)**	**14 (59%)**	_	**1 (4%)**	**24**
2	Principal of public secondary schools	**-**	**10 (31%)**	**22 (69%)**	-	-	**32**
3	Principals of private secondary schools	**-**	**4 (13%)**	**28 (87%)**	-	-	**32**
4	Teachers of public secondary schools	**-**	**9 (8%)**	**55 (52%)**	**36 (34%)**	**6 (6%)**	**106**
5	Teachers of private secondary	**-**	**8 (5%)**	**75 (48%)**	**63 (40%)**	**11 (7%)**	**157**
	Grand Total	**-**	**40 (12%)**	**194 (55%)**	**99 (28)**	**18 (5%)**	**351 (100)**

Table 4 portrayed the educational qualifications of the respondents. It could be seen from the table that none of the respondents was a Ph.D holder. The highest qualification was M.ed/MSc.ed where 9 zonal education officials were M.Ed/M,Sc holders representing (37%), 14 B.Ed/B.Sc.Ed holders representing (59%) 10 public secondary schools principals, 4 private

secondary principals, 9 public teachers and 8 private teachers were masters' holders. Furthermore, 194 respondents were B.ed/Bsc.ed holders. It could also be seen that all the zonal education officials except 1 and all the principals had passed the NCE level. However, 36 public teachers 63 private teachers were still NCE holders.

4.2.3 Year of Working Experience

This section encompasses the working experience of the zonal education officials, principals and the teachers as the information presented in table 5 below

Table 4.3: Years of Working Experience

S/N	Categories of the Respondents	1-5 Years	6-10 Years	11-15 Years	16-20 Years	20 years and above	Total
1	Zonal education officials	-	-	-	**5 (21 %)**	**19 (79%)**	**24**
2	Principal of public secondary schools	-	**4 (13%)**	**4 (13%)**	**4 (13%)**	**20 (61%)**	**32**
3	Principals of private secondary schools	**1 (3%)**	**2 (6%)**	**14 (44%)**	**10 (31%)**	**5 (16%)**	**32**
4	Teachers of public secondary schools	**24 (23%)**	**32 (30%)**	**24 (23%)**	**12 (11%)**	**14 (13%)**	**106**
5	Teachers of private secondary	**68 (44%)**	**54 (34%)**	**20 (13%)**	**8 (5%)**	**7 (4%)**	**157**
	Grand Total	-	**40 (12%)**	**195 (55%)**	**99 (28%)**	**18 (5%)**	**351 (100%)**

Table 5 above show cased that, the working experience of the respondents ranging from 1 – 20 years and above. It has been observed by the researcher that 5 zonal education officials had 16 – 20years and 19 of them had 20 and above years of working experience. 20 out of 32 principals of public secondary schools had 20 and above years of working experience, while only 5 out the 32 private secondary school principals had 20 and above years of working experience. This means that, principals of public secondary schools have to stay longer in service before the

principal ship could be given to them unlike principals of private secondary schools. Also, there are more new teachers in private secondary school than the public ones.

4.3 Opinions Analysis of Respondents

This part is devoted for the presentation of responses recorded from the questionnaire that carried the opinions of the zonal education officials, principals and teachers of both public and private secondary schools in Niger State. There are six tables in the section and each table portrayed the total mean scores of each item statement by the three groups of respondents in both public and private schools side by side for easy comparison. Table 6, 7, 8, 9, 10 and 11 were presented below:

Descriptive Statistics on Opinions of Respondents on Human Resource Management for Staff Recruitment Process Between Public and Private Secondary Schools in Niger State.

This part is dedicated in presenting the responses of zonal education officials, principals and teachers of both public and private secondary schools from the questionnaire in item statement 1-10. The detail presentation could be seen in table 6 below:

Table 4.4: Opinions of Respondents on Human Resource Management for Staff Recruitment Process Between Public and Private Secondary Schools in Niger State.

S/NO	Statement	Mean of Public Schools Response				Mean of Private Schools Response			
		Zonal Educ Off	Principal	Teachers	Total Average Mean	Zonal Educ Off	Principal	Teachers	Total Average Mean
1.	Advertisement for secondary school teachers' employment is made available through mass media such as newspapers, internet and radio.	2.00	3.53	3.73	3.09	3.17	3.44	3.43	3.35
2.	Teachers employed in private secondary schools are professionally trained.	3.58	3.69	4.10	3.88	3.17	3.84	3.66	3.56
3.	Selection of teachers for employment in secondary school is based on merit.	3.08	3.84	3.37	3.43	3.42	3.03	3.56	3.67
4.	Screening of secondary school teachers is being conducted during the selection process.	3.75	3.94	3.83	3.84	3.42	4.03	3.84	3.76
5.	Interview of secondary school teachers is being conducted during the selection process.	4.17	3.31	3.92	3.80	3.83	4.31	3.74	3.96
6.	Structured interview is used during the secondary school teachers screening exercise.	2.42	3.74	3.59	3.25	3.70	3.81	3.69	3.73
7.	The selection exercise of private secondary school teachers is conducted by experts	3.33	3.53	3.84	3.57	2.92	3.95	3.64	3.38
8.	Aptitude test for secondary school teachers; covers numerical, language, and abstract reasoning skills.	3.42	3.34	3.61	3.46	3.42	4.00	3.75	3.72
9.	Secondary school teachers received orientation programme before they could start teaching.	3.67	3.43	3.75	3.62	3.67	4.53	3.56	3.92
10.	There is influence of god fatherism during recruitment and selection process of secondary school teachers.	3.83	4.47	4.36	4.22	2.17	2.28	2.36	2.27

Table 6 above contained the opinions of respondents in item statement 1-10 on human resources management for staff recruitment process in public and private secondary schools in Niger State. The total mean score of the both public and private schools were on the positive site of 3.09 and 3.35 respectively that advertisement for secondary school teachers were made available through

mass media such as newspaper, internet and radio. Though private schools mean score was greater than that of the public with .26. Furthermore, in item statement 3 both public and private respondents accepted that selection of teachers for employment was based on merit with average total mean score of 3.43 and 3.67 respectively.

The total mean score of 3.80 for public respondents in item 5 and 3.96 for private respondents agree that interview for secondary schools teachers were conducted during the selection process. Nevertheless, in terms of mode of teachers employment was permanent and pensionable, the statement is greatly in favour of public respondents with total mean score of 4.22 while private respondents disagree with 2.27 total mean score in item 10. This shows total mode of teacher's employment in private secondary schools was not permanent and pensionable. This means that is only public teachers that enjoy pension after their retirement which is also another form of motivation.

Descriptive Statistics on Opinions of Respondents on Human Resource Management for Staff Training Methods Between Public and Private Secondary Schools in Niger State.

This part contained the item statement 11-20 in the questionnaire on staff training and development where the zonal education officials, principals and teachers gave their opinions.

Table 4.5: Opinions of Respondents on Human Resource Management for Staff Training Methods Between Public and Private Secondary Schools in Niger State.

S/NO	Item Statement	Mean Public Schools Response				Mean of Private Schools Response			
		Zonal Educ Off	**Principal**	**Teachers**	Total Average Mean	**Zonal Educ Off**	**Principal**	**Teachers**	Total Average Mean
11.	Newly recruited secondary school teachers are called for induction.	2.83	3.38	3.80	3.33	3.00	3.50	4.83	3.78
12.	Newly recruited teachers in secondary schools are attached to experienced teachers for mentoring.	3.33	3.91	3.79	3.68	3.50	3.91	3.62	3.68
13.	In and outside workshop are usually organized for secondary school teachers from time to time.	3.00	3.19	3.48	3.22	2.58	3.13	3.26	2.99
14.	Secondary schools teachers use to attend seminars every 1 to 2 years to meet professional need, so as to share knowledge and skills.	3.58	3.31	3.04	3.31	2.67	3.19	3.18	3.10
15.	Conferences are organized for secondary school teachers so as to discuss and find solutions to problems on teaching and learning	3.42	4.06	3.40	3.63	3.08	2.97	3.31	3.12
16.	The principals of secondary schools plan and implement cluster training for their teachers	3.67	3.34	3.30	3.44	3.67	3.09	3.45	3.40
17.	Secondary schools teachers are officially allowed to go for in-service training.	4.08	4.06	3.21	3.78	2.92	3.09	3.06	3.02
18.	Some secondary schools teachers do not like to go for in-service to further their studies	3.19	3.75	3.44	3.46	2.17	2.88	2.83	2.63
19.	secondary schools teachers bring creativity and positive change to their schools after the in-service programme	4.25	4.00	4.16	4.14	3.67	4.16	3.69	3.84
20.	There is change in the attitude of secondary school teachers after the participation in seminars and workshops	3.92	4.03	4.06	4.00	3.42	4.13	3.82	3.79

Table 7 covers item statement 11-20 which selected the opinion of respondents on human resources management on staff training and development in public and private secondary schools in Niger State. It has been observed that the total average mean score in item statement 11 for public respondents agreed that newly recruited teachers were being called for induction with 3.17 likewise private respondents with 3.67. Also the opinions gathered in item 12 showcases that both public and private respondents accepted the fact that newly recruited teachers were attached to experienced teachers for mentoring respectively with 4.26 and 4.02 average total mean score.

It has also been monitored by researcher on the opinion of respondents in item 14 that both public and private teachers attend seminars every 1- 2 years with 4.12 and 3.63 respectively. Nevertheless, different opinions were recorded in item 18 where public schools respondents accepted the fact that teachers were officially allowed to go for in service training with 3.79 average total mean score, while the private respondents disagreed with the assertion with 2.61.

Furthermore, the opinions of the respondents expressed in item 20 both the public and private responses purportedly signified that there is change in the attitude of teachers after participating in seminars and workshops with 3.17 and 3.45 total average mean score respectively. This is indicated that training and development play a vital role in the service delivery of teachers.

Descriptive Statistics on Opinions of Respondents on Human Resource Management for Staff Motivation Strategies Between Public and Private Secondary Schools in Niger State.

Opinions of the respondents as contained in the questionnaire of item statement 21-30 showcase the responses of the zonal education officials, principals and teachers of both public and private secondary schools in Niger State as presented in table 7 below.

Table 4.6: Opinions of Respondents on Human Resource Management for Staff Motivation Strategies Between Public and Private Secondary Schools in Niger State.

S/NO	Item statement	Mean of Public Schools Response				Mean of Private Schools Response			
		Zonal Educ Off	**Principal**	**Teachers**	Total Average Mean	**Zonal Educ Off**	**Principal**	**Teachers**	Total Average Mean
21.	The personnel management department of secondary schools determines teachers' motivation.	2.83	3.06	3.61	3.17	3.58	3.94	3.67	3.72
22.	Many secondary schools teachers were not satisfied with teaching job due to poor motivation.	4.08	4.43	4.28	4.26	3.92	4.13	4.00	4.02
23.	There is conducive teaching and learning environment in secondary schools.	2.67	2.52	2.51	2.57	3.33	4.03	3.91	3.76
24.	Salaries are promptly paid to secondary school teachers monthly.	4.75	3.84	3.72	3.12	3.67	3.78	3.44	3.63
25.	Secondary schools teachers in are being promoted as at when due.	3.75	2.84	2.72	3.12	2.75	3.13	2.94	2.94
26.	Hard working secondary schools teachers of are being rewarded with award or any other tangible materials.	3.08	2.72	2.43	2.74	3.25	3.75	3.82	3.61
27.	Secondary schools teachers in are being involved in decision making.	3.17	3.59	2.89	3.22	3.33	3.56	2.89	3.26
28.	There is late implementation of teachers' promotion in public secondary schools.	3.58	4.09	3.69	3.79	2.33	2.56	2.90	2.61
29.	Teachers receive their salaries at fixed rate payment.	4.25	4.21	3.52	3.99	2.25	3.16	2.84	2.75
30.	Incentives are being given to secondary school teachers during Christmas and Salah celebrations	3.58	3.66	2.27	3.17	3.58	3.53	3.25	3.45

Table 8 contained the opinions of the respondents on human resources management for staff motivation in public and private secondary schools in Niger state. From item statement 21-30 the total average mean score in item 21 both public and private responses indicated that it was the personnel management department that determined their teacher's motivation with 3.33 and 3.78 points respectively. Again, both public and private respondents were of the same opinions in item 22 that many teachers were less happy with teaching job due to the poor motivation with 3.68 and 3.68 respectively.

Furthermore, contrast opinion between public and private respondents was confirmed in item 23 where public respondents agreed with total mean score of 3.22 points that there was conducive teaching and learning environment while private respondents disagreed with 2.99 points of average total mean score. Both public and private respondents opinions revealed in item 26 that conferences and seminars were organized for teachers from time to time with average mean score of 3.44 and 3.40 respectively. Nevertheless, the opinions of both indicated that many teachers are still searching for better job and leave teaching when opportunity comes with average mean score of 4.00 and 3.79 respectively in item statement 30.This pin point the fact that motivation in both public and private is not good enough to sustained the teachers enthusiastically.

Descriptive Statistics on Opinions of Respondents on Human Resource Management for Staff Discipline Applied Between Public and Private Secondary Schools in Niger State.

This unit showcased the presentation of the respondents' opinions on human resource management for staff discipline in public and private secondary schools which covered item statement 32-40. The result is captured in table 9 below:

Table 4.7: Opinions of Respondents on Human Resource Management for Staff Discipline Applied Between Public and Private Secondary Schools in Niger State.

S/NO	Item Statement	Mean of Public Schools Response				Mean of Private Schools Response			
		Zonal Educ Off	**Principal**	**Teachers**	Total Average Mean	**Zonal Educ Off**	**Principal**	**Teachers**	Total Average Mean
31.	There is self-control of staff in secondary schools.	3.67	3.50	3.87	3.68	4.17	4.13	3.95	4.08
32.	The personality of the principal in secondary schools is good enough to be emulated.	3.92	3.69	3.79	3.80	4.92	4.19	3.90	4.34
33.	Many secondary school teachers come to school at late hours.	3.00	3.62	3.17	3.26	2.17	2.44	2.70	2.44
34.	There is a good relationship between the staff and students in secondary schools.	3.25	2.91	4.10	3.42	4.59	4.13	3.90	4.21
35.	The rules and regulations guiding the secondary schools are very harsh and rigid.	3.01	3.15	3.12	3.09	3.00	3.06	3.32	3.13
36.	Offended secondary schools staff are being punished.	3.08	3.90	3.72	3.57	3.92	4.38	3.09	3.80
37.	Secondary schools' principals do involve parents to discuss the issue of discipline of their children.	4.00	3.56	4.11	3.89	4.08	4.13	3.98	4.06
38.	Expulsion is applicable to the misbehaved students in secondary schools.	2.58	4.00	3.93	3.50	4.00	3.59	3.69	3.63
39.	There is provision of functional guidance and counselling unit in secondary schools.	3.00	3.96	3.65	3.53	3.50	4.03	3.58	3.70
40.	Some secondary school teachers leave school before the closing hours.	3.83	3.97	3.44	3.75	2.42	2.08	2.95	2.48

Table 9 collected the opinions of the respondents from item statement 31-40 on human resources management for staff discipline in public and private secondary schools in Niger State. The respondents both the public and private hold the view that there is self-control by both staffs and students with 3.84 and 3.81 total average mean score respectively. This means that the staffs

knew what is expected of them to do without being harassed. Also item 32 solicited positive response from the zonal education officials, principals and teachers that the personality of the principals were good enough to be emulated with the total average mean score of 4.23 and 415 respectively.

Furthermore, there were some recorded disparities among the respondents on the issue of good relationship between the staffs and the students in item 34 where the zonal education officials and public principals agreed with the assertion with 3.08 and 3.03 mean score by public teachers disagreed with 2.93 mean score. In the other hand or private respondents, zonal education officials and private school teachers confirmed the assertion with 3.33 and 3.07 mean score respectively while the principals of private secondary school differs in their opinions with 2.72 mean score.

It has also being observed by researcher that the opinions of both the public and private respondents were in the same manner on their opinions on item 36 that teachers do not leave school before the closing hours without genuine reasons with the total average mean score of 3.36 and 3.60 respectively. Item 37 sought the opinion of the respondents that teachers do not involve in love affairs with female students, while the public respondents agreed with 3.25 while the private respondents also affirmed with the total average mean score of 3.96. Item 38 was attempted to elicite responses from the opinion of the respondents that teachers do not smoke within the school premises or in the presence of students where the public respondents agreed with the assertion with total average means score of 4.02 while the private respondents agreed with the total mean score of 4.06.

Finally, both the public and private respondents confirmed the statement of item 40 that well behaved teachers were rewarded with gift with 3.17 and 3.73 total average score respectively. It

could be concluded that based on the finding; staff discipline in both public and private schools respectively is respectively in good shape.

Descriptive Statistics on Opinions of Respondents on Human Resource Management for Staff Supervision Strategies Between Public and Private Secondary Schools in Niger State.

This part presents the opinions of the respondents on human resource management for staff supervision in both public and private secondary schools in Niger State which coved item statement 41-50 as presented in the table below:

Table 4.8: Opinions of Respondents on Human Resource Management for Staff Supervision Between Public and Private Secondary Schools in Niger State.

S/NO	Item statement	Mean of Public Schools Response				Mean of Private Schools Response			
		Zonal Educ Off	**Principal**	**Teachers**	Total Average Mean	**Zonal Educ Off**	**Principal**	**Teachers**	Total Average Mean
41.	Secondary schools teachers are being supervised during the class room instruction.	3.83	3.97	3.73	3.84	3.75	3.73	3.94	3.81
42.	The secondary schools principals in often supervise the school environment from time to time.	4.25	4.34	4.11	4.23	4.25	4.16	4.05	4.15
43.	Zonal education inspectors come to secondary schools for supervision from time to time.	4.33	4.47	4.27	4.36	4.00	3.28	3.72	3.67
44.	Is only the internal supervisor that oversees the teaching and learning activity in secondary schools	3.08	3.03	2.67	2.93	3.33	2.72	3.07	3.04
45.	Teachers in secondary schools are being supervised through team teaching.	3.58	2.78	3.21	3.19	3.33	2.94	3.28	3.18
46.	secondary schools supervisors are friendly with the teachers	3.75	3.50	2.84	3.36	4.00	3.44	3.37	3.60
47.	Secondary schools Teachers compile and submit the result of the students in time.	2.83	3.43	3.50	3.25	3.50	4.13	4.26	3.96
48.	Supervisors also check records kept by secondary schools teachers. Such as lesson note diary and register.	3.92	3.97	4.16	4.02	4.17	4.06	3.96	3.06
49.	The secondary schools supervisor apply counselling supervision strategy.	2.83	3.19	3.79	3.27	3.75	3.81	3.60	3.72
50.	There is strict internal supervision approach in secondary schools.	2.63	3.28	2.02	2.68	3.50	4.09	3.59	3.73

Table 10 above gathered the opinions of the respondents in item 41- 50 on human resources management for staff supervision in public and private secondary schools in Niger State. Item 41 states that teachers were being supervised during classroom instruction, where the total average mean of pubic respondents reached 3.84 while the private respondents also agreed average mean of 3.81. This means that both public and private schools engaged supervision but of private is more pronounced. The researcher also found out in item 43 where both the public and private respondents agreed that there is intervention with the school inspectors from the ministry of education with the total average mean score of 4.36 and 3.67 respectively.

In addition, item 46 revealed the opinions of the public principals and teachers that supervisors were not friendly with the teachers with 3.36 average mean scores, while the private principals and teachers were in the same opinion with their public counterpart with 3.60 mean score respectively. Item 48 states that supervisors check teachers' records, where the respondents coincided in their opinions with total average mean of public and private respondents with total average means of 4.02 and 3.06 respectively. Another contrary aspect of respondent's opinions was in item statement 50 which affirmed that public respondents agreed that there is no strict supervision by the supervisor with the total average mean score of 2.68 while the private respondents disagreed with assertion with the total mean score of 3.73.

In conclusion, there is clear difference on what the study revealedin reality that there is strict supervision in private secondary school to ensure service delivery than what happening in their public counterpart.

Descriptive Statistics on Opinions of Respondents on Human Resource Management for Staff Performance Appraisal used Between Public and Private Secondary Schools in Niger State

This segment contained the opinions of the zonal education officials, principals, and teachers of both public and private secondary schools in Niger State on human resource management for staff performance appraisal in both public and private secondary schools in Niger State, which covered item statement 51-60 as captured in table 11 below:

Table 4.9: Opinions of Respondents on Human Resource Management for Staff Performance Appraisal Between Public and Private Secondary Schools in Niger State.

S/NO	Item Statement	Mean of Public Schools Response				Mean of Private Schools Response			
		Zonal Educ Off	**Principal**	**Teachers**	Total Average Mean	**Zonal Educ Off**	**Principal**	**Teachers**	Total Average Mean
51.	Open and secret files are being kept for every secondary schools staff.	2.50	2.94	4.27	3.24	3.00	4.00	3.47	3.49
52.	Educational administrators do educate secondary teachers on the civil service rule.	4.33	4.16	3.77	4.09	3.33	3.50	3.22	3.35
53.	Performance appraisal is being conducted to secondary school teachers every year.	4.33	2.91	3.06	3.43	3.42	3.50	3.45	3.46
54.	The hard working teachers are being appreciated and rewarded accordingly.	3.50	2.81	2.53	2.95	3.75	3.91	3.75	3.80
55.	Secondary schools teachers receive and fill evaluation form for promotion after every three years.	3.08	3.53	4.17	3.59	2.50	3.19	2.76	2.82
56.	Promotion of secondary school teachers are being implemented as at when due.	3.42	2.88	2.95	3.08	2.58	3.41	3.07	3.02
57.	Secondary school teachers are being dismissed for serious offence such as sexual harassments	3.83	2.91	3.75	3.50	3.17	4.31	3.82	3.77
58.	Habitual late coming teachers of secondary school are being transfer to rural areas as punishment.	3.50	2.84	3.40	3.25	2.58	2.66	2.77	2.67
59.	Termination of appointment is applies to every secondary school teachers who is not dedicate to duty	3.25	2.66	3.21	3.04	3.58	3.79	3.85	3.74
60.	A retirement criterion for secondary school teachers is by age or years of service.	4.25	3.72	4.25	4.07	2.83	2.88	2.68	2.80

Table 11 above portrays the details opinions of the respondents on human resources management for staff performance appraisal in public and private secondary schools in Niger State. From the item statement 51-60, in item 51 all the zonal education officials, principals and teachers were with the public opinions that an open and secret file were being kept for every staff

with total average mean of 3.24. likewise private respondents with 3.48. So also, a different opinion were found between public and private respondents in item 53 where the public respondents ranging from zonal education officials to teachers collectively admitted that performance appraisal were being conducted to teachers every year with 3.43 total average mean, on the same vain, private respondents married the same assertion with 3.46 total average means.

The issue of rewarding hard working teachers accordingly in item 54 remained discomfited opinions in both public and private where the public respondents arrived at the 2.95 total average mean but the average total mean score was more pronounced by private responses with 3.80. Item 59 confirmed similar opinion of both public and private respondents that termination of appointment was applied to every teacher who is not dedicated to duty with 3.04 and 3.74 average total mean scores respectively. Then the opinions of respondents in item 60 revealed that public respondents agreed that retirement criteria for teachers was by age or years of service with total average mean score of 4.07, while reverse in the case by the private respondents with the total average mean score of 2.80. It could therefore be described that performance appraisal in private schools differed with public ones.

4.4 Hypotheses Testing

From the onset, six null hypotheses were formulated for the study which stated that. There is no significant difference in the opinions of principals and teachers on staff recruitment and selection process on the achievement of public and private secondary schools objectives in Niger State. There is no significant difference in the opinions of respondents on staff training and development methods used on the achievement of public and private of secondary schools objectives in Niger State. There is no significant difference in the opinions of respondents on

contribution of motivation strategies used on the achievement of public and private secondary schools objectives in Niger State. There is no significant difference in the opinions of respondents on staff discipline methods applied on the achievement of public and private secondary schools objectives in Niger State. There is no significant difference in the opinions of respondents on staff supervision strategies on the achievement of public and private secondary schools objectives in Niger State. There is no significant difference in the opinions of respondents on staff performance appraisal strategies adopted on the achievement of public and private secondary schools objectives in Niger State, Nigeria.

All the above hypotheses were subjected to Analysis of Variance (ANOVA) at 0.05 (5%) level. And the tables were presented in pairs showing analysis of both public and private for easy comparison. The data were captured in table 12, 13, 14, 15, 16 and 17.

Hypothesis I

There is no significant difference in the opinions of zonal education officials, principals and teachers on staff recruitment and selection process on the achievement of public and private secondary schools objectives in Niger State, Nigeria.

Table 4.10: Analysis of Variance (ANOVA) on the Opinions of Respondents on Human Resources Management for Staff Recruitment Process Between Public and Private Secondary Schools in Niger state.

Schools Type	Group	Sum of Squares	Df	Mean Square	Cal-Value	T-value	Remark
Public schools	Between Group	165,387	2	82,694	6.30	3.88	rejected
	Within Group	157,422	12	13,119			
	Total	322,809	14				
Private Schools	Between Group	344,227	2	172,114	9.84	3.88	Rejected
	Within Group	099,42	12	174,95			
	Total	554,169	14				

Table 12 above showed that the calculated value (6.30) in the opinions of public secondary schools respondents is greater than the t. value (3.88), likewise private respondent showcases that the calculated value (9.84) is greater than the t. value (3.88). This simply indicated that the null hypothesis I which stated that there is no significant difference in the opinions of zonal education officials, principals and teachers on staff recruitment and selection process on the achievement of public and private secondary schools objectives in Niger State is hereby rejected.

Hypothesis II

There is no significant difference in the opinions of respondents on staff training and development methods used on the achievement of public and private of secondary schools objectives in Niger State, Nigeria.

Table 4.11: Analysis of Variance (ANOVA) on the Opinions of Respondents on Human Resource Management for Staff Training Method Between Public and Private Secondary Schools in Niger State.

Schools Type	Group	Sum of Squares	Df	Mean Square	Cal-Value	T-value	Remark
Public schools	Between Group	165,387	2	82,694	8.58	3.88	Rejected
	within Group	115,648	12	9,637			
	Total	281,035	14				
Private Schools	Between Group	344,227	2	172,114	17.65	3.88	Rejected
	Within Group	117,043	12	9,754			
	Total	461,270	14				

Table 13 indicates that the calculated value of both public opinions (8.58) and private opinions (17.65) are greater than the t. value (3.88), at 0.05 significance levels. This demonstrated that there was significant difference in the opinions of respondents on staff training and development methods used on the achievement of public and private of secondary schools objectives in Niger State, as the hypothesis rejected.

Hypothesis III

There is no significant difference in the opinions of respondents on contribution of motivation strategies used on the achievement of public and private secondary schools objectives in Niger State, Nigeria.

Table 4.12: Analysis of Variance (ANOVA) on the Opinions of Respondents on Human Resource Management for staff Motivation Strategies Between Public and private Secondary Schools in Niger State.

Schools Type	Group	Sum of Squares	Df	Mean s Square	Cal-Value	T-value	Remark
Public schools	Between Group	165,387	2	82,694	20.76	3.88	Rejected
	Within Group	47,806	12	3,984			
	Total	213,193	14				
Private Schools	Between Group	345,091	2	172,546	19.20	3.88	Rejected
	Within Group	107,616	12	8,968			
	Total	452,707	14				

The table 14 above displays that the table value (3.88) is also less than the calculated values of both public (20.76) and private (19.20), at 2 df 12 at 0.05 level of significance. Therefore, the hypothesis which says that, there is no significant difference in the opinions of respondents on contribution of motivation strategies used on the achievement of public and private secondary schools objectives in Niger State is rejected.

Hypothesis IV

There is no significant difference in the opinions of respondents on staff discipline methods applied on the achievement of public and private secondary schools objectives in Niger State, Nigeria.

Table 4.13: Analysis of Variance (ANOVA) on the Opinions of Respondent on Human Resource management for Staff Discipline Applied Between Public and Private Secondary Schools in Niger State

Schools Type	Group	Sum of Squares	Df	Mean Square	Cal-Value	T-value	Remark
Public schools	Between Group	165,387	2	82,694	7.00	3.88	Rejected
	Within Group	141,712	12	11,809			
	Total	307,099	14				
Private Schools	Between Group	345,091	2	172,546	15.66	3.88	Rejected
	Within Group	131,915	12	10,993			
	Total	477,006	14				

From the above table 15 indicates that the calculated value of public opinions (7.00) is greater than table value (3.88), so also the calculated value of private opinion (15.66) showcases. This pinpoints that the null hypothesis which states that, there is no significant difference in the opinions of respondents on staff discipline methods applied on the achievement of public and private secondary schools objectives in Niger State, is therefore rejected.

Hypothesis V

There is no significant difference in the opinions of respondents on staff supervision strategies on the achievement of public and private secondary schools objectives in Niger State, Nigeria.

Table 4.14: Analysis of Variance (ANOVA) on the Opinions of Respondent on Human Resource Management for Staff Supervision Strategies Between Public and Private Secondary Schools in Niger State.

Schools Type	Group	Sum of Squares	Df	Mean Square	Cal-Value	T-value	Remark
Public schools	Between Group	165,387	2	82,694	7.40	3.88	Rejected
	Within Group	134,173	12	11,181			
	Total	299,560	14				
Private Schools	Between Group	345,091	2	172,546	7.10	3.88	Rejected
	Within Group	289,983	12	24,165			
	Total	635,074	14				

Table 16 above shows that the calculated value of both public (7.40) and private (7.10) are greater than the table value (3.88) at 2 df 12 at 0.05 significance level. The hypothesis was rejected. Therefore, it means that, there is significant difference in the opinions of respondents on staff supervision strategies on the achievement of public and private secondary schools objectives in Niger State.

Hypothesis VI

There is no significant difference in the opinions of respondents on staff performance appraisal strategies adopted on the achievement of public and private secondary schools objectives in Niger State, Nigeria.

Table 4.15: Analysis of Variance (ANOVA) on the Opinions of Respondent on Human Resource Management for Staff Performance Appraisal Between Public and Private Secondary Schools in Niger State.

Schools Type	Group	Sum of Squares	Df	Mean Square	Cal-Value	T-value	Remark
Public schools	Between Group	165,387	2	82,694	14.29	3.88	Rejected
	Within Group	69,428	12	5,786			
	Total	234,815	14				
Private Schools	Between Group	345,091	2	172,546	22.32	3.88	Rejected
	Within Group	92,582	12	7,715			
	Total	437,673	14				

Table 17 above manifests that the calculated value (14.29) of public secondary schools opinions and that of the private opinions (22.32) are greater than the table value at 2 df 12 as well as 0.05 significance level. This means that the stated hypothesis VI which says that, there was no significant difference in the opinions of respondents on staff appraisal performance strategies adopted on the achievement of public and private secondary schools objectives in Niger State, is hereby rejected too.

4.5 Summary Table of Tested Hypotheses

The table below portrays the summary of the outcome of the hypotheses tested which shaped null hypotheses that were formulated in chapter one. The table also contains statistical analysis employed, the significance level from the table value and restated six hypotheses.

Table 4.16: Summary Table of Tested Hypotheses

S/N	Stated Hypotheses	Statistical Tool	Significant Level	Result	Restated Hypotheses	Decision
1	There is no significant difference in the opinions of zonal education officials, principals and teachers on staff recruitment process used on the achievement of public and private secondary schools in Niger State, Nigeria.	Analysis of Variance (ANOVA)	0.05	Cal Value Public= 6.30> Cal Value Private=9.84> Table Value= 3.88	There was significant difference in the opinions of principals and teachers on staff recruitment process on the achievement of public and private secondary schools in Niger State, Nigeria.	Rejected
2	There is no significant difference in the opinions of respondents on staff training methods used on the achievement of public and private of secondary schools in Niger State, Nigeria.	ANOVA	0.05	Cal Value Public= 8.58> Cal Value Private= 17.65> Table Value= 3.88	There was significant difference in the opinions of respondents on staff training methods used on the achievement of public and private of secondary schools in Niger State, Nigeria.	Rejected
3	There is no significant difference in the opinions of respondents on contribution of motivation strategies used on the achievement of public and private secondary schools in Niger State, Nigeria.	ANOVA	0.05	Cal Value Public= 20.76> Cal Value Private=19.20> Table Value= 3.88	There was significant difference in the opinions of respondents on contribution of motivation strategies used on the achievement of public and private secondary schools in Niger State, Nigeria.	Rejected
4	There is no significant difference in the opinions of respondents on staff discipline methods applied on the achievement of public and private secondary schools in Niger State, Nigeria.	ANOVA	0.05	Cal Value Public= 7.00> Cal Value Private=15.66> Table Value= 3.88	There was significant difference in the opinions of respondents on staff discipline methods applied on the achievement of public and private secondary schools in Niger State, Nigeria.	Rejected
5	There is no significant difference in the opinions of respondents on staff supervision strategies maintained on the achievement of public and private secondary schools in Niger State, Nigeria.	ANOVA	0.05	Cal Value Public= 7.40> Cal Value Private=7.10> Table Value= 3.88	There was significant difference in the opinions of respondents on staff supervision strategies maintained on the achievement of public and private secondary schools in Niger State, Nigeria.	Rejected
6	There is no significant difference in the opinions of respondents on staff appraisal performance strategies adopted on the achievement of public and private secondary schools in Niger State, Nigeria.	ANOVA	0.05	Cal Value Public=14.29> Cal Value Private= 22.32> Table Value= 3.88	There was significant difference in the opinions of respondents on staff appraisal performance strategies adopted on the achievement of public and private secondary schools in Niger State, Nigeria.	Rejected

From the table above, the summary of the major findings shows that all the six formulated hypotheses were rejected based on the analysis of the opinions of the respondents (the zonal education officials, the principal and teachers of both public and private secondary schools). This means that the initial assumptions of the researcher that, there is significance differences on the opinions of the respondents on recruitment, training, motivation, discipline, supervision and performance appraisal between public and private secondary schools; has taken another dimensions.

4.6 Summary of Major Findings

This section is devoted to present summary of the major findings which portrays the result as found in the research questions and null hypotheses formulated that were not what the researcher assumed to be from the onset objectives.

1 From the findings it showed that, there is significant difference in the opinions of zonal education officials, principals and teachers on staff recruitment process on the achievement of public and private secondary schools objectives in Niger State. Cal Value Public = 6.30>, Cal Value Private = 9.84> Table Value = 3.88 at 0.05 significant level and df (2,12). The significant difference hinges on the influence of god fatherism during the recruitment process. However, advertisement of available employment through mass media and selection of teachers were based on merit; as discovered similar in both public and private secondary schools in Niger State.

2 The results revealed that, there is significant difference in the opinions of respondents on staff training methods used on the achievement of public and private of secondary schools objectives in Niger State. Cal Value Public= 8.58>, Cal Value Private= 17.65>, Table Value= 3.88 at 0.05 significant level and df (2, 12). A significant difference was found there that private schools authorities do not freely release their teachers for study leave with pay as public school authority does. It was also found that both public and private secondary schools relate in some aspects of training such as workshops, seminars and also positive manifestations after the training.

3 The outcome signified that, there is significant difference in the opinions of respondents on contribution of motivation strategies used on the achievement of public and private secondary schools objectives in Niger State. Cal Value Public= 20.76>, Cal Value

Private=19.20> Table Value= 3.88 at 0.05 significant level and df (2, 12). It was apparently shown that both public and private secondary teachers suffered motivation strategies especially in term of promotion where public teachers experienced late implementation of their promotion benefits, while private teachers received meager salaries and at times fixed rate. At this juncture, it was also found out that many public and private secondary school teachers can swing from teaching job at any time when opportunity comes.

4 The study revealed that, there is significant difference in the opinions of respondents on staff discipline methods applied on the achievement of public and private secondary schools objectives in Niger State. Cal Value Public= 7.00>, Cal Value Private=15.66>, Table Value= 3.88 at 0.05 significant level and df (2, 12). From the finding, it was discovered that there were some difference in the area of discipline where in public secondary schools teachers go school at late hours and leave premises before the closing hours without genuine reason. While the case in private school was recorded unusual. However, some related aspects of discipline in both public and private school included that, teachers do not smoke within the school premises or in the presence of students.

5 The result of the finding indicated that, there is significant difference in the opinions of respondents on staff supervision strategies on the achievement of public and private secondary schools objectives in Niger State. Cal Value Public= 7.40>, Cal Value Private=7.10>, Table Value= 3.88 at 0.05 significant level and df (2, 12). Significant different opinions were monitored in term of supervision strategies, where a strict internal supervision was highly maintained in private secondary schools than their public counterpart. Furthermore, both public and private secondary schools were related in terms of intervention

of external supervisor from the ministry of education and also both the external and internal supervisors were friendly with the teachers.

6 Finally, there is significant difference in the opinions of respondents on staff performance appraisal strategies adopted on the achievement of public and private secondary schools objectives in Niger State. Cal Value Public=14.29>, Cal Value Private= 22.32>, Table Value= 3.88 at 0.05 significant level and df (2, 12). The finding revealed that performance appraisal differed between the school types as competition was recorded among the private teachers in service delivery which will favour them during evaluation of their performance. Unlike their public counterparts where the competition was recorded less. On the other hand, retirement criteria for public secondary school teachers are by age or years of service. While reverse was the case in private secondary schools, because there was not basic rule as the teachers there can quite at any time when a better job is found elsewhere. Nevertheless, both the two sides of the respondents meet at consensus opinions terminating and dismissing a teacher who is not dedicated to his/her duty or being found guilty of serious offence; such as sexual harassment.

4.7 Discussion of Findings

Comparative assessment happens to be one of the academic areas of research from different fields of knowledge which has to do with critical observation on differences and similarities that exist between two or more phenomena before taking a stand. This is exactly what this research was out to accomplished. That is, the study had assessed how human resources were managed for the achievement of public and private secondary schools objectives in Niger State. Therefore, the major findings were presented in term of difference and similarities between the two major providers secondary school providers in the state thus:

There was significant difference in the opinions of zonal education officials, principals and teachers on staff recruitment process on the achievement of public and private secondary schools objectives in Niger State with calculated value of 6.30 for public secondary schools respondents, and calculated value for 9.84 private secondary schools respondents are all greater than the table value = 3.88 at 0.05 significant level and df 2.12. The significant difference manifested the nature of recruitment that, there was influence of god fatherism during the recruitment process in public secondary school teachers. However, advertisement of available employment through mass media and selection of teachers were based on merit; as discovered from the study in both public and private secondary schools in Niger State. Despite the fact that qualified teachers could be found in both public and private secondary schools in Niger State; Abasi and Christopher (2013) found out that public schools have better qualified staff when compared to private schools in Ikot Ekpene local government. If really this may be applicable to Niger State secondary school teachers, then why is it that many parents prefer to send their wards to private schools where they believed that better education for children is found there? Consequently, is not recruitment of only qualified teachers that matters, but also influencing them to work for the attainment of educational aims and objectives.

The significant difference in the opinions of respondents on staff training methods used on the achievement of public and private secondary schools objectives in Niger State, with calculated value public= 8.58>, calculated value private= 17.65>, table value= 3.88 at 0.05 significant level and df (2,12). It was further pinpointed out that private schools authority do not freely release their teacher for study leave with pay as public school authority does. It was also found out that both public and private secondary schools relate in some aspects of training and development such as workshops, seminars and also positive manifestations after the training. Of

course, provision of developmental programs for staff such as scholarship grants, attending seminars outside, conferences and trainings, workshops and the like; not only for professional advancement and personal growth, but it will be to the promotion of employees. The importance of engaging teachers in different developmental programs was further confirmed by Noe (2004) in Cordova (2012) which stated that there is a need to upgrade the workers to adjust to a very fast changing environment in order for the organization to compete, survive, and excel. Unfortunately, in terms of study leave with pay; teachers in private schools have two alternatives: either to acquire the required level of knowledge before being employed, or terminate the appointment for in service but to continue after the program.

The outcome found in the opinions of respondents on contribution of motivation strategies used on the achievement of public and private secondary schools objectives in Niger State calculated value public= 20.76>, calculated value private=19.20> table value= 3.88 at 0.05 significant level and df (2,12). It was apparently shown that both public and private secondary teachers suffered motivation strategies especially in term of promotion where public teachers experienced late implementation of their promotion benefits, while salaries of private teachers were paid at fixed rate like pensioners. At this point, it was also found out that many public and private secondary school teachers can swing from teaching job at any time when opportunity comes due to the poor motivation. Ofojebe (2010) stressed that to enhance teacher motivation in the educational system in Nigeria, the following should be included in the system: staff development and training, participatory decision making,good working conditions; remunerations and salaries, promotion as at when due, job security, recognition of teachers' profession, conducive working environment, provision of adequate instructional materials/teaching aids and financial rewards, awards, teacher's scholarship, sponsorship of both

local and international seminars, conferences and workshop participations as it is done in other fields. Duze (2012) found out that private secondary school principals in Anambra State give soft loan to teachers pending when they are paid.

In conclusion, teaching profession is regarded as the noblest job in the world. But unfortunately, teachers are being looked down upon in the society as the servants of civil servants; as a person who cannot prosper in material benefits. There is need for their welfare to be considered. The fact remains that, the working condition of a teacher is the learning condition of a child. In fact, the most important type of motivation people considered worthy is remuneration.

Furthermore, the significant difference in the opinions of respondents on staff discipline methods applied on the achievement of public and private secondary schools objectives in Niger State, calculated value public= 7.00>, calculated value private=15.66>, table value= 3.88 at 0.05 significant level and df (2,12). From the finding, it was discovered that there were some differences in methods of discipline where as in public secondary schools, teachers go to school at late hours and leave the premises before the usual closing hours without taking excuse from the principal. While opposite was the case in private school or such cases were less recorded. However, some related aspects of discipline in both public and private schools included that, teachers do not smoke within the school premises or in the presence of students. Staff discipline plays important role in any organization including school as an educational institution especially secondary schools which involve mingling of teenagers in the same environment.

Any manifested behaviour that is contrary to discipline is referred as indiscipline. Even though the act of sexual harassment or love relationship between the staff and the female students were not found in the study yet, many sexual abuse were reported in the mass media

such as magazine, newspapers and even online journals. For example, Opejobi (2017) reported that a vice principal of Government Day Secondary School in Tunga Minna Niger State, has been accused of sleeping with a 16 year old girl student and impregnating her. This is a clear indication of indiscipline but, the respondents may not want to reveal this in the study. The reason was best known to them. Most of these cases were rampantly found in public school, but few were reported. The question is, why not in private school too? By the way, in conclusion, Akomalafe (2012) revealed that schools with high level of administrative effectiveness manifest high level of discipline.

The result of the finding also indicated that, there is significant difference in the opinions of respondents on staff supervision strategies on the achievement of public and private secondary schools objectives in Niger State, with calculated value public= 7.40>, calculated value Private=7.10>, table value= 3.88 at 0.05 significant level and df (2,12). Significant different opinions were monitored in term of supervision strategies, where a strict internal supervision was highly maintained in private secondary schools than their public counterpart. Furthermore, both public and private secondary schools were related in term of intervention of external supervisor from the ministry of education and also both the external and internal supervisors were friendly with the teachers.

In fact, the most outstanding significant difference that exist between public and private secondary schools in Niger State and others, is the incessant internal supervision by the principals of private schools. In support of this point, Iddi, (2016) asserted that, teacher motivation was quite low in both public and private secondary schools nevertheless, high academic achievement of private school students were attributed to strict internal supervision of school heads/proprietors.

Finally, there is significant difference in the opinions of respondents on staff appraisal performance strategies adopted on the achievement of public and private secondary schools in Niger State with calculated value public=14.29>, calculated value private= 22.32>, table value= 3.88 at 0.05 significant level and df (2,12). The finding revealed that appraisal performance differed between the school types as competition was recorded among the private teachers in service delivery which will favour them during evaluation of their performance, unlike their public counterparts where the competition was recorded less. In addition, the retirement criteria for public secondary schools teachers are by age or year of service. While reverse was the case in private secondary schools. Nevertheless, both having the same opinions in the aspect of terminating and dismissing any teacher who is not dedicated to his/her duty or being found with serious offence such sexual harassment.

Duze, (2012) found out that some principals of private secondary school in Anambra award prizes to teachers whose students performed very well. In fact, this will positively create a healthy competition among the staff for better performance. In support of this assertion, Cordova,(2012) confirms that evaluation or appraisal system creates competitive advantage by improving employee job performance. It was an interesting finding that both public and private secondary schools did not tolerate serious offences such as sexual harassment. This will greatly sustain the integrity of teachers and teaching profession in general.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This last chapter of the study is dedicated for summary of the whole work from chapter one to chapter four, conclusion on the findings based on the judgmental point of researcher's view, recommendations based on the major findings and suggestions for further research were presented below:

5.2 Summary

This research was purposely carried out to comparatively assess the way and manner human resource are being managed for the achievement of public and private secondary schools objectives in Niger state, Nigeria. Teachers are the personnel who facilitate learning and inculcate good characters to students in both public and private secondary schools. Public secondary schools are being control by the state government through public funds, while private secondary schools are owned by the individual or group for profit making or serving the interest of their religious groups. It has been observed by the researcher that people who attended public schools in olden days are the same set of people who don't want to send their children to public schools today; why? Despite the fact that public schools are tuition free fee; when compare to the financial implication involve in private secondary schools. It means that, something is wrong somewhere. The study was guided by the six formulated hypotheses while the research questions and basic assumptions were derived therein. The main concern of comparative assessment of the human resource management was centered on recruitment process, training methods, motivation strategies, discipline, supervision and performance appraisal methods. Also, the outcome of the study is expected to be handful to the stakeholders such as policy makers, principals, proprietors, teachers, educational administrators and planners, parent, and future researchers.

The related literatures to this study were reviewed. The chapter encapsulated conceptual frame work such as variables in the topic and variables in the objectives were explained with support of academic authorities. This include the concept of comparative assessment, management, similarities and differences between management and administration, concept of human resource, secondary school education in Nigeria; including public and private objectives, problems and ways forward. The chapter also included concept of recruitment process, training methods, motivation strategies, discipline, supervision and performance appraisal were explained with the help of academic authorities. Also, under theoretical frame work Abram Maslow Hierarchy of Human Needs and Post Behavior Science School of Thought in Management were analyzed. Descriptive survey research design was adopted for the study.

The study was surrounded by 26,946 populations, which included zonal education officials, principals and teachers of both public and private secondary schools in Niger state; out of which 378 sample size were derived based on the recommendation of Research Advisor. A closed ended questionnaire was used as the instrument for gathering the data, while ANOVA was used for testing the six formulated hypotheses.

After the data analysis using descriptive and inferential statistics, the result revealed that, all the six formulated hypotheses were rejected based on the opinions of the respondents. Which meant that, there was significant difference in the opinions of the respondents on recruitment methods, training, motivation strategies, discipline, supervision and performance appraisal methods on the achievement of public and private secondary school in Niger State. Therefore, the researcher deduced at the fact that that there is influence of god fatherism and politicians during the recruitment process in public secondary school; unlike their private counterpart. Private school authorities do not freely release their teachers for study leave with pay as public

school authority do. Public teachers experienced late implementation of their promotion benefits, while private teachers received meager salaries and at times fixed rate. Many public secondary schools teachers go to school late and leave before the closing hours without genuine reason, unlike private secondary school. Frequent and strict internal supervision was highly maintained in private secondary schools than their public counterpart. Competition was recorded among the private teachers in service delivery in favour of performance appraisal. On the other hand, a retirement criterion for public secondary school teachers is by age or years of service.

5.3 Conclusion

Based on the findings so far, there was influence of god fatherism and politicians during the recruitment process. Private school authority may see it as a waste of resource to allow their staff to go for study leave with pay. Also, late implementation of promotion for public school teachers has greatly contributed in pushing back other people to dislike teaching job. The meager salaries and at times fixed rate of private secondary school teachers did not weaken their morale for their students to excel in academic performance due to incessant supervision by the principal or proprietor himself.

If the late arrival of public secondary schools teacher's school hours and leave premises before the closing hours without genuine reason shall continue unchecked, it could be a contributing factor for truancy and other form of indiscipline among the students. Regular internal supervision was highly missing in public secondary schools when compared to their private counterpart. Teachers in public secondary schools did not recognized competition as worthy act. Sometimes, dedicated teachers may be amused and exaggerated by other staff. Finally, criteria for retirement either by age or years of service should not be an issue to be stressed upon. What really matters

is the teachers' ability to deliver, because there are some teachers that were retired, but not tired. Likewise, some could also be found working but cannot perform well.

5.4 Recommendations

Based on what this study revealed therefore, the following recommendations were considered pertinent that:

1 The recruitment and selection should not be influenced by the politicians, as act was blocks the chances of common citizens. It should therefore be based on merit.

2 Arrangement should be made between the teachers serving in private secondary schools in such a way that soft scholarship loan will be given to the teacher who wish to go for in service training which will gradually be deducted from their salaries at lower rate

3 Senators and members of House of Representatives of Niger State should be encouraged to use 50% of their allowance to implement the outstanding promotions of public secondary school teachers.

4 The executive members of Parent Teachers Association should intervene in identifying and calling the attention of the public secondary school teachers who come to school at late or leave before the closing hour to change for better otherwise will be reported to the appropriate authority for disciplinary action accordingly.

5 All people of power and authority such as the governor, commissioners, permanent secretaries, directors, chairmen, principals and traditional rulers should have their children schooling in public sector, as Elrufa'i of Kaduna State did. This will make the government to pay attention on the aspect of supervision and inspection

6 Interested retired but not tired teachers who wish to be redeployed to the service should be welcomed, as Bello Masari of Katsina State governor did

5.5 Suggestions for Further Studies

The following research topics were postulated by the researcher for further studies by expanding all the six objectives of this study:

1 Comparative Analysis of Academic Staff Recruitment Strategies in Public and Private Universities in South-South Geographical Zone, Nigeria.

2 The Impact of in Service Training Among Secondary School Teachers on the Achievement of Students' Academic Performance

3 Relationship between public secondary school teachers' remuneration and students' academic performance.

4 Comparative Study of Principals Discipline Strategies on Teachers' Service Delivery between Public and Private Secondary Schools.

5 Influence of Principals' Regular Internal Supervision on the Curriculum Implementation in Public Secondary Schools.

6 Impact of Award Prize on Teachers' Job Performance in Private Secondary Schools.

5.6 Contributions to Knowledge

The outcome of the findings has contributed in the field of academic knowledge thus:

1 There was influence of god fatherism during the recruitment and selection process in public secondary schools, as a result of politics

2 Private secondary school authorities found it difficult to release their teachers for study leave with pay, because establishing private secondary schools in Niger State today was no longer a social service; rather a business.

3 Some Public secondary schools teachers were habitual late comers to school. This has resulted to truancy among the students

4 Regular internal supervision was what fetched credit to private secondary schools, because failure to work by a teacher for a day without genuine reason may result to deduction of some amount of money from the salary.

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EDUCATIONAL ADMINISTRATION AND PLANNING UNIT
DEPARTMENT OF EDUCTIONAL FOUNDATIONS AND CURRICULUM
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA
Questionnaire

Dear Respondent,

I am a Master Degree Student in Educational Administration and Planning, Faculty of Education, Ahmadu Bello University, Zaria. I am currently undertaking a research work on the topic: **Comparative Assessment of Human Resource Management on the Achievement of Public and Private Secondary Schools in Niger State, Nigeria.**

This questionnaire is strictly for the purpose of academic research which serves as part of requirements for the award of M.Ed certificate in Administration and Planning. You are therefore required to give honest answers to the questions provided and any information given shall be treated with all sense of confidentiality.

Thank you in anticipation of your cooperation.

Yours faithfully

Salisu Sani

(08024931660)

SECTION "A" Bio-data of the Respondent

Please tick in the space provided that relate to you.

1. Gender:

a. Male ( ) b. Female ( ).

2. Job Status:

a. Zonal Education official ( ) c. Principal ( ) d. Teacher ( )

3. Present Educational Qualification:

a. Ph.D. ( ) c. M. Ed/MSc. Ed ( ) d. B. Ed/B. Sc ( )

e. NCE ( ) f. Others ( )

4. **Year of Working Experience**

a.1-5 ( ) b. 6-10 ( ) c. 11-15 ( ) d. 16-20 ( ) e. 20 and above **( )**

SECTION 'B'

Opinions of Respondents on Human Resource Management on Staff Recruitment Process in Public Secondary Schools in Niger State..

S/NO	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Advertisement for public secondary school teachers' employment is made available through mass media such as newspapers, internet and radio.					
2.	Teachers employed in public secondary school are professionally trained.					
3.	Selection of teachers for employment in public secondary school is based on merit.					
4.	Screening of public secondary school teachers is being conducted during the selection process.					
5.	Interview of public secondary school teachers is being conducted during the selection process.					
6.	Structured interview is used during the public secondary school teachers screening exercise.					
7.	The selection exercise of public secondary school teachers is conducted by experts					
8.	Aptitude test used for public secondary schoolteachers; covers numerical, language, and abstract reasoning skills.					
9.	Public secondary school teachers received orientation programme before they could start teaching.					
10.	There is influence of god fatherism during recruitment and selection process of secondary school teachers.					

SECTION "C"

Opinions of Respondents on Human Resource Management on Staff Training in Public Secondary Schools in Niger State.

S/NO	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
11.	Newly recruited public secondary school teachers are call for induction.					
12.	Newly recruited teachers in public secondary school are attached to experienced teachers for mentoring.					
13.	In and outside workshop are usually organized for public secondary school teachers from time to time.					
14.	Public secondary schools teachers use to attend seminars every 1 to 2 years to meet there professional need.					
15.	Conferences are organized for public secondary school teachers so as to discuss and find solution to problems on teaching and learning					
16.	The principals of public secondary schools plan and implement cluster training for their teachers					
17.	Public secondary schools teachers are officially allowed to go for in-service training.					
18.	Some teachers in public secondary schools do not like to go for in-service to further for their studies					
19.	Teachers in public secondary schools bring creativity and positive change to their schools after the in-service programme					
20.	There is change in the attitude of public secondary school teachers after the participation in seminars and workshops					

SECTION 'D'

Opinions of Respondents on Human Resource Management on Staff Motivation in Public Secondary Schools in Niger State.

S/NO	Item statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
21.	The personnel management department of public secondary schools determines teachers' motivation.					
22.	Many teachers are less happy with teaching job in public secondary schools due to poor motivation.					
23.	There is conducive teaching and learning environment in public secondary schools.					
24.	Salaries are promptly paid to teachers in public secondary school monthly.					
25.	Teachers in public secondary schools are being promoted as at when due.					
26.	Hard working teachers of public secondary schools are being rewarded with award or any other tangible materials.					
27.	Teachers in public secondary schools are being involved in decision making.					
28.	There is late implementation of teachers' promotion in public secondary schools.					
29.	Teachers receive their salaries at fixed rate payment.					
30.	Incentives are being given to public secondary school teachers during Christmas and Salah celebrations					

SECTION 'E'

Opinions of Respondents on Human Resource Management on Staff Discipline in Public Secondary Schools in Niger State.

S /NO	Item statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
31.	There is self-control of both staff and students in public secondary schools.					
32.	The personality of the principal in public secondary schools is good enough to be emulated.					
33.	Many public secondary school teachers come to school late.					
34.	There is a good relationship between the staff and students in public secondary schools.					
35.	The rules and regulations guiding the public secondary schools are very harsh and rigid.					
36.	Public secondary school Teachers leave school before the closing hours without genuine reason					
37.	Public secondary school Teachers involve themselves in lovely relationship with female students					
38.	Public secondary school Teachers smoke cigarette within the school premises or in the presence of students.					
39.	There is provision of functional guidance and counselling unit in public secondary schools.					
40.	Public school teachers are being punished for wrong doing without the interference of god fatherism.					

SECTION 'F'

Opinions of Respondents on Human Resource Management on Staff Supervision in Public Secondary Schools in Niger State.

S/NO	Item statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
41.	Teachers in public secondary schools are being supervised during the class room instruction.					
42.	The principals in public secondary schools often supervise the school environment from time to time.					
43.	Zonal education inspectors come for supervision to public secondary schools from time to time.					
44.	Is only the internal supervisor that oversees the teaching and learning activity in public secondary schools					
45.	Teachers in public secondary schools are supervised through team teaching.					
46.	Supervisors in public secondary schools are friendly with the teachers					
47.	Teachers in public secondary schools compile and submit the result of the students in time.					
48.	Supervisors also check Teachers' records of lesson note in public secondary schools.					
49.	The supervisors in public secondary schools apply counselling supervision strategy.					
50.	There is strict internal supervision approach in public secondary schools.					

SECTION 'G'

Opinions of Respondents on Human Resource Management on Staff Performance Appraisal in Public Secondary Schools in Niger State.

S/NO	Item statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
51.	Open and secret files are being kept for every staff in public secondary schools.					
52.	Educational administrators do educate public secondary teachers on the civil service rule.					
53.	Performance appraisal is being conducted to public secondary school teachers every year.					
54.	There is competition among the teachers in service delivery in favour of their performance appraisal.					
55.	Teachers in public secondary schools teachers receive and fill evaluation form for promotion after every three years.					
56.	There is a system for ranking of teachers from junior to upper level.					
57.	Public secondary school teachers are being dismissed for serious offence such as sexual harassments					
58.	Habitual late coming teachers of public secondary school are being transfer to rural areas as punishment.					
59.	Termination of appointment is applies to every public secondary school teachers who is not dedicate to duty					
60.	A retirement criterion for public secondary school teachers is by age or years of service.					